



Need Assessment on the Implementation of Social Emotional Learning in Kindergarten

Muthmainah Muthmainah¹, Ika Budi Maryatun², Oktaviana Maharani³,
Rina Wulandari⁴

¹²³⁴Faculty of Education and Psychology, Universitas Negeri Yogyakarta, Indonesia

muthmainnah@uny.ac.id

Abstract

Social emotional learning is important to be provided from an early age but teachers do not fully understand it. This research aims to determine the needs assessment for the implementation of social emotional learning in kindergarten. This research is part of the Research and Development method from Borg & Gall which focuses on the search stage using survey methods. The population covers the Yogyakarta area with a sample of three districts and taken randomly, namely, 125 teachers. The research instruments were questionnaires and interviews as additional, and then the data was analysed quantitatively. The research results show that: 1) the skill that is most difficult to train is the ability to make responsible decisions (40%), 2) the obstacle most often faced in implementing SEL is the lack of parental support (44%), 3) forms of social emotional development expected is the material or form of activity (60%), 4) the topic needed in SEL is the ability to manage emotions, and 5) the form of media that need to be developed is video (72%). The results of the needs assessment are then used to create a learning model design, which in turn, is submitted for expert judgement and field testing. The expert judgment and field testing are done so that the effectiveness of the model development can be determined.

Key words: Needs Assessment, Social Emotional Learning, Children

1. INTRODUCTION

Education provided to early childhood must be comprehensive, covering various aspects such as social-emotional, cognitive, physical and language skills [1]. Important social and emotional skills are stimulated from an early age so that children gain the confidence and competence needed to build relationships in various environments, solving problems, and overcoming challenges [2]. Social emotional competence can be stimulated through Social Emotional Learning (SEL).

SEL supports children's social emotional development. Social and emotional development refers to interpersonal and intrapersonal skills such as understanding, regulating, and expressing emotions according to one's level of development, as well as building and maintaining healthy relationships with other people [3]. SEL can be carried out through daily routine activities, providing opportunities for reflection and discussion including daily activities such as morning meetings, transitions, and play

time. This helps children understand SEL as a natural part of their daily lives and reinforces the skills learned.

Kindergarten has an important role in fostering children's social emotional development because children spend part of their time at school every day. [4] stated that early childhood teachers need to assume that social and emotional skills and motivation are more important than reading ability in kindergarten. The relationship between teachers and children is a positive factor so that children are able to develop an understanding of themselves and is a main feature in supporting children's social-emotional development.

In fact, some kindergarten teachers tend to emphasize academic teaching in the classroom [5], practicing more academic skills such as reading, numeracy, and spatial skills [6]. Social emotional skills often receive little attention in early childhood learning, even though social emotional skills are very important for children's future development [7] Furthermore, the research results [8] show that teachers have not maximized structured teaching of SEL skills.

SEL is a strengths-based developmental process that begins at birth and develops throughout life [9]. It is a process in which children, teens, and adults learn skills to support healthy development and relationships. Research shows that social and emotional learning can improve academic achievement, well-being, positive life outcomes, reduce teacher burnout and can be a powerful tool for prevention and resilience when integrated with intentionality in curriculum, teaching, and school climate [10].

CASEL (Collaborative for Academic, Social and Emotional Learning) uses the term Social Emotional Learning (SEL) or in Indonesian called Pembelajaran Sosial Emosional (PSE), to refer to the process of helping people develop basic social-emotional competencies [11]. The CASEL framework consists of five groups of core competencies that underlie social and emotional skills: relationship skills (building and maintaining healthy relationships), self-management (effectively managing one's emotions, thoughts, and behaviour), social awareness (the ability to understand and empathize with different perspectives), self-awareness (the ability to understand one's own emotions, thoughts, and values), and responsible decision-making (making constructive choices regarding personal behaviour) [11].

Children with good social-emotional skills have been shown to be better prepared to adjust when entering school [12]. Good social-emotional skills can help children develop healthy social relationships and help children cope with problems and stress [13]. In contrast, children with low social-emotional skills tend to exhibit behaviour problems and social problems as well as academic barriers [14]. One of the behavioural problems that arise is a lack of emotional control so that children have difficulty in adjusting to their peers and have difficulty in obeying school rules [15].

