Jurnal Raudhah, Vol. 14 No. 2, July – December 2026
http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah
e-mail: jurnalraudhah@uinsu.ac.id
p-ISSN: 2338-2163
e-ISSN: 2716-2435 http://dx.doi.org/10.30829/raudhah.v14i2.5926

Teachers' Strategies For Increasing The Engagement of Children Aged 4–6 Years in The Learning Process

✉ [1]**Annisa Hanum,** [2]**Zahra Aulia,** [3]**Rafina Aufa,** [4]**Muhlisin Muhlisin,** [5]**Abul Mafaakhir**
✉[1, 2, 3, 4, 5] Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan Jl. Pahlawan KM 5, Rowolaku, Kecamatan Kajen, Kabupaten Pekalongan, Jawa Tengah 5116, Indonesia
✉[1]annisa.hanum25034@mhs.uingusdur.ac.id, [2]zahra.aulia25049@mhs.uingusdur.ac.id, [3]rafina.aufa25030@mhs.uingusdur.ac.id, [4]muhlisin@uingusdur.ac.id, [5]abul.mafaakhir@uingusdur.ac.id

Article submitted: 10 October 2026 ***Review process: 18 October 2026***
Article accepted: 29 October 2026 ***Article published: 02 November 2026***

Abstract

Early childhood involvement in the learning process is an important aspect of creating active learning that aligns with the developmental characteristics of children aged 4–6 years. This article aims to examine teachers' strategies for increasing children's involvement through a literature review (library research) using a descriptive qualitative approach. Data were collected by reviewing scientific literature relevant to the topic and analyzed thematically to identify forms of children's involvement and supporting teaching strategies. The findings indicate that children's involvement can be observed through attention, enthusiasm, participation, interaction, and active engagement during learning activities. Teachers' strategies include providing varied activities that match children's interests and abilities, creating a safe and comfortable learning environment, offering opportunities for exploration, providing appropriate guidance, and giving positive feedback. Teachers also serve as facilitators, motivators, innovators, and guides. Therefore, creative and child-centered learning strategies can effectively support increased children's involvement in the learning process.
Keywords: Teacher Strategies, Child Engagement, Early Childhood, Learning Process, Learning for Children Aged 4–6 Years

Abstrak

Keterlibatan anak usia dini dalam proses pembelajaran merupakan aspek penting untuk menciptakan pembelajaran yang aktif dan sesuai dengan karakteristik perkembangan anak usia 4–6 tahun. Artikel ini bertujuan mengkaji strategi guru dalam meningkatkan keterlibatan anak melalui metode studi kepustakaan (library research) dengan pendekatan deskriptif kualitatif. Data dikumpulkan melalui penelusuran literatur ilmiah yang relevan, kemudian dianalisis dan dikelompokkan berdasarkan tema untuk mengidentifikasi bentuk keterlibatan anak serta strategi guru. Hasil kajian menunjukkan bahwa keterlibatan anak dapat dilihat melalui perhatian, antusiasme, partisipasi, interaksi, dan keaktifan selama pembelajaran. Strategi guru meliputi penyediaan kegiatan yang bervariasi sesuai minat dan kemampuan anak, penciptaan lingkungan belajar yang aman dan nyaman, pemberian kesempatan bereksplorasi, bimbingan yang tepat, serta umpan balik positif. Guru juga berperan sebagai fasilitator, motivator, inovator, dan pembimbing. Dengan demikian, strategi pembelajaran kreatif dan berpusat pada anak dapat meningkatkan keterlibatan anak secara optimal dalam proses pembelajaran.
Kata Kunci: *Strategi Guru, Keterlibatan Anak, Anak Usia Dini, Proses Pembelajaran, Pembelajaran Anak Usia 4-6 Tahun*

©2026The Authors. This open access article is distributed under a (CC-BY-SA License)

http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah
e-mail: jurnalraudhah@uinsu.ac.id
p-ISSN: 2338-2163
e-ISSN: 2716-2435 http://dx.doi.org/10.30829/raudhah.v14i2.5926

