



The Effectiveness of Prezi Video Media in Developing Religious and Moral Values Among Early Childhood Learners

Trivena Datubua Toboe^{1*}, Nurhayati², Hesti Putri Setianingsi³, Andi Agusniatih⁴

^{1,2,3,4} Universitas Tadulako, Indonesia

***Corresponding Author:** Trivena Datubua Toboe, **E-mail:** trivenatoboe@gmail.com

Received: July 17, 2025	Revised: July 19, 2025	Accepted: August 10, 2025	Online: September 27, 2025
ABSTRACT The development of religious and moral values is a crucial foundation in shaping the character of early childhood learners. This study aims to evaluate the effectiveness of Prezi Video media in fostering religious and moral development in Group B children. Employing an experimental design with a quantitative approach, the study focused on three core aspects: identifying religions and places of worship, maintaining personal hygiene, and performing prayers according to one's faith. A total of 15 children from Tut Wuri Handayani Kindergarten participated in the study. Data were collected through pre-test and post-test observations conducted before and after the implementation of Prezi Video media. The findings revealed a significant improvement across all three aspects, with most children progressing from the "Emerging Development" category to "Developed as Expected" and "Very Well Developed" after the intervention. These results indicate that Prezi Video media is an effective tool for enhancing early childhood understanding and application of religious and moral values. Keywords: Prezi Video Media, Religious and Moral Values, Early Childhood Learners			

Journal Homepage <https://ejournaluinmybsk.ecampus.id/index.php/ijecer/index>

This is an open access article under the CC BY-NC-SA license

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

How to cite: Toboe, T. D., Nurhayati, N., Setianingsi, H. P., & Agusniatih, A. (2025). The Effectiveness of Prezi Video Media in Developing Religious and Moral Values Among Early Childhood Learners. *Indonesian Journal of Early Childhood Educational Research (IJECER)*, 4(2), 348-358. <https://doi.org/10.31958/ijecer.v3i1.15814>

Published by: Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia

INTRODUCTION

Early Childhood Education (ECE) represents a critical phase in a child's developmental trajectory, during which the foundational formation of character, morality, and religious understanding plays a pivotal role (Gusmita et al., 2025; Syaharra et al., 2025; Syarfina & Warmansyah, 2025). At this stage, children begin to acquire essential competencies that significantly influence their future lives, including internalizing core religious and moral values (Munir & Malik, 2020; Sari et al., 2023; Utami et al., 2023; Wulandari et al., 2025). As emphasized by Supriyanto (2015), religious and moral education in early childhood serves as a fundamental pillar that must be established early on to nurture individuals who are ethically grounded, morally upright, and capable of functioning effectively within society. However, in practical settings, many ECE institutions encounter substantial challenges in delivering religious and moral instruction through engaging and developmentally appropriate methods.

The reinforcement of religious and moral values in early childhood is not only essential for the child's individual development but also contributes significantly to the

cultivation of a harmonious and civilized society (Andhika, 2021; Hasanah et al., 2024; Hudah, 2019; Lestari & Aryanti, 2024). As stated by Lickona (1992), character education during early childhood plays a crucial role in shaping positive social behavior. The religious and moral values instilled at this formative stage profoundly influence how children interact with others and navigate everyday challenges. Furthermore, Inawati, (2017) highlights that moral education enhances children's capacity for empathy and ethical decision-making critical qualities for fostering a generation that is compassionate and socially responsible.

Research conducted by Berk (2018) demonstrates that teaching moral values during early childhood can reduce aggressive tendencies and enhance social interactions among children. This finding aligns with the study by Azizah et al., (2024), which emphasizes the importance of instilling moral values rooted in empathy and respect for others. In a similar vein, Piaget (1964) observed that children's moral development stages are closely tied to their understanding of rules and social responsibility, underscoring the necessity of introducing structured moral education from an early age.

In a more empirical context, a longitudinal study by Jackson & Warren, (2000) revealed that children raised in environments that support moral and religious education from an early age tend to exhibit greater self-regulation, heightened responsibility, and are less likely to engage in deviant behaviors later in life. This study provides compelling evidence that strong character formation in early childhood rooted in moral and religious education has long-term effects on both personal and social development. Similarly, the research by Darling-Churchill et al. (2016) confirmed that children who receive age-appropriate and consistently implemented moral education develop more positive attitudes toward others and are more inclined to demonstrate prosocial behaviors, such as sharing and helping. These findings indicate that reinforcing religious and moral values in early childhood education not only enhances children's understanding of social norms but also strengthens their ability to thrive in diverse communities.