The development of this model was carried out using the Research and Development (R&D) research approach from Borg & Gall [16]. This research focuses on Stage 1, namely research and information collecting. This stage is a tracing process from the initial design stage carried out with a needs assessment. Needs assessment is a systematic process for determining and addressing needs, or gaps between existing reality and desired conditions. By clearly identifying the problem, limited resources can be directed to developing and implementing feasible and workable solutions [17].

A needs assessment is needed to gather information on the extent of development needed and the extent of the ability of the parties concerned to realize it.

The results of pre-research on 125 kindergarten teachers showed that 100% of teachers stated that SEL needed to be carried out in kindergarten, 64% had attended SEL training, but only 28% said they understood. This data is reinforced by the results of interviews that knowledge of various activities, methods and media supporting SEL is still limited. Furthermore, this research aims to determine the need assessment for the implementation of social-emotional learning in kindergarten, such as: 1) the skills that are most difficult to train in children, 2) the obstacles that are most often faced in implementing SEL, 3) the forms of social emotional development that are expected, and 4) topics that are required in SEL.

2. METHODS

This research is part of R&D research which focuses on the needs assessment stage. This research was carried out in three districts in Yogyakarta, with 125 teachers as data sources. Data collection of this research used questionnaires and semi-structured interviews to explore things that were felt to be insufficient in the data that had been obtained and were considered relevant to the problem being researched. To test the validity of the data, it is conducted quantitatively by looking at the percentages and analysing them.

3. RESULTS AND DISCUSSION

The most difficult skill to train for children

The most difficult component of SEL skills to train in children is the ability to make responsible decisions (40%). This can be seen in Figure 1 below. The ability to make responsible decisions includes the ability to identify problems, analyse situations, evaluate and reflect, the emergence of moral, personal and ethical responsible behavior.

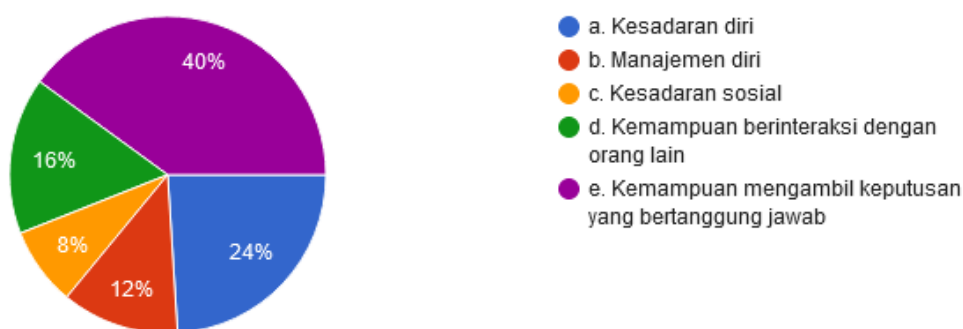


Figure 1. Diagram of The most difficult skill to train for children

Teachers need to design and stimulate various activities to help children become accustomed to making responsible decisions. Based on the results of interviews with teachers, it was found that they have been fostering children's responsibility through activities such as returning toys to their place, completing tasks given by the teacher,

obeying the rules and accepting the consequences, being responsible for completing group assignments, and through various games. Through play, children learn to negotiate, compromise and be responsible.

Other interview results show that the ability to make responsible decisions is not fully developed in all children, due to their upbringing. Some parents still handle or take on the roles and responsibilities of their children, some have not trained their children to make decisions, children are not given enough opportunities or trust, parents have not gotten used to the rules, some parents are still weak in enforcing the rules, and there is a lack of reinforcement from the environment such as recognition, appreciation, or positive reinforcement. Children's responsibilities are still predominantly carried out by parents. Children are not yet accustomed to making decisions, they only "following" instructions and are not confident enough to make decisions. They are not yet able to take risks or be responsible for their decisions, preferring to remain silent or avoid making mistakes. This behaviour is visible, including when the children are at school.