A. INTRODUCTION

Early Childhood Education (ECE) is an important stage of education because it serves as the foundation for children's overall development, including cognitive, language, social-emotional, affective, and physical-motor development. During the golden age, brain development and children's learning abilities progress rapidly, requiring appropriate stimulation through learning experiences that meet the needs and characteristics of each child. Learning in ECE is not only aimed at delivering educational content but also at providing opportunities for children to participate actively in various activities. Such engagement can be demonstrated through attention, enthusiasm, interaction, confidence in expressing opinions, and active participation during learning activities. Therefore, teachers need to select and implement learning strategies that are engaging, enjoyable, and appropriate to children's characteristics so that their involvement in the learning process can develop optimally (Fatimah & Nuraeni, 2026).

One aspect closely related to children's engagement in the learning process is learning interest. Learning interest refers to children's attraction to learning activities, which can be demonstrated through attention, enjoyment, enthusiasm, and active participation. Children who are interested in learning tend to be more enthusiastic about exploring new experiences, interacting with teachers and peers, and participating in various activities. Conversely, a low level of learning interest may cause children to show less enthusiasm for activities, lose attention easily, and tend to remain passive during the learning process. Therefore, efforts to foster children's learning interest are an important part of encouraging their active engagement in learning (Hidayah et al., 2024).

However, children's engagement in the early childhood education learning process does not always occur automatically. Some children may still show a lack of active participation, become bored easily, have difficulty maintaining focus, or show greater interest in other activities. These conditions may be related to the teaching strategies implemented by teachers. Monotonous activities, the use of less engaging learning media, and learning experiences that do not align with children's interests and characteristics can hinder their engagement. This situation highlights the importance of varied and engaging teaching

©2026The Authors. This open access article is distributed under a (CC-BY-SA License)

http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah
e-mail: jurnalraudhah@uinsu.ac.id
p-ISSN: 2338-2163
e-ISSN: 2716-2435 http://dx.doi.org/10.30829/raudhah.v14i2.5926

strategies that meet children's needs to encourage their attention and active participation throughout the learning process (Nunzairina et al., 2021).

Teachers play an important role in creating learning experiences that can increase children's engagement. Teachers are not only responsible for delivering educational content but also serve as facilitators, guides, and motivators who help children gain direct learning experiences (Diana, 2021). Teaching strategies need to be adapted to the characteristics of early childhood, as children are active, highly curious, and learn more easily through play and real-life experiences. Teachers can implement play-based activities, use varied teaching methods and learning media, provide opportunities for children to choose activities, and build positive interactions. These strategies can encourage children to participate more actively and become more engaged in the learning process (Kusuma et al., 2023).

The implementation of appropriate strategies can create an enjoyable learning environment while providing opportunities for children to develop according to their potential and needs. Children's engagement is reflected not only in their participation in learning activities but also in their ability to pay attention, ask questions, answer questions, explore, communicate, cooperate, and complete tasks according to their abilities. Therefore, teachers' strategies should focus on child-centered learning that provides children with opportunities to participate meaningfully in the learning process (Fitra et al., 2025).

Various studies have discussed teaching strategies, play-based activities, the use of learning media, teacher-child interactions, and active learning in early childhood education. However, this article focuses on the relationship between forms of children's engagement, practical strategies that teachers can implement, teachers' roles, and the challenges encountered in increasing the engagement of children aged 4–6 years (Reditiya, 2023). This focus is intended to develop a more structured understanding of teachers' strategies for supporting children's engagement throughout the learning process. The novelty of this study lies in its effort to integrate these aspects into a single discussion through a literature review, which is expected to provide a more comprehensive overview for teachers in selecting learning strategies that suit children's characteristics and needs.

Based on the above discussion, this article addresses five research questions: (1) how are young children's engagement in the learning process; (2) what are the forms of young

©2026The Authors. This open access article is distributed under a (CC-BY-SA License)

http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah
e-mail: jurnalraudhah@uinsu.ac.id
p-ISSN: 2338-2163
e-ISSN: 2716-2435 http://dx.doi.org/10.30829/raudhah.v14i2.5926

children's engagement in the learning process; (3) what teaching strategies can be used to increase young children's engagement in the learning process; (4) what are the roles of teachers in increasing young children's engagement in the learning process; and (5) what challenges do teachers face in increasing young children's engagement in the learning process?