In addition, Farisia, (2020) concluded that children who are given focused attention in the development of religious values are better equipped to face life's challenges with positive attitudes and moral integrity. These children also exhibit a stronger sense of responsibility, both toward themselves and others. In this context, religious values become an integral component in shaping children's character and influencing their attitudes and behaviors into adulthood. Furthermore, Liu, (2024) found that religious value education delivered through a holistic approach incorporating families and communities has a greater impact on children's moral development. Educational efforts that extend beyond institutional settings and are supported by the home and community environments significantly enhance children's comprehension of religious and moral principles and foster a stronger sense of responsibility in their social interactions.

Preliminary observations conducted in Group B at Tut Wuri Handayani Kindergarten, Mekarsari revealed that the teaching of religious and moral values remains significantly limited. At present, instruction in religious and moral education relies heavily on conventional materials, such as illustrations depicting prayer movements and images of places of worship. This highlights a lack of innovation in instructional media, which serves as one of the primary obstacles to the effective development of children's religious and moral

competencies. Furthermore, teachers at this institution have limited awareness of interactive and engaging instructional technologies such as video-based media that could stimulate greater interest among young learners. Another notable challenge is the limited capacity of educators in utilizing digital tools to support teaching. Additionally, in the Mekarsari area, only three religions Islam, Christianity, and Hinduism are introduced to children, thereby restricting their exposure to the broader spectrum of religious diversity in Indonesia.

Effective religious and moral education requires instructional methods that go beyond theoretical exposition, emphasizing practical, experiential learning that can be directly enacted by the learners. Previous research has shown that integrating technology into early childhood education particularly through video-based learning applications can yield highly positive outcomes (Blackwell, 2014; Sundari, 2024; Warmansyah et al., 2024; Wu, 2024). According to Sulaiman et al. (2019), one effective strategy for teaching religious and moral values is through visually engaging media, such as videos, which present abstract values in a more vivid and enjoyable format. This approach has the potential to deepen children's comprehension of religious and moral teachings delivered in classroom settings.

One promising solution is the adoption of interactive video-based instructional media, such as Prezi. Prezi is a visual presentation platform that enables educators to create more dynamic and engaging learning materials. Its distinctive zooming and spatial design features allow for nonlinear and flexible presentation formats, thereby enhancing children's attention and interest. Nurazmi et al. (2023) emphasized that Prezi can significantly improve student engagement due to its innovative and visually appealing structure, making it particularly suitable for use with young learners. This presents a valuable opportunity for educators to deliver religious and moral content in a more enjoyable and impactful way. Other studies have also affirmed that interactive video media can effectively enhance student understanding of complex content Hayati et al., (2022). In the context of religious and moral education, such media can vividly depict real-life examples of values-based behaviors, thereby reinforcing memory retention. This is supported by Safitri and 'Aziz (2019), who found that interactive media significantly improves students' ability to internalize and comprehend moral and religious concepts.

Despite the demonstrated benefits of video-based learning tools, the application of Prezi in religious and moral education for early childhood remains underexplored. This presents a research gap, especially considering Prezi's potential to increase instructional effectiveness through more engaging and visually rich formats. Therefore, this study aims to examine and analyze the influence of Prezi media on the development of religious and moral values among early childhood learners at Tut Wuri Handayani Kindergarten, Mekarsari.

This research is expected to contribute to the advancement of more innovative and effective instructional media for teaching religious and moral values in early childhood education. By incorporating interactive Prezi media, it is anticipated that children will become more engaged and gain a deeper understanding of the values being taught. Additionally, the study seeks to offer insights into how interactive technologies can be effectively utilized to support religious and moral instruction. Given the foundational importance of religious and moral education in shaping character from an early age, the significance of this study is evident.

It is hoped that the findings from this research will provide educators and stakeholders with practical insights into the application of technology in moral and religious instruction, and how interactive platforms like Prezi can help overcome current limitations in early childhood education settings. Ultimately, this study aims to contribute to the enhancement of PAUD (Early Childhood Education) quality by introducing more effective methods for instilling religious and moral values in young children.

RESEARCH METHODOLOGY

Research Method and Type

This study employs a quantitative approach with an experimental research design. The quantitative approach was selected because the research focuses on the analysis of numerical data processed using statistical methods. The experimental method was deemed appropriate as the researcher aimed to observe and assess the condition of children, specifically regarding the effectiveness of Prezi Video media in developing religious and moral values among Group B students at Tut Wuri Handayani Kindergarten, Mekarsari.