Gray [18] states that social interactions can be trained through games, including responsible behaviour. Children learn to be responsible and solve problems without setting their friends aside. Children develop ways of communicating, providing meaning, and sharing ideas in play [10], developing a sense of autonomy through play, where children learn to make their own decisions and take risks [19] (Hewes, 2014). Thus, teachers can take advantage of this opportunity to increase the development of self-regulation, attention and emotions [20], so that children's responsible abilities can develop. These opinions and findings are in line with the teacher's statement which stated that games have been proven to be able to train children to be personally and socially responsible. Personally, this means that children are accustomed to obeying the rules of the game, including personal responsibility when playing and playing games, choosing playing strategies, and accepting the consequences. Socially, it involves maintaining friendships and carrying out personal responsibility to achieve common goals.

Play and SEL are important components of the early year's curriculum [21]. Through active exploration, children learn to solve problems and manage themselves among their peers, this enable them to learn to cooperate and interact socially thereby helping to grow and foster these relationships [22]. When children challenge themselves through play, they naturally build self-esteem, self-confidence, and resilience [23].

Various activities are carried out to optimize SEL practices. Through active exploration with various activities, children learn to solve problems and organize themselves in a social context [22] Children become aware of how to self-regulate among peers, allowing them to learn to cooperate and interact socially, thus helping them to grow and foster relationships [22]. Some children also learn to respond to unexpected, and sometimes unpredictable, events [10]. Through these various activities and directions, it is hoped that children's ability to make responsible decisions can be improved.

Obstacles faced in implementing SEL

The results of the questionnaire showed that the biggest percentage obstacle in implementing SEL was lack of parental support (44%). This can be seen in Figure 2 below.

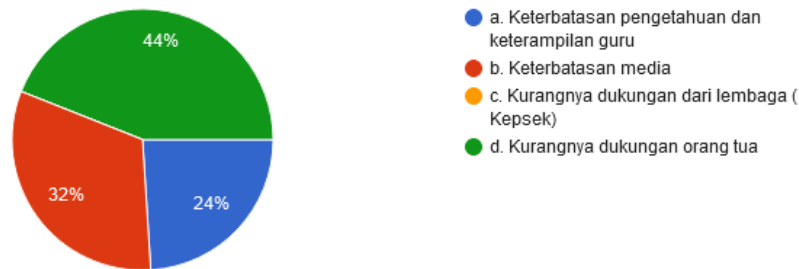


Figure 2. Diagram of Obstacles faced in implementing SEL

The interview results showed that the lack of support was due to some parents not providing positive and appropriate care for their children. Some parents have not trained their children's independence and responsibility. They do not have the heart for their children, they often lack confidence in their children's abilities resulting in excessive helping, serving and handling their children's responsibilities. These parents do not motivate their children with minimal reinforcement or appreciation for positive changes in their children's behaviour. Their children have not been trained to manage negative emotions so that some of them still find it difficult to control themselves. The children also receive a lack of stimulation of social interaction due to the lack of peers in the social environment, and parents' concerns about the negative impact of the external environment on children. Apart from that, the use of gadgets is also the biggest inhibiting factor in the development of children's social skills. Some parents do not set strict limits on screen time and encourage children to play with friends.

Parental involvement in education can be manifested in various forms of activities carried out by parents, both at home and at school [24]. [25] revealed that parental involvement contributes to the achievement of children's developmental tasks, increasing children's attendance at school, children's attitudes and behaviour [26], and improving children's achievements and personalities [27]. If parents provide appropriate treatment and care, it will have a positive impact on the child's development.

The results of interviews with teachers indicate the need for practical parenting guidebooks that are easy to understand. The book is aimed to increase parents' knowledge and skills in order to develop children's abilities in making responsible decisions. The book contains concrete tips or strategies on how to train children's abilities in making responsible decisions. Apart from that, it can also be in the form of a flyer that parents can read via smartphone, and reinforced through parenting activities.

These obstacles can be resolved through collaboration with teachers. Teachers have an important role in children's social emotional development. Teachers must have pedagogical competencies such as the ability to manage learning so that children have understanding, to design and implement learning, to evaluate learning outcomes, and to develop children to actualize the various potentials they have, including good social emotional skills [28]. Teachers can help develop effective learning strategies to improve social-emotional skills in early childhood [29] and [30]. Teachers can

identify the social and emotional problems that the children face, provide useful advice and help design the suitable learning strategies for the children's individual need.

The expected form of social emotional development

The expected form of social emotional development is material or form of activity (60%), and media (40%). This can be seen in Figure 3 below.