This article aims to examine and analyze various strategies that teachers can implement to increase the engagement of children aged 4–6 years in the learning process through a literature review. This study is expected to provide an overview of the forms of children's engagement, teaching strategies that can be applied, the roles of teachers, and the challenges that need to be considered during implementation. In addition, the findings are expected to serve as a reference for teachers in selecting and implementing learning activities that are appropriate to the characteristics, needs, and developmental stages of early childhood.

B. RESEARCH METHODS

This study employs a library research method with a descriptive qualitative approach. Data were collected by searching for and gathering literature relevant to the topic of teachers' strategies for increasing early childhood engagement in the learning process. The keywords used included “early childhood education teacher strategies,” “early childhood engagement,” “children's engagement in learning,” “early childhood learning strategies,” and “active learning in early childhood education.” The literature obtained was then selected based on its relevance to the research focus and the credibility of the sources. The literature review process involved reading and identifying information related to teachers' strategies for increasing children's engagement in the learning process. (Gea et al., 2025).

The literature used in this study covers discussions of early childhood engagement, learning interest, early childhood education (ECE) teaching strategies, teachers' roles, active learning, play-based learning, and the use of learning media. Relevant information was recorded, grouped by theme, and compared to identify similarities and differences in the findings from various sources. Data were analyzed descriptively by synthesizing the literature review findings to develop an understanding of the forms of children's engagement,

©2026The Authors. This open access article is distributed under a (CC-BY-SA License)

http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah
e-mail: jurnalraudhah@uinsu.ac.id
p-ISSN: 2338-2163
e-ISSN: 2716-2435 http://dx.doi.org/10.30829/raudhah.v14i2.5926

the factors influencing it, the strategies teachers can implement, and the roles and challenges of teachers in increasing early childhood engagement in the learning process.

C. FINDINGS AND DISCUSSION

Based on the literature review of relevant sources, early childhood engagement in the learning process is associated with both internal and external factors. Internal factors include children's interests, motivation, self-confidence, and emotional conditions, while external factors include teaching strategies, the use of learning media, the learning environment, and teacher-child interactions. Children's engagement can be observed through attention, enthusiasm, active participation, interaction, communication skills, and involvement in learning activities. Based on the focus of this study, the literature findings are grouped into five main aspects, as presented in Table 1.

Table 1. Results of the Literature Review on Teachers' Strategies for Increasing the Engagement of Children Aged 4–6 Years in the Learning Process

No	Aspect	Findings	Article
1.	The concept of early childhood engagement in the learning process	Children's engagement is reflected in their enthusiasm, attention, active participation, and interaction during learning activities. Play-based learning encourages children to become more interested and actively involved in the learning process.	Implementasi Pembelajaran Berbasis Bermain melalui Engagement Belajar Anak Usia Dini (Sehati et al., 2025). *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial.*
2.	Forms of early childhood engagement in the learning process	Children demonstrate engagement through participation, initiative, and enthusiasm during learning activities.	Implementasi Metode Pembelajaran Project Based Learning dalam Kegiatan Pembelajaran Anak Usia Dini (Pratiwi et al., 2025). *Jurnal Kiprah Pendidikan.*
3.	Effective teacher strategies for increasing early childhood engagement in the learning process	Teachers use varied activities based on children's interests and abilities and provide opportunities for children to choose their own activities.	Strategi Guru dalam Menstimulasi Penanaman Karakter Kemandirian Anak Usia Dini Pada Kegiatan Model Pembelajaran Berdiferensiasi (Yuliani et al., 2024). *JIIP: Jurnal Ilmiah Ilmu Pendidikan.*

©2026The Authors. This open access article is distributed under a (CC-BY-SA License)

http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah
e-mail: jurnalraudhah@uinsu.ac.id
p-ISSN: 2338-2163
e-ISSN: 2716-2435 http://dx.doi.org/10.30829/raudhah.v14i2.5926