Research Design

The design implemented in this study is a one-group pretest-posttest design, as proposed by Sugiyono (2015). This design allows for comparison between the conditions before and after the intervention using Prezi Video media. Measurements were taken twice: first, during the pretest (O1) before the intervention, and second, during the posttest (O2) after the intervention.

Table 1. Research Design

Description	Symbol
Pretest (before treatment)	O1
Treatment (Prezi Video media)	X
Posttest (after treatment)	O2

Research Location and Duration

The study was conducted in Group B at Tut Wuri Handayani Kindergarten, located in Mekarsari Village, Lore Timur Subdistrict, Poso Regency, Central Sulawesi, during the even semester of the 2025 academic year.

Subjects and Sampling Technique

The subjects of this research were 15 children from Group B at Tut Wuri Handayani Kindergarten, Mekarsari, consisting of 8 girls and 7 boys. The sampling technique employed was purposive sampling, in which the sample was selected based on specific objectives rather than randomization. The selection of Tut Wuri Handayani Kindergarten, Mekarsari was based on identified issues concerning the use of instructional media for children.

Data Collection Techniques

The data collection methods used in this research include: 1) Observation Conducted by observing and recording the development of children's religious and moral

values during the use of Prezi Video media provided by the researcher; 2) Interview Conducted with the principal and classroom teachers to gain deeper insight into the effectiveness of Prezi Video media in developing children's religious and moral values; 3) Documentation Used to gather data on the activities involving the use of Prezi Video media, including the number of participating children and supporting documentation such as photos or videos.

Research Instruments

The instruments used in this study include: 1) Observation Sheet: Used to monitor the development of children's religious and moral values through the use of Prezi Video media; 2) Interview Guidelines: Used to assess the effectiveness of Prezi Video media based on verbal responses from the school principal and teachers; 3) Assessment Rubric Utilized to evaluate the observed aspects related to children's religious and moral competencies using Prezi Video media, categorized as: a) Very Well Developed (Berkembang Sangat Baik); b) Developed as Expected (Berkembang Sesuai Harapan); c) Emerging Development (Mulai Berkembang); d) Not Yet Developed (Belum Berkembang)

Data Analysis Technique

The collected data were analyzed using descriptive statistics. This technique was used to describe the observational results based on the structured observation sheets. The data were calculated using percentage formulas: $P = \frac{f}{N} \times 100\%$, Where: 1) P = Percentage; 2) f = Frequency of observed outcomes; 3) N = Number of children

RESULTS AND DISCUSSION

Results

This study aimed to measure the effectiveness of Prezi Video media in developing religious and moral values among early childhood learners in Group B at Tut Wuri Handayani Kindergarten, located in Mekarsari Village, Lore Timur Subdistrict, Poso Regency. The study involved 15 children, consisting of 8 girls and 7 boys, who were observed over a period of three weeks, from April 14 to May 2, 2025. The research focused on three key aspects: (1) naming religions and places of worship, (2) maintaining personal hygiene, and (3) praying according to one's religion. These aspects served as the main indicators used in the assessment.

Research Site Description

The study was conducted in Group B at Tut Wuri Handayani Kindergarten, located in the heart of Mekarsari Village, near the village office and the main public field, which made it easily accessible to parents and the surrounding community. This kindergarten is considered the preferred educational institution by many parents in the area due to its reputation for supporting children's development effectively.

Pre-Treatment Observation Results

Before the treatment using Prezi Video media, observations indicated that most children were categorized as Emerging Development (ED) across the three observed aspects. The following data provide a snapshot of the children's initial level of understanding and application of religious and moral values in their daily lives:

Table 2. Observation of Religious and Moral Development Before Treatment

Aspect	Very Well Developed	Developed as Expected	Emerging Development	Not Yet Developed
Naming Religions and Places of Worship	0%	13.33%	46.67%	40%
Maintaining Personal Hygiene	0%	33.33%	53.34%	13.33%
Praying According to One's Religion	0%	13.33%	40%	46.67%

The table above shows that a majority of the children fell within the Emerging Development category, indicating a continued need for reinforcement in understanding and applying religious and moral values.

Post-Treatment Observation Results

Following the implementation of Prezi Video media, significant improvements were observed in the children's religious and moral development. The data reflect noticeable gains, particularly in naming religions and places of worship, maintaining hygiene, and praying according to religious beliefs. The children demonstrated marked progress in both content mastery and attitudes toward religious and moral values.