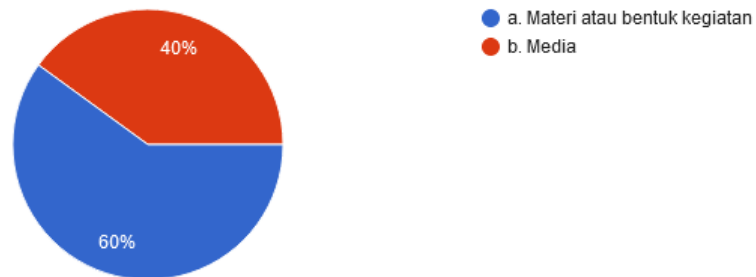


Figure 3. Diagram of The expected form of social emotional development

SEL material includes: 1) The self-awareness component including a person's ability to integrate personal and social identities, to identify personal, cultural and linguistic abilities, to identify emotions, to test prejudices and biases and so on; 2) The self-management component including the ability to manage emotions, to identify stress management strategies, to apply planning and organizational skills, etc.; 3) Social awareness components including the ability to recognize other people's strengths, to think from other people's perspectives, to understand and show gratitude and so on.; 4) Social interaction skills components including the ability to communicate effectively, to build positive relationships, to solve problems collaboratively and constructively, and so on; and 5) The ability to make decisions and be responsible including a person's ability to demonstrate curiosity and openness, to make reasonable decisions after analysing information, data and facts, critical thinking, and anticipating and evaluating the consequences of decisions taken.

The interview results show that there are five components of expected material in total. Meanwhile, based on the results of the questionnaire, greater emphasis should be placed on the ability to train children in making responsible decisions and managing negative emotions. The material prepared needs to be applicable or relevant for the learning activities, and can be followed up at home. So far, SEL material has not been arranged in a structured and systematic manner, so a SEL guidebook is expected to be prepared.

Required topics in SEL

The material topic that is more needed is the ability to manage emotions (72%). This can be seen in Figure 4 below.

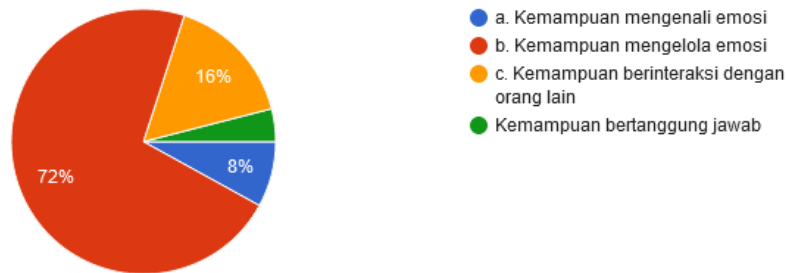


Figure 4. Diagram of Required topics in SEL

Emotion management skills are very important in calming negative emotions like anger and crying, in exploring the environment with confidence, and in managing relationships with other people [31]. This statement is in line with the opinion of Sala, Pons and Molina [32] that individuals expand their social environment, adapt at school, and manage peer relationships through emotional awareness and emotional expression. [33] further stated that the ability to manage emotions can improve academic success by supporting attention and focus in groups, and coping with emotional stress.

Preschool children who are able to use emotional management skills well can achieve social, emotional and cognitive gains more easily [34]. Preschool educational institutions provide children with new opportunities to manage their emotions. Preschool children learn to obey rules, to manage relationships with peers, and to get used to maintaining school order. This helps children use emotion management skills more effectively [32], Children's emotional and social acquisitions are important parts of academic success [35], and they become increasingly independent due to motor development in this period. Emotion management skills can help children adapt to new social environments and manage relationships with peers [36].

Based on the results of the interview, it is found that some children still showed an inability to manage negative emotions. Teachers revealed that some children are still oversensitive, getting angry if their wishes are not fulfilled, retaliating when their friends bother them, shouting and hitting when they are disappointed, some children even still have tantrums. Apart from that, of the five SEL components, material about the ability to manage negative emotions like coping for children is still limited. Teachers still do not have sufficient knowledge and skills to train children to cope. Thus, it is necessary to prepare a coping skills training guidebook that is applicable during the learning process, able to form good habits, and enable parents to make follow ups while their children are at home.

Forms of SEL media that need to be developed

The forms of media that need to be developed are videos (72%) and story books (20%). This can be seen in Figure 5 below.