No	Aspect	Findings	Article
4.	Teachers' roles in increasing early childhood engagement in the learning process	Teachers act as facilitators, motivators, innovators, and guides to encourage children to participate actively and engage in learning.	Peran Penting Guru dalam Menerapkan Strategi Pembelajaran Aktif dan Menyenangkan di Pendidikan Anak Usia Dini (Safitri & Nst, 2025). *Iceni: Jurnal Insan Cita Pendidikan.*
5.	Challenges teachers face in increasing early childhood engagement in the learning process	Teachers face challenges in selecting appropriate strategies, interacting with children, and creating engaging learning experiences that prevent boredom.	Menghadapi Era Abad 21: Tantangan Guru Pendidikan Anak Usia Dinidi Kabupaten Bone Bolango (Guru et al., 2021). *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini.*

In general, the literature review findings indicate that early childhood engagement can be examined through several aspects, including the concept and forms of children's engagement, teaching strategies implemented by teachers, teachers' roles, and challenges encountered in the learning process. These five aspects provide a foundation for further discussing the relationship between teachers' strategies and children's engagement in the learning process in the discussion section.

1. The Concept of Early Childhood Engagement in the Learning Process

Early childhood engagement in the learning process refers to a condition in which children participate actively through attention, enthusiasm, exploration, asking questions, trying new things, and interacting with their environment and peers. Engagement is not only demonstrated by children's presence in learning activities but also by their willingness to participate in and complete learning tasks (Gea et al., 2025).

One approach that supports children's engagement is play-based learning. Through play activities, children have opportunities to explore, use their imagination, interact with others, and learn in an enjoyable environment. These activities also provide opportunities for children to ask questions, try new things, and cooperate with their peers.(Sehati et al., 2025).

In addition to play activities, children's engagement can be observed through their attention, enthusiasm, motivation to complete tasks, confidence in asking questions, and

©2026The Authors. This open access article is distributed under a (CC-BY-SA License)

http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah
e-mail: jurnalraudhah@uinsu.ac.id
p-ISSN: 2338-2163
e-ISSN: 2716-2435 http://dx.doi.org/10.30829/raudhah.v14i2.5926

willingness to collaborate with peers. This indicates that children's engagement is not only related to observable active participation but also to their motivation and interactions throughout the learning process (Azizah et al., 2024).

Based on these three sources, children's engagement can be understood as active participation that encompasses behavior, motivation, and interaction during learning activities. Therefore, learning should provide opportunities for children to experience, explore, and develop learning experiences that are appropriate to their developmental stages.

2. Forms of Early Childhood Engagement in the Learning Process

Early childhood engagement in the learning process can be observed through various behaviors, such as paying attention to the teacher's explanations, showing enthusiasm, participating in activities, asking questions, attempting to complete tasks, and interacting with peers. These forms of engagement indicate that children are not merely recipients of information but also play an active role in building their own learning experiences (Tukly et al., 2025).

One form of children's engagement can be observed through their participation in project-based learning activities. Through project activities, children have opportunities to participate in planning, experimenting, observing, and completing tasks according to their developmental abilities. These activities can encourage children to demonstrate initiative, cooperate with others, and participate actively throughout the learning process (Pratiwi et al., 2025).

In addition to participation in activities, children's engagement can also be demonstrated through their attention and enthusiasm during learning. Children who are interested in an activity tend to show curiosity, be willing to try the activities provided, and attempt to complete them with the teacher's guidance. Therefore, teachers need to pay attention to children's responses during learning to determine whether the activities being implemented are appropriate to their interests and needs (Nuraida et al., 2024).

Based on the above discussion, early childhood engagement can be observed through behavioral aspects, such as attention and participation, as well as interactional aspects, such as asking questions and cooperating with others. These forms of engagement can serve as a

©2026The Authors. This open access article is distributed under a (CC-BY-SA License)

http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah
e-mail: jurnalraudhah@uinsu.ac.id
p-ISSN: 2338-2163
e-ISSN: 2716-2435 http://dx.doi.org/10.30829/raudhah.v14i2.5926

reference for teachers to observe children's responses and adjust learning activities to their characteristics and developmental stages.