Table 3. Observation of Religious and Moral Development After Treatment

Aspect	Very Well Developed	Developed as Expected	Emerging Development	Not Yet Developed
Naming Religions and Places of Worship	13.33%	66.67%	20%	0%
Maintaining Personal Hygiene	40%	46.67%	13.33%	0%
Praying According to One's Religion	46.67%	40%	13.33%	0%

These results indicate that the majority of the children reached the Developed as Expected (DE) and Very Well Developed (VWD) categories, signifying a substantial improvement in all three observed aspects after the intervention with Prezi Video media.

Descriptive Statistical Analysis

Prior to conducting inferential statistical analysis, a normality test was performed. The results confirmed that the pre- and post-treatment data followed a normal distribution ($p > 0.05$), fulfilling the assumptions necessary for the paired t-test. The comparison of scores

before and after the treatment revealed a significant difference, with a t-value of -15.120, indicating that Prezi Video media was effective in enhancing religious and moral values among early childhood learners.

Table 4. Descriptive Statistics

Condition	Mean	Std. Deviation	Minimum	Maximum
Before Treatment	5.67	1.68	3	9
After Treatment	9.53	1.68	7	12

Table 5. Paired Samples Test

Paired Differences	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Before - After	-3.87	0.99	0.26	-15.120	14	0.000

The t-test results, with a p-value of 0.000, confirm that there is a statistically significant difference between the pretest and posttest scores. This finding reinforces that Prezi Video media has a positive impact on the development of religious and moral values in early childhood education.

Discussion

The findings of this study affirm that Prezi Video media significantly enhances the development of religious and moral values in early childhood learners. The improvement was evident across all three assessed aspects identifying religions and places of worship, maintaining personal hygiene, and praying in accordance with one's beliefs. Prior to the intervention, most children were categorized as "Emerging Development," whereas post-intervention data showed that the majority progressed to "Developed as Expected" or "Very Well Developed." This suggests that Prezi Video, as an interactive and visually dynamic tool, is capable of bridging the gap between content delivery and value internalization in early childhood contexts (Nurazmi et al., 2023).

Prezi Video's integration of motion, imagery, and audio proves effective in sustaining the attention of young children, who typically have limited concentration spans. This aligns with Liu (2024), who emphasized that religious values are best transmitted through immersive and engaging experiences, particularly when cognitive receptivity is at its peak during early developmental stages. The interactivity of the platform fosters not only better comprehension but also higher emotional engagement, allowing children to absorb moral and religious content more deeply (Safitri & Aziz, 2019).

Moreover, Prezi Video has shown potential to increase children's enthusiasm and motivation to learn about moral and religious concepts. Children are naturally drawn to vibrant and responsive media formats, and Prezi's nonlinear presentation style caters well to this preference. According to Hayati et al., (2022) the strategic use of digital media in early education facilitates multilayered learning cognitive, affective, and behavioral which is essential for value formation. The reinforcement of learning through repetition, visualization, and audio cues has been noted to improve not only understanding but also behavioral application in daily life (Berk, 2018)A.

Beyond media alone, the success of such interventions is also attributed to the broader learning environment, including the role of educators and families. As noted by Andhika (2021), the internalization of character values such as responsibility and empathy is most effective when educational efforts are supported by both school and home. Therefore, the use of Prezi Video should ideally be accompanied by reinforcement from teachers and parents to sustain moral behaviors beyond the classroom setting. This echoes the findings of Azizah et al. (2024), who argue that inclusive moral education must consider the collaborative role of families, especially in diverse cultural or religious contexts.

The use of Prezi Video media offers an innovative and effective approach to embedding moral and religious values in early childhood learners. Its interactive design stimulates children's engagement while enabling educators to present abstract values in a more relatable form. These findings align with Farisia (2020), who states that meaningful moral education in early childhood must adapt to the learning styles of the digital generation. Thus, this study contributes to the growing body of evidence supporting technology integration in early moral development, suggesting that carefully designed digital media can play a transformative role in shaping values from a young age.

CONCLUSION

Based on the research findings, the use of Prezi Video media has proven to be effective in enhancing the religious and moral values of early childhood learners. Prior to the intervention, most children were categorized as "Emerging Development" across the three assessed aspects. Following the intervention, there was a significant improvement, with many children advancing to the categories of "Developed as Expected" and "Very Well Developed" in the areas of identifying religions and places of worship, maintaining personal hygiene, and performing prayers according to their faith. These results indicate that Prezi Video successfully improved both the understanding and application of religious and moral values among young children, establishing it as an effective method for character development in early childhood education. The integration of technology in learning such as through Prezi Video opens opportunities for more innovative and engaging instruction, ultimately contributing to the formation of children who are morally grounded and possess a solid understanding of religious principles.