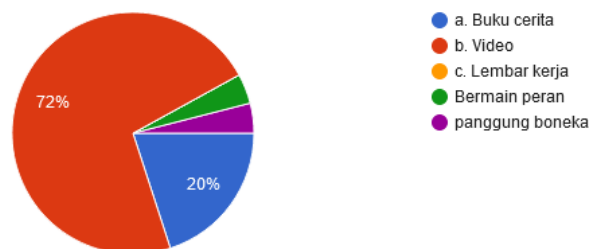


Figure 5. Diagram Forms of SEL media that need to be developed

The results of the interview show that the media for stimulating social emotions in the form of books is adequate, but not so much for digital media. Thus, it is hoped that SEL media can be developed in digital form such as videos, that is also in accordance with the characteristics of students in the digital era. The topics developed include the five skills in SEL.

Children have a short attention span because they are easily distracted [37]. A learning process that is not boring can help students to focus for a long time. One alternative that can help is through the use of appropriate learning media, such as videos. Videos can bring out great learning potential so that it is hoped that students will get a fun and interesting learning environment [38]. The use of interesting media in teaching and learning activities has been proven to be more effective than the use of monotonous conventional teaching methods [39].

Videos allow children to receive learning messages through hearing, while visual elements allow them to visualize learning content through two-dimensional moving images presented on the screen [40]. The results of previous research conducted in kindergartens show that the use of videos is effective in increasing students' attention and even significantly increasing students' learning motivation through interesting audio-visual presentations [41]. This statement is supported by research results [42] which show the effectiveness of videos in attracting the attention of kindergarten students during the learning process because the use of videos can increase students' curiosity and expand their attention span in lessons. Technology can be used to help children build social emotional skills [43], including the use of videos.

4. CONCLUSION

The research results show that: 1) the most difficult skill to train is the ability to make responsible decisions (40%), 2) the obstacle most often faced in implementing SEL is the lack of parental support (44%), 3) the expected form of social emotional development is the material or form of activity (60%), 4) the topic needed in SEL is the ability to manage emotions, and 5) the form of media that needs to be developed is video (72%). The results of the needs assessment are then used to create a learning model design, then submitted for expert judgment and field testing to determine the effectiveness of the model development. Education professionals such as teachers, psychologists and counselors can help develop effective learning strategies to improve social-emotional skills in early childhood. Parents and family have an

important role to play in helping children build their social-emotional skills. They can provide support, set good examples and help children practice the skills they have learned.

REFERENCES

- [1] 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.
- [2] Halle, T. G., & Darling-Churchill, K. E. (2016). Review of measures of social and emotional development. *Journal of Applied Developmental Psychology*, 45, 8–18. <https://doi.org/10.1016/j.appdev.2016.02.003>.
- [3] Malti, T., & Gil, G. N. (2016). Social-emotional development: From theory to practice. *The European Journal of Developmental Psychology*, 13(6), 652–665. doi:10.1080/17405629.2016.1196178.
- [4] Heller, S. S., Rice, J., Boothe, A., Sidell, M., Vaughn, K., Keyes, A., & Nagle, G. (2012). Social-emotional development, school readiness, teacher–child interactions, and classroom environment. *Early Education and Development*, 23(6), 919–944. <https://doi.org/10.1080/10409289.2011.626387>.
- [5] Bassok, Latham, & Rorem. (2016). Is Kindergarten the New First Grade? AERA Open 2(1). <https://doi.org/10.101177/2332858415616358>.
- [6] Bahlmann Bollinger & Myers. (2020). Young Children’s Writing in Play-Based Classrooms. *Early Childhood Education Journal* 48(2). <https://doi.org/10.1007/s10643-019-00990-0>.
- [7] Mondì, C. F., Giovanelli, A., & Reynolds, A. J. (2021). Fostering socio-emotional learning through early childhood intervention. *International Journal of Child Care and Education Policy*, 15(1), 6. <https://doi.org/10.1186/s40723-021-00084-8>
- [8] Pyle, A., DeLuca, C., Danniels, E., & Wickstrom, H. (2020). A model for assessment in play-based kindergarten education. *American Educational Research Journal*, 57(6), 2251-2292.
- [9] Weissberg R.P., Durlak, J.A., Domitrovich., C. dan Gulotta. (2015). Social and emotional learning: Past, present, and future.
- [10] Taylor, M. E., & Boyer, W. (2020). Play-based learning: Evidence-based research to improve children’s learning experiences in the kindergarten classroom. *Early Childhood Education Journal*, 48(2), 127–133. <https://doi.org/10.1007/s10643-019-00989-7>
- [11] Borowski, T. (2019). *CASEL’s framework for systemic social and emotional learning*. Establishing Practical Social-Emotional Competence Assessments Work Group: Collaborative for Academic, Social, and Emotional Learning. <https://measuringcasel.casel.org/wp-content/uploads/2019/08/AWG-Framework-Series-B.2.pdf>
- [12] Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2007). The scientific base linking social and emotional learning to school success. *Journal of educational and psychological consultation*, 17(2-3), 191-210.

- [13] Sancassiani, F., Pintus, E., Holte, A., Paulus, P., Moro, M. F., Cossu, G., ... & Lindert, J. (2015). Enhancing the emotional and social skills of the youth to promote their wellbeing and positive development: a systematic review of universal school-based randomized controlled trials. *Clinical practice and epidemiology in mental health: CP & EMH*, 11(Suppl 1 M2), 21.
- [14] Buchanan, R., Gueldner, B. A., Tran, O. K., & Merrell, K. W. (2008). Teachers' perceptions of social and emotional learning in the classrooms. *Journal of Applied School Psychology*.
- [15] Sutan R., Mohsmed, N.E., Abdul Rahim, M.A., Mochtar D. (2018). Systematic Review of School-Based Mental Health Intervention among Primary School Children. *Journal of Community Medicine & Health Education* 08(01). <https://doi.org/10.4172/2161-0711.1000589>.
- [16] Borg, W.R and Gall, M.D. (2003). *Educational Research: An Introduction*. 4th Edition. London: Longman Inc.
- [17] Altschuld, J. W., & Kumar, D. D. (2010). *Needs Assessment: An Overview*. SAGE. Publications, Inc.
- [18] Gray, P. (2013). *Free to learn: Why unleashing the instinct to play will make our children happier, more self reliant and better students for life*. New York, NY: Basic Books.
- [19] Hewes, J. (2014). Seeking Balance in Motion: The Role of Spontaneous Free Play in Promoting Social and Emotional Health in Early Childhood Care and Education. *Children* (Basel). 1(3):280-301. <https://doi.org/10.3390/children1030280>.
- [20] Rojas, N. M., Mattera, S., Morris, P., & Raver, C. (2022). Measuring preschool teachers' social- emotional practices: A comparison of two measures. *Early Education and Development*, 33(2), 326–349. <https://doi.org/10.1080/10409289.2020.1864838>.
- [21] Dusenbury, L. A., Newman, J. Z., Weissberg, R. P., Goren, P., Domitrovich, C. E., & Mart, A. K. (2015). The case for preschool through high school state learning standards for SEL. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P Gullotta (Eds.), *Handbook of Social and Emotional Learning: Research and Practice* (pp. 532–548). New York, NY: The Guilford Press.
- [22] Keung, C. & Cheung, A. (2019). Towards Holistic Supporting of Play-Based Learning Implementation in Kindergartens: A Mixed Method Study. *Early Childhood Education Journal* 47(6):1-14. <https://doi.org/10.1007/s10643-019-00956-2>.
- [23] Whitebread, D., Basilio, M., Kuvalja, M., & Verma, M. (2012). The importance of play. *Brussels: Toy Industries of Europe*.
- [24] Morrison, G. S. (1988). *Education and development of infants, toddlers and preschoolers*. USA: Scott, Foresman and Company.

- [25] Park, H., Byun, S.-Y., and Kim, K.-K. (2011) Parental Involvement and Students' Cognitive Outcomes in Korea: Focusing on Private Tutoring. *Sociology of Education*, 84, 3-22. <https://doi.org/10.1177%2F0038040710392719>.
- [26] Hornby, G. (2011). *Parental involvement in childhood education: Building effective school-family partnerships*. Springer Science + Business Media. <https://doi.org/10.1007/978-1-4419-8379-4>.
- [27] Zedan, R.A (2011). Parent Involvement according to Education level, Socio-Economic Situation, and Number of Family Member. *Journal of Educational Enquiry* 11(1).
- [28] Argiani, A. R. (2015). *Supervisi Kunjungan kelas untuk meningkatkan kompetensi pedagogik Guru SDN Cukil 01, Tengaran, Kabupaten Semarang*. Tesis. Salatiga: Universitas Kristen Satya Wacana.
- [29] Frydenberg, E. (2021). Social Emotional Learning in the Early Years: Innovation and Applications. *Journal of Psychologists and Counsellors in Schools*, 31(2), 184–194. <https://doi.org/10.1017/jgc.2021.18>.
- [30] Humphries M.L, Brittney V.W, May Tanginia . (2018). Early Childhood Teachers' Perspectives on Social-Emotional Competence and Learning in Urban Classrooms. *Journal of Applied School Psychology* 34(5):1-23. <https://doi.org/10.1080/15377903.2018.1425790>.
- [31] Spangler, G. and Zimmermann, P. (2014). Emotional and Adrenocortical Regulation in Early Adolescence: Prediction by Attachment Security and Disorganization in Infancy. *International Journal of Behavioral Development*, 38, 142–154.
- [32] Sala, M. N., Pons, F. and Molina, P. (2014). Emotion Regulation Strategies in Preschool Children. *British Journal of Developmental Psychology*. 32, 440-453.
- [33] Trencosta, C.J. and Shaw, D.S. (2009). Emotional Self Regulation, Peer Rejection, and Antisocial Behaviour: Developmental associations from early childhood to early adolescence. *Journal of Applied Developmental Psychology*, 30(3), 356–365.
- [34] Trentacosta, C.J., Izard, C.E., Mostow, A.J. and Fine, S.E. (2006). Children's Motional Competence and Attentional Competence in Early Elementary School. *School Psychology Quarterly*, 21(2), 148-170.
- [35] Bronson, M.B. (2000). *Self-Regulation in Early Childhood: Nature and Nurture*. New York: The Guildford Press.
- [36] Gross, J. J. (2013). Emotion Regulation: Taking Stock and moving forward. *Emotion*, 13, 359-385. <https://doi.org/10.1037/a0032135>.
- [37] Ariyanti, T. (2016). Pentingnya Pendidikan Anak Usia Dini Bagi Tumbuh Kembang Anak The Importance Of Childhood Education For Child Development. *Dinamika Jurnal Ilmiah Pendidikan Dasar*, 8(1). <https://doi.org/http://dx.doi.org/10.30595/dinamika.v8i1.94.3>

- [38] Ansori, N., & Yuliansyah, H. (2018). Perancangan Media Pembelajaran Manfaat Enam Jenis Sayuran Untuk Siswa PAUD di Kota Bandung. *Sketsa*, 5(1), 35–44.
<https://ejournal.bsi.ac.id/ejurnal/index.php/sketsa/article/view/4249/2622>
- [39] Chrystanti, Y. C., & Sukadi, S. (2015). Media Pembelajaran Pengenalan Huruf dan Angka Di Taman Kanak- Kanak Tunas Putra Sumberharjo. *Journal Speed – Sentra Penelitian Engineering Dan Edukasi*, 7(3), 23–29.
<http://ijns.org/journal/index.php/speed/article/view/1203>.
- [40] Fitria, A. (2018). Penggunaan Media Audio Visual dalam Pembelajaran Anak Usia Dini. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 5(2), 57–62.
<https://doi.org/10.17509/cd.v5i2.10498>.
- [41] Yuliani, D., Antara, P. A., & Magta, M. (2017). Pengaruh Video Pembelajaran Terhadap Kemampuan Berhitung Permulaan Anak Kelompok B di Taman Kanak-Kanak. *Pendidikan Anak Usia Dini Universitas Pendidikan Ganesha*, 5(1), 96–105. <https://doi.org/http://dx.doi.org/10.23887/paud.v5i1.11309>.
- [42] Hartati, S., & Novrika, G. (2018). Using Educational Video to Promoting. Listening Skill Children of 5-6 Years Old. *Early Childhood Education* 1(1).
- [43] Ausat, A. M. A. (2022). Positive Impact of The Covid-19 Pandemic on The World of Education. *Jurnal Pendidikan*, 23(2), 107–117.
<https://doi.org/10.33830/JP.V23I2.3048.2022>.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