3. Teachers' Strategies for Increasing Early Childhood Engagement

Teaching strategies are an important factor in increasing early childhood engagement throughout the learning process. The strategies implemented need to be adapted to children's interests, abilities, needs, and developmental stages. Teachers can design varied activities to provide children with opportunities to participate actively, explore, and develop meaningful learning experiences. One strategy that can be implemented is adapting learning activities to children's interests and abilities (Lubis & Ardilla, 2023). Through differentiated learning, teachers can provide activity choices or adjust the difficulty level of tasks according to children's needs. In this way, children have opportunities to participate in learning activities according to their abilities and are encouraged to engage actively in the learning process (Yuliani et al., 2024).

In addition, teachers can use creative and varied teaching methods, such as playing, conducting simple experiments, singing, storytelling, and project-based activities. These varied activities provide different learning experiences, allowing children to observe, experiment, ask questions, and interact with others. The selection of teaching methods should consider the learning objectives and children's characteristics so that activities are not only engaging but also support their developmental processes (Fadhilah & Indriyani, 2023).

Another strategy is to create a safe and comfortable learning environment while providing children with opportunities to explore. Teachers need to give clear instructions, support children when they encounter difficulties, and provide positive feedback on their efforts (Hasnawati, 2022). This support can help children feel valued and become more confident in participating in learning activities (Fatimah & Kusumawati, 2025).

Based on the above discussion, strategies for increasing children's engagement should combine activities that match children's interests and abilities, the use of varied teaching methods, a supportive learning environment, and teacher guidance. These strategies need to be adapted to children's responses throughout the activities so that teachers can make

©2026The Authors. This open access article is distributed under a (CC-BY-SA License)

http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah
e-mail: jurnalraudhah@uinsu.ac.id
p-ISSN: 2338-2163
e-ISSN: 2716-2435 http://dx.doi.org/10.30829/raudhah.v14i2.5926

adjustments when children experience difficulties or show little interest in the activities provided.

4. The Role of Teachers in Increasing Early Childhood Engagement

Teachers play an important role in creating a learning process that encourages young children to participate actively. Their roles are not limited to delivering educational content but also include providing guidance, offering motivation, developing engaging activities, and creating a learning environment that supports children's needs (Kusuma et al., 2023). In practice, teachers need to understand each child's characteristics to provide appropriate support throughout the learning process (Safitri & Nst, 2025).

As facilitators, teachers provide opportunities and resources for children to explore their environment, try various activities, and build learning experiences through hands-on activities. Teachers do not merely give instructions but also guide children when they encounter difficulties and provide opportunities for them to discover learning experiences according to their abilities (Rahma et al., 2025).

As motivators, teachers encourage and appreciate children's efforts throughout learning activities. Appropriate praise, verbal support, and positive responses can help children feel valued and increase their confidence to participate. Meanwhile, as innovators, teachers need to develop varied learning activities that suit children's characteristics so that the learning process does not become monotonous (Rahma et al., 2025).

In addition, teachers act as guides who support children as they engage in activities, interact with peers, and overcome difficulties that arise during learning (Anggraini et al., 2025). Such guidance should be provided appropriately so that children still have opportunities to try things independently and develop their independence. Therefore, teachers need to balance providing guidance with allowing children the freedom to explore (Siyami, 2023).

Based on the above discussion, teachers' roles as facilitators, motivators, innovators, and guides are interconnected in supporting early childhood engagement. The effectiveness of these roles can be observed through the opportunities provided for children to participate,

©2026The Authors. This open access article is distributed under a (CC-BY-SA License)

http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah
e-mail: jurnalraudhah@uinsu.ac.id
p-ISSN: 2338-2163
e-ISSN: 2716-2435 http://dx.doi.org/10.30829/raudhah.v14i2.5926

their comfort during learning activities, and the support that helps them engage according to their abilities and developmental stages.

5. Challenges Faced by Teachers in Increasing Early Childhood Engagement

In increasing early childhood engagement, teachers face various challenges related to differences in children's characteristics, interests, abilities, and responses throughout the learning process. Not all children demonstrate the same levels of attention and enthusiasm. Some children actively participate in activities, while others require additional guidance to encourage their participation. These conditions require teachers to understand children's needs and adapt the implementation of learning activities accordingly (Guru et al., 2021).

One of the challenges teachers face is maintaining children's attention and interest throughout learning activities. Activities that lack variety or do not match children's interests may cause them to lose interest and participate less actively. Therefore, teachers need to select methods and activities that suit children's characteristics and provide opportunities for them to become directly involved in the learning process (Waluya & Asikin, 2019).

Another challenge is adapting teaching strategies to the different abilities and needs of each child. Teachers need to support children who experience difficulties without limiting other children's opportunities to explore. This requires observing children's responses, managing activities flexibly, and providing guidance according to each child's individual needs (Hasnawati, 2022).

Teachers also need to build positive interactions so that children feel safe and comfortable during learning activities. Children who lack confidence or experience difficulties in communication may need time and encouragement to participate in group activities. To address these situations, teachers can provide guidance, use appropriate play-based activities, and gradually encourage interaction and cooperation among children.

Early childhood education teachers also face challenges in selecting teaching strategies that suit children's developmental characteristics. Teachers need to consider learning objectives, the availability of learning media, environmental conditions, and children's abilities to ensure that learning activities remain engaging and meaningful. Research on the challenges faced by early childhood education teachers highlights the importance of

©2026The Authors. This open access article is distributed under a (CC-BY-SA License)

http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah
e-mail: jurnalraudhah@uinsu.ac.id
p-ISSN: 2338-2163
e-ISSN: 2716-2435 http://dx.doi.org/10.30829/raudhah.v14i2.5926

teachers' preparedness in responding to changes and the learning needs of young children (Guru et al., 2021).

Based on the discussion above, challenges in increasing children's engagement can be addressed by understanding children's characteristics, selecting varied activities, providing appropriate guidance, and creating a supportive learning environment. Therefore, teachers need to make continuous adjustments based on children's responses so that learning can take place actively and in accordance with their developmental needs.

D. CONCLUSIONS AND SUGGESTIONS

Based on the results of the literature review, it can be concluded that early childhood engagement in the learning process is an important aspect of creating active and enjoyable learning experiences. Children's engagement can be demonstrated through attention, enthusiasm, participation, interaction, communication skills, and active involvement in learning activities. These forms of engagement need to be supported by teaching strategies that are appropriate to the characteristics and developmental stages of children aged 4–6 years.

Teachers can increase children's engagement by providing varied activities that match children's interests and abilities, creating a safe and comfortable learning environment, offering opportunities for children to make choices and explore activities, providing appropriate guidance, and giving positive feedback. In implementing these strategies, teachers act as facilitators, motivators, innovators, and guides. However, the implementation of these strategies faces challenges, including differences in children's characteristics and abilities, difficulties in maintaining their attention and enthusiasm, and the need for teachers to continuously develop their creativity in learning. Therefore, teaching strategies need to be implemented flexibly and in a child-centered manner to support children's engagement throughout the learning process. Early childhood education teachers are advised to implement creative and varied teaching strategies that are appropriate to children's characteristics and needs. Teachers also need to provide opportunities for children to ask questions, try new things, explore, choose activities, and cooperate with their peers, while building positive interactions throughout the learning process.

©2026The Authors. This open access article is distributed under a (CC-BY-SA License)

http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah
e-mail: jurnalraudhah@uinsu.ac.id
p-ISSN: 2338-2163
e-ISSN: 2716-2435 http://dx.doi.org/10.30829/raudhah.v14i2.5926

Early childhood education institutions are expected to support learning activities by providing adequate learning media and facilities, as well as opportunities to improve teachers' competencies. Meanwhile, future researchers are encouraged to conduct empirical research in early childhood education institutions to gain a deeper understanding of how teachers implement strategies to increase early childhood engagement in the learning process.

REFERENCE

Anggraini, D. F., Kutai, U., Tenggarong, K., & Timur, K. (2025). *Peran guru sebagai inovator dalam meningkatkan kualitas pembelajaran di era digital*. 53–61. https://doi.org/10.53640/w59svf86

Azizah, N., Mutolib, A., Adilla, F., Fadiahusna, S., & Hasanah, L. (2024). *Ragam Metode Pembelajaran Menarik Untuk Anak Usia Dini : Konsep Dan Praktek*. *8*(1), 75–83. https://doi.org/10.24853/yby.8.1.75-83

Fadhilah, W., & Indriyani, T. (2023). *Strategi Guru Dalam Meningkatkan Motivasi Belajar Anak Usia DIni*. *1*(September), 47–59. https://doi.org/10.61104/jd.v1i2.42

Fatimah, S., & Kusumawati, Y. (2025). *Strategi Guru PAUD dalam Penerapan Pembelajaran Berdiferensiasi untuk Memenuhi Keberagaman Gaya Belajar Anak Usia Dini*. *5*, 644–659. https://doi.org/10.53299/jppi.v5i2.1402

Fitra, N., Kanza, M., & Muthohar, S. (2025). *Strategi Guru Dalam Menumbuhkan Empati dan Kerja sama Anak Usia Dini*. *8*(2), 615–625. https://doi.org/10.31004/aulad.v8i2.891

Gea, A., Fajar, R., Zega, W., Studi, P., Kristen, P., Usia, A., Tinggi, S., & Ekumene, T. (2025). *Metode Pembelajaran Kreatif dalam Pendidikan Anak Usia Dini*. https://doi.org/10.47861/khirani.v3i1.1622

Guru, P., Dasar, S., & Gorontalo, U. N. (2021). *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini Menghadapi Era Abad 21 : Tantangan Guru Pendidikan Anak Usia Dini di Kabupaten Bone Bolango Abstrak*. *5*(1), 85–92. https://doi.org/10.31004/obsesi.v5i1.527

Hasnawati, S. (2022). *Strategi Pembelajaran Pendidikan Islam Anak Usia Dini Dalam*

©2026The Authors. This open access article is distributed under a (CC-BY-SA License)

http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah
e-mail: jurnalraudhah@uinsu.ac.id
p-ISSN: 2338-2163
e-ISSN: 2716-2435 http://dx.doi.org/10.30829/raudhah.v14i2.5926

Meningkatkan Kualitas Pemahaman Peserta Didik. *6581*, 149–158. https://doi.org/10.35905/alishlah.v21i2.2630

Kusuma, T. C., Boeriswati, E., & Supena, A. (2023). *Peran Guru dalam Meningkatkan Berpikir Kritis Anak Usia Dini*. *6*(3), 413–420. https://doi.org/10.31004/aulad.v6i3.563

Pratiwi, N., Melihayatri, N., & Eriani, E. (2025). *Project Base Learning Dalam Kegiatan Pembelajaran Anak Usia Dini Implementation Of Project-Base Learning Method In Early Childhood Learning Activities*. *4*, 42–51. https://doi.org/10.33578/kpd.v4i1.p42-51

Rahma, A., Wildiana, R., & Al, S. (2025). *Peran Guru sebagai Fasilitator dan Motivator dalam Pengembangan Prososial Anak Usia Dini di TK Purworejo Geger Madiun*. *11*(2), 143–158. https://doi.org/10.18592/jea.v11i2.16643

Safitri, Y. R., & Nst, N. (2025). *Peran Penting Guru Dalam Menerapkan Strategi Pembelajaran Aktif Dan Menyenangkan Di Pendidikan Anak Usia Dini*. *4*. https://doi.org/10.00000/bdnszn86

Sehati, R., Pohan, S., & Utara, M. S. (2025). *Implementasi Pembelajaran Berbasis Bermain melalui Engagement Belajar Anak Usia Dini*. *3*. https://doi.org/10.5281/zenodo.17034335

Siyami, K. (2023). *Peran Guru Dalam Mengembangkan Nilai Moral Agama Anak Usia Dini*. *1*, 25–29. https://doi.org/10.61104/ihsan.v1i1.37

Tukly, W. V., Nilapancuran, M. M., Matital, K. A., Kothen, S., Lesbassa, L., Agama, I., & Negeri, K. (2025). *Membangun Fondasi Pendidikan Anak Usia Dini Melalui Pendekatan Pembelajaran yang Menyenangkan*. *1*(4), 754–764. https://doi.org/10.61104/ihsan.v1i1.37

Yuliani, A. A., Cahyono, H., & Rusdiani, N. I. (2024). *Strategi Guru dalam Menstimulasi Penanaman Karakter Kemandirian Anak Usia Dini Pada Kegiatan Model Pembelajaran Berdiferensiasi*. *7*(September), 10421–10428. https://doi.org/10.54371/jiip.v7i9.5611

Puspitasari, R. N., & Al Baqi, S. (2022). Mengembangkan Kemampuan Sosial Melalui Pendekatan Project Based Learning. Jurnal PG-PAUD Trunojoyo : Jurnal Pendidikan Dan Pembelajaran Anak Usia Dini, 9(1), 30–39.

©2026The Authors. This open access article is distributed under a (CC-BY-SA License)

http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah
e-mail: jurnalraudhah@uinsu.ac.id
p-ISSN: 2338-2163
e-ISSN: 2716-2435 http://dx.doi.org/10.30829/raudhah.v14i2.5926

https://doi.org/10.21107/pgpaudtrunojoyo.v9i1.13294

Fatimah, S., & Nuraeni, E. (2026). *Basic Emoction dan Macam-Macam Emosi pada Anak Usia Dini*. *4*(1), 40–46.

Hidayah, N., Putri, H., Darmiyanti, A., Islam, P., Usia, A., Negeri, U., & Karawang, S. (2024). *Hakikat Guru dalam Mengembangkan Nilai Agama dan Moral pada Anak Usia Dini*. *6*, 391–397. https://doi.org/10.35473/ijec.v6i2.3523

Lubis, H. Z., & Ardilla, N. (2023). Model pembelajaran anak usia dini di TK Babarsari. Jurnal Raudhah, 11(2), 171-178. https://doi.org/10.30829/raudhah.v11i2.2803

Nuraida, N., Fidrayani, F., Andriyani, L., & Aprilia, N. S. W. (2024). Peningkatan konsentrasi anak melalui metode eksperimen membuat balon mengembang tanpa ditiup pada kelompok A1 TK HOM PIM PA. *Jurnal Raudhah*, *12*(1), 57-66.Reditiya, V. E. (2023). Mengenal Model Assure: Solusi Inovatif mengatasi Tingkat Ketidakantusiasan Generasi Alpha Dalam Pembelajaran. Jurnal Raudhah, 11(1). http://dx.doi.org/10.30829/raudhah.v12i1.3289

Nunzairina, N., Rusman, A. A., & Pertiwi, D. (2021). Strategi Guru Dalam Menangani Anak Yang Hiperaktif Melalui Terapi Permainan Puzzle Pada Kelompok A di Tk Swasta It Jabal Noor Medan Krio. Jurnal Raudhah, 9(2). 10.30829/raudhah.v9i2.1301 : 10.30829/raudhah.v9i2.1301

Diana, R. R. (2021). Implementasi model pembelajaran sentra dalam mengembangkan multiple intellegensi anak usia dini di ra azzahra lampung timur. Jurnal Raudhah, 9(2). http://dx.doi.org/10.30829/raudhah.v9i2.1308

Nurcahyanti, A. D., Kusuma, D. F., Cahyaningtyas, A. I., Sari, D. L., & Sakulpimolrat, S. (2024). Analisis strategi pengembangan mutu pendidikan anak usia dini di PAUD Islam Makarima Kartasura. *Jurnal Raudhah*, *12*(2), 124-142. https://doi.org/10.30829/raudhah.v12i2.3581

©2026The Authors. This open access article is distributed under a (CC-BY-SA License)