ACKNOWLEDGEMENT

The authors would like to express their sincere gratitude to all parties who contributed to the successful completion of this research. Special thanks are extended to the educational institution that granted permission and provided the necessary support, as well as to the parents and children who participated enthusiastically in this study. The authors also acknowledge the valuable insights, guidance, and encouragement received throughout the research process. It is our hope that the findings of this study will contribute meaningfully to the advancement of early childhood education.

REFERENCES

- Andhika, M. R. (2021). Peran Orang Tua Sebagai Sumber Pendidikan Karakter Bagi Anak Usia Dini. *AT-TA'DIB: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 13(1), 73. <https://doi.org/10.47498/tadib.v13i01.466>
- Azizah, A. N., Ilmi, Ardiansyah, D., Aryani Febriana, I., Nur Aliffah, V., & Bachrul Qolbi Khairudin, M. (2024). Implanting Religious and Moral Values to Children in Kindergarten Inclusion. *Journal of Islamic Education Students (JIES)*, 4(1), 13. <https://doi.org/10.31958/jies.v4i1.12314>
- Berk, L. E. (2018). *Development Through the Lifespan (7th ed.)* (7th ed.). Pearson.
- Blackwell, C. (2014). Teacher Practices with Mobile Technology Integrating Tablet Computers into the Early Childhood Classroom. *Journal of Education Research*, 7(4).
- Darling-Churchill, K. E., & Lippman, L. (2016). Early childhood social and emotional development: Advancing the field of measurement. *Journal of Applied Developmental Psychology*, 45, 1–7. <https://doi.org/10.1016/j.appdev.2016.02.002>
- Farisia, H. (2020). Nurturing Religious and Moral Values at Early Childhood Education. *Didaktika Religia*, 8(1), 1–27. <https://doi.org/10.30762/didaktika.v8i1.1881>
- Gusmita, D., Putri, H., Meida, H., & Sari, M. (2025). Enhancing Early Childhood Memory in Hadith Memorization Through Movement-Based Training. *Journal of Community Service in Early Childhood Education*, 1(1), 21–32. <https://doi.org/00.00000/jcosece.vxix.xxx>
- Hasanah, R., Masturoh, U., & Garba Ilah, B. (2024). Development of “Religion Mazes For Kids” Educational Tools to Enhance the Religious and Moral Values of Children Aged 4-5 Years. *Indonesian Journal of Early Childhood Educational Research (IJECEER)*, 3(1), 1. <https://doi.org/10.31958/ijecer.v3i1.12144>
- Hayati, F., Pratiwi, H., & Hanifah, H. (2022). Literasi Digital Pada Praktik Pendidikan Anak Usia Dini: Edpuzzle sebagai Media digital untuk Meningkatkan Kemampuan Literasi Digital. *Proceeding of The 6th Annual Conference on Islamic Early Childhood Education (ACIECE)*, 6(4), 219–226. <https://vicon.uin-suka.ac.id/index.php/aciece/article/view/904>
- Hudah, N. (2019). Penanaman Nilai-Nilai Islam Dalam Membentuk Akhlak Mulia Melalui Kegiatan Mendongeng di TK Terpadu Nurul Amal Buyuk Bringkang Menganti Gresik. *FIKROH: Jurnal Pemikiran Dan Pendidikan Islam*, 12(2), 1–19. <https://doi.org/10.37812/fikroh.v12i2.49>
- Inawati, A. (2017). Strategi Pengembangan Moral dan Nilai Agama Untuk Anak Usia Dini Asti Inawati. *Jurnal Pendidikan Anak*, 3(1), 2017.
- Jackson, Y., & Warren, J. S. (2000). Appraisal, Social Support, and Life Events: Predicting Outcome Behavior in School-Age Children. *Child Development*, 71(5), 1441–1457. <https://doi.org/10.1111/1467-8624.00238>
- Lestari, I., & Aryanti, Z. (2024). Application of Habituation and Singing Methods in Forming Character Religious and Moral Values in Early Childhood. *Journal of Islamic Education Students (JIES)*, 4(1), 107. <https://doi.org/10.31958/jies.v4i1.12287>
-

- Lickona, T. (1992). *Educating for Character - How our Schools can teach Respect and Responsibility* (Vol. 43). <https://doi.org/10.25656/01>
- Liu, V. (2024). The Impact of Religion on the Development of Morality. *Communications in Humanities Research*, 35(1), 170–174. <https://doi.org/10.54254/2753-7064/35/20240062>
- Munir, A., & Malik, J. A. (2020). Mediating role of religious orientation and moral character for the relationship between parent and peer attachment and delinquency. *Cogent Psychology*, 7(1). <https://doi.org/10.1080/23311908.2020.1761042>
- Nurazmi, N., Ardiana, A., & Ariana, A. (2023). Pelatihan Pembuatan Media Pembelajaran Interaktif Berbasis Prezi Bagi Guru. *JMM (Jurnal Masyarakat Mandiri)*, 7(3), 2365. <https://doi.org/10.31764/jmm.v7i3.14277>
- Piaget, J. (1964). Part I: Cognitive development in children: Piaget development and learning. *Journal of Research in Science Teaching*, 2(3), 176–186. <https://doi.org/10.1002/tea.3660020306>
- Safitri, L. N., & ‘Aziz, H. (2019). Pengembangan Nilai Agama dan Moral Melalui Metode Bercerita pada Anak. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 4(1), 85–96. <https://doi.org/10.14421/jga.2019.41-08>
- Sari, I. P., Warmansyah, J., Yuningsih, R., & Sari, M. (2023). The Effect of Realistic Mathematics Education (RME) Learning Approach on the Ability to Recognize Number Concepts in Children Aged 4-5 Years. *Journal of Islamic Education Students*, 3, 38–49. <https://doi.org/10.31958/jies.v3i1.8654>
- Sulaiman, U., Ardianti, N., & Selviana, S. (2019). Tingkat Pencapaian Pada Aspek Perkembangan Anak Usia Dini 5-6 Tahun Berdasarkan Strandar Nasional Pendidikan Anak Usia Dini. *NANAEKE: Indonesian Journal of Early Childhood Education*, 2(1), 52. <https://doi.org/10.24252/nananeke.v2i1.9385>
- Sundari, E. (2024). Learning Transformation in the Digital Age: Integrating Technology in Modern Education. *Cendekia Pendidikan*, 4(5). <https://doi.org/10.9644/sindoro.v4i5.3325>
- Supriyanto. (2015). Perkembangan Nilai Agama Dan Moral Anak. *Perkembangan Nilai Agama Dan Moral Anak Dan Pendidikan Keagamaan Orangtua*, 3(Maret), 1–20.
- Syahrar, S. I., Sari, M., & Ahmed, S. (2025). Development of Interactive Smart Poster Media for Sexual Education Introduction to Children Aged 5 – 6 Years. *Journal of Early Childhood Education and Teaching*, 1(1), 11–18.
- Syarfina, S., & Warmansyah, J. (2025). Online Training on Writing Scientific Articles in Early Childhood Education for Accredited Sinta Journals. *Journal of Community Service in Early Childhood Education*, 1(1), 1–8. <https://doi.org/00.00000/jcosece.vxix.xxx>
- Utami, S. Y., Muawwanah, U., & Moha, L. (2023). Implementation of Loose Part Media to Increase Creativity in Early Childhood. *Indonesian Journal of Early Childhood Educational Research*, 1(2), 87–96. <https://doi.org/10.31958/ijecer.v1i2.8157>
- Warmansyah, J., Mudinillah, A., Zalzabila, Z., & Sari, D. P. (2024). *Teknologi Pembelajaran dalam Pendidikan Anak Usia Dini (Membuka Jendela Belajar Berbasis Digital)*. Insan Cendekia
-

Mandiri.

https://books.google.co.id/books?hl=id&lr=&id=XYnxEAAQBAJ&oi=fnd&pg=PP1&ots=z6xLKhwY0F&sig=YA-YvNqmAMvwkAhSNAPrHUOtn7s&redir_esc=y#v=onepage&q&f=false

Wu, X. Y. (2024). Exploring the effects of digital technology on deep learning: a meta-analysis. In *Education and Information Technologies* (Vol. 29, Issue 1). Springer US. <https://doi.org/10.1007/s10639-023-12307-1>

Wulandari, A., Warmansyah, J., Fitriani, W., & Sari, M. (2025). The Effect of Alphabet and Picture Box Media (KOFABAR) on Early Literacy Skills. *Sikola: Journal of Instruction Studies*, 1(1), 27–40.

Copyright Holder :

© Toboe et al. (2025).

First Publication Right :

© Indonesian Journal of Early Childhood Educational Research

This article is under:

