Zoom Video Meeting as a Blended Learning Tool for Early Childhood Learning at RA Perwanida Wonosobo

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Abstract

The current COVID-19 pandemic has reduced the stability of education in Indonesia, currently, face-to-face learning is prohibited, causing learning to be impossible. If this situation continues, education will experience a slump. This situation is a very crucial problem in the world of education that needs to be handled. In overcoming educational problems during the COVID-19 pandemic, there is a need for learning innovations that can be carried out so that education can be sustainable and the potential of children can continue to develop, including at RA Perwanida Wonosobo.

This study uses a classroom action approach about zoom video meetings as a means of blended learning to improve early childhood learning at RA Perwanida. The results of classroom action research that have been carried out at RA Perwanida Wonosobo are 1). The activity of children in learning zoom meeting as a means of blended learning in the first cycle was 69% and increased to 89% in the second cycle. 2). Completeness of children in the first cycle is 67% and in the second cycle is 86% based on the results in cycle I and cycle II, we can conclude that learning through zoom video meetings as a means of blended learning can improve early childhood learning at RA Perwanida.

Keywords: zoom video meeting; blended learning.

52

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A. Introduction

Learning activities carried out at home provide new problems for the world of education because there is no definite curriculum for these activities. Therefore, there are learning innovations that allow children to still communicate with teachers to learn. Education aims to develop religious-spiritual potential, self-control, personality, intelligence, morals, and skills through teaching, training, or research. Permendiknas No. 58 of 2009 concerning standards for early childhood education explains that aspects of child development are divided into 5, namely: religious and moral values, physical motor, cognitive, and social-emotional. In this study, cognitive aspects were used as observations on children.

The outbreak of COVID-19 has had a major impact on the people of Indonesia. All activities are restricted, some activities are even stopped. Teaching and learning activities in schools were also stopped. The government limits community activities by imposing work from home where all activities are carried out from home, including teaching and learning activities are also carried out at home so that students continue to study even though there is no face-to-face.

One of the lessons that are following education during the COVID-19 pandemic is learning zoom video meetings as a means of blended learning. By using zoom, language learning, and other learning for kindergarten-age children will be more easily conveyed properly. This learning can replace the physical presence of the teacher in the classroom because it is as if they are face to face with the teacher. Language learning must use communication intensely to achieve the desired results. So, a zoom will facilitate this process well.

Today's Zoom Meetings are increasingly popular among computer and smartphone users in the world, especially for those working in education, government, and business. It is undeniable that the existence of the Zoom Meeting application is very helpful, especially during the current COVID-19 pandemic. With this Zoom Meeting application, we can carry out the teaching and learning process and meetings through video conferences.

B. Literature Review

Blended comes from the word blend which means a mixture, while learning comes from the word learn which means learning in a mixture. What is meant by mixed learning is learning by combining several ways, models, and learning styles. According to Semler (WA J, 2018). Blended learning combines aspects of online learning, structured face-to-face activities, and real-world practice. Blended learning is also referred to as a combination of face-to-face and online teaching.

Online learning is one of the 21st-century learning models. Because Blended Learning brings online teaching, then Blended learning can be used as one of the current learning models. Blended learning includes the realm of learning which includes; (a) Face to face in class, (b) Independent learning outside the classroom, (c) Application utilization (d) Tutorial, (e) Cooperation, and (f) Evaluation. The use of applications in Blended Learning allows teachers and children to communicate during learning at home. This activity is called virtual instructor-led training, which is a virtual learning activity with an actual teacher but relates virtually because the teacher and the child are in different places. Virtual instructor-led training allows children to ask questions, or answer a lesson like in a face-to-face. Even virtual meetings can be held between teachers and children at different times and places. One application that allows virtual instructor-led training is zoom video meeting.

Zoom Meeting is a video conference application developed by a company from the United States (Zoom Video Communications, Inc). which can be used on computers, smartphones, and space systems. This Zoom Meeting application is available in four options (Basic / Free, Pro, Business, and Enterprise), Some of the features offered by this Zoom Meeting application include the following:

1. HD Video and Audio

By using this Zoom application, computer users do not need to worry about the quality of the video and audio displayed, Zoom offers high definition quality with the number of participants up to 1000 people in a screen grid.

2. Security

54

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The Zoom application offers security with end-to-end encryption technology, besides that this application is also equipped with a password security feature for each user.

3. Recordings and Transcripts

In addition to the two excellent features above, the Zoom Meeting application is also equipped with a recording feature, so that meeting activities can be documented and can be reopened at any time.

4. Screen Sharing

The Zoom application is also equipped with a screen sharing feature, so meeting participants can interact more interactively.

5. Scheduling

The Zoom Meeting application is also equipped with a scheduling feature that can be informed via email or call.

6. Team Chat

By using the Zoom Meeting application, group chats become easier. So that we will feel closer to the other meeting members.

7. History

The Zoom Meeting application is also equipped with chat history and will be stored in the system archive for up to ten years.

From here it can be understood the meaning of Zoom Meeting and already know the excellent features offered by this Zoom Meeting application. Then what is the function of this Zoom Meeting for our daily needs? Broadly speaking, the function of Zoom Meeting is for communication using video and audio over the internet. This application is very useful for the online teaching and learning process as well as important company meetings without the need for us to meet face to face.

C. Research Methodology

This research is a Classroom Action Research or CAR (Classroom Action Research). According to Kunandar (Dini Siswani Mulia, 2016) which is carried out by the teacher as well as a researcher in his class or together with other people (collaboration) by designing, implementing, and reflecting on

55

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collaborative and participatory actions that aim to improve or improve the quality of the learning process in its class through a certain action in a cycle.

This research was conducted at RA Perwanida Wonosobo. This research was conducted from March 20, 2020 to April 30, 2020. The research subject was the ARA Perwanida Wonosobo group for the 2019/2020 school year. The research design used in this study was the research design proposed by Kemmis and Mc Taggart. This research consists of four components in each cycle, which include: 1. Planning, 2. Acting, 3. Observation, 4.Reflecting. This CAR consists of 2 cycles, after the first cycle is implemented and the results require improvement, the second cycle needs to be implemented to improve the first cycle.

Cycle I

1. Planning (Planning): Make a Daily Learning Implementation Plan (RPPH) and plan the media

2. Action (Acting): Implement the planned improvements

3. Observation (Observation): Observing children's activities and children's work

4. Reflecting: determining learning outcomes regarding children's activities and learning outcomes

Cycle II

Broadly speaking, the activities in the second cycle are the same as the activities in the first cycle. The action plan in the second cycle is carried out based on the results of the reflection of the first cycle. The improvements made in the second cycle are using video as a learning medium and using videocall for opening activities. Instruments used in Action Research Classes at RA Perwanida Wonosobo are observation sheets of children's activities and sheets of children's work. The results of the observations showed the criteria for active and inactive children in participating in learning. The results of the documentation of children's work show the level of understanding of children in accepting learning using zoom video meetings.

Table 1. Child Activity Indicators

No	Indicator	Description	
		Yes	No
1	The children zooming video meeting		
2	The children with the help of parents do attendance		
3	The children with the help of parents respond to messages from teachers		
4	The children with the help of their parents download the material provided by the teacher		
5	The children with the help of their parents send the assigned tasks		

Information :

Yes answer > 3 = active

Yes answer < 3 = not active

Based on the indicators, the answers for each child are then searched. After that, look for the average class at each meeting and the average for each cycle and get the activity of children participating in blended learning activities using zoom video meetings

$$active\ percentage = \frac{number\ of\ active\ children}{15} x100\%$$

57

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Documentation of the work as a source of assessment of children's learning outcomes when studying at home. Then calculate the average of each meeting in each cycle.

Percentage of learning outcomes = Total score of children x 100%

$$\frac{}{4}$$

Using the percentage of each aspect then making an average to conclude the final result that is adjusted to the completeness criteria table proposed by Agip (Riyadu S, 2019).

Table 2 (Achievement Criteria)

No	Success Rate	Success Predicate
1.	86 – 100%	Very Good
2.	71 – 85%	High
3.	56 – 70%	Medium
4.	41 – 55%	Low
5.	< 40%	Very Low

D. Findings

Results The research was carried out in two cycles which had previously carried out pre-cycles to see how the initial conditions were before making improvements.

Pre-cycle

Table 3. Pre-cycle Children's Activities

No	Name	Children Activity	
		Active	Inactive
1	Adzkan		√

No	Name		
2	Yusuf		√
3	Bulan		√
4	Meyisha		√
5	Affan		√
6	Juna	√	
7	Sabrina		√
8	Shavira		√
9	Fathir		√
10	Iqbal	√	
11	Tiara	√	
12	Sultan	√	
13	Orlin	√	
14	Nada	√	
15	Nida	√	

Table, 4 Pre-Cycle Work

No	The Name of Children	Grade					
		BB	MB	BSH	BSB	Score	Percent
1	Adzkan		√			2	50%
2	Yusuf		√			2	50%
3	Bulan		√			2	50%
4	Meyisha		√			2	50%

5	Affan		√			2	50%
6	Juna			√		3	75%
7	Sabrina		√			2	50%
8	Shavira		√			2	50%
9	Father		√			2	50%
10	Iqbal			√		3	75%
11	Tiara			√		3	75%
12	Sultan			√		3	75%
13	Orlin			√		3	75%
14	Nada			√		3	75%
15	Nida			√		3	75%
	The average percentage						63%

Learning is only done by giving assignments to children through parents who come to school to take assignments. The results obtained in pre-cycle activities are that most children do not learn, only do assignments that have been taken by their parents and collect them at the end of the week. However, there are still many children who don't work and don't even do it

collect the work so that the teacher finds it difficult to give an assessment. Based on the results of observations in the pre-cycle, the percentage of activeness is 47% and learning outcomes of 63%.

Cycle 1

Table. 5. The activity of the first meeting

No	Name	Children Activity	
		Active	Inactive
1	Adzkan		√
2	Yusuf	√	
3	Bulan		√
4	Meyisha		√
5	Affan	√	
6	Juna	√	
7	Sabrina	√	
8	Shavira		√
9	Father		√
10	Iqbal	√	
11	Tiara	√	
12	Sultan	√	
13	Orlin	√	
14	Nada	√	
15	Nida	√	

Table 6. Results of the first meeting

No	The Name f Children	Grade					
		BB	MB	BSH	BSB	Score	Percent
1	Adzkan		√			2	50%
2	Yusuf			√		3	75%
3	Bulan		√			2	50%
4	Meyisha		√			2	50%
5	Affan			√		3	75%
6	Juna			√		3	75%
7	Sabrina			√		3	75%
8	Shavira		√			2	50%
9	Father		√			2	50%
10	Iqbal			√		3	75%
11	Tiara			√		3	75%
12	Sultan			√		3	75%
13	Orlin			√		3	75%
14	Nada			√		3	75%
15	Nida			√		3	75%
	The Average of percentage						65%

In the first cycle of meeting 1, learning is only done through parents coming to school to pick up assignment books. The teacher tells the children which tasks must be done at home. The teacher reminds parents through zoom video meetings. Observations show 10 children doing and collecting

62

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assignments. The percentage of activeness is 67% and the average completeness of children's learning outcomes is 65%.

Improvements that must be made at meeting 2 are learning is done through chat on the Zoom video meeting.

Table 7. Meeting activities 2

No	Name	Children Activity	
		Active	Inactive
1	Adzkan		√
2	Yusuf	√	
3	Bulan	√	
4	Meyisha		√
5	Affan	√	
6	Juna		√
7	Sabrina	√	
8	Shavira		√
9	Father		√
10	Iqbal	√	
11	Tiara	√	
12	Sultan	√	
13	Orlin	√	
14	Nada	√	
15	Nida	√	

Table 8 The Result of the Second Meeting

No	The name of Children	Grade					
		BB	MB	BSH	BSB	Score	Percent
1	Adzkan		√			2	50%
2	Yusuf			√		3	75%
3	Bulan			√		3	75%
4	Meyisha		√			2	50%
5	Affan			√		3	75%
6	Juna		√			2	50%
7	Sabrina			√		3	75%
8	Shavira			√		3	75%
9	Father			√		3	75%
10	Iqbal			√		3	75%
11	Tiara			√		3	75%
12	Sultan			√		3	75%
13	Orlin			√		3	75%
14	Nada			√		3	75%
15	Nida			√		3	75%
	The Average Percentage						63%

In the first cycle of meeting 2. Learning is done through chat. The teacher informs the child of the task that must be done through the text sent in the chatroom video meeting. Observations show 11 children follow online and work to completion. This is because learning is only through chatroom

64

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video meeting, and parents can see 11 active children out of 15 children and a percentage of 73% is obtained. The completeness of children's learning outcomes is 67%.

Table 9. Meeting activities

No	Name	The Children Activity	
		Active	Inactive
1	Adzkan		√
2	Yusuf		√
3	Bulan	√	
4	Meyisha	√	
5	Affan	√	
6	Juna	√	
7	Sabrina	√	
8	Shavira		√
9	Father		√
10	Iqbal	√	
11	Tiara	√	
12	Sultan	√	
13	Orlin	√	
14	Nada	√	
15	Nida	√	

Table 10. The Result of the Third Meeting

No	The Name of Children	Grade					
		BB	MB	BSH	BSB	Score	Percent
1	Adzkan		√			2	50%
2	Yusuf			√		3	75%
3	Bulan			√		3	75%
4	Meyisha		√			2	50%
5	Affan			√		3	75%
6	Juna			√		3	75%
7	Sabrina		√			2	50%
8	Shavira		√			2	50%
9	Father		√			2	50%
10	Iqbal			√		3	75%
11	Tiara			√		3	75%
12	Sultan			√		3	75%
13	Orlin				√	4	100%
14	Nada			√		3	75%
15	Nida				√	4	100%
	The Average percentage						

In the first cycle of the third meeting, the corrective action taken was by using chat and zoom video meetings in learning, the deadline for collecting assignments online was also determined. The results of the observations showed that 10 children were active in providing feedback and participating in

learning and collecting assignments so that 67% of the activeness was obtained. The average completeness of children's learning outcomes is 70%.

Figure 1. Graphs the progress of the first cycle
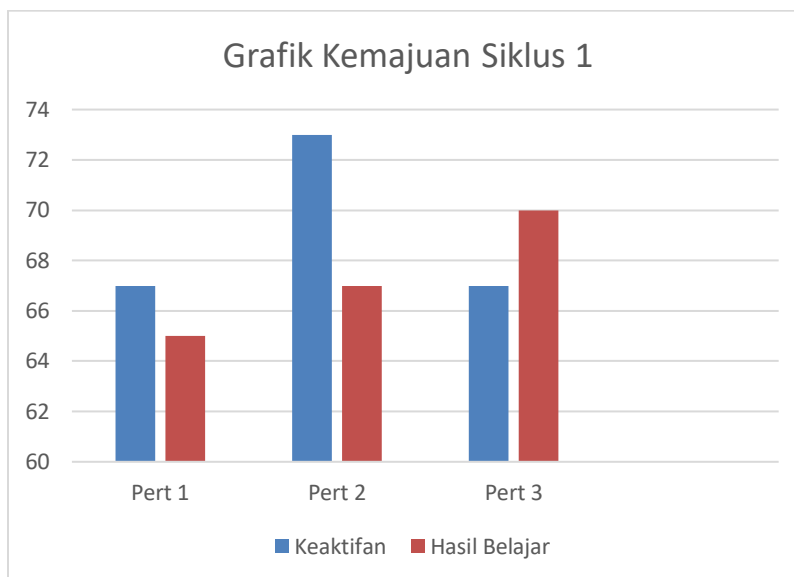
Cycle II

Table 11 Meeting Activities 1

No	Name	The Children Activity	
		Active	Inactive
1	Adzkan		√
2	Yusuf	√	
3	Bulan	√	
4	Meyisha		√
5	Affan	√	
6	Juna	√	
7	Sabrina	√	

8	Shavira	√	
9	Father	√	
10	Iqbal	√	
11	Tiara	√	
12	Sultan	√	
13	Orlin	√	
14	Nada	√	
15	Nida	√	

Table 12. The Results of Meeting 1

No	Name	Grade					
		BB	MB	BSH	BSB	Score	Percent
1	Adzkan		√			2	50%
2	Yusuf			√		3	75%
3	Bulan			√		3	75%
4	Meyisha			√		3	75%
5	Affan			√		3	75%
6	Juna				√	4	100%
7	Sabrina			√		3	75%

No	Name					Score	Percentage
8	Shavira			√		3	75%
9	Father			√		3	75%
10	Iqbal				√	4	100%
11	Tiara				√	4	100%
12	Sultan			√		3	75%
13	Orlin				√	4	100%
14	Nada				√	4	100%
15	Nida			√		3	75%
	The average percentage						82%

Improvements made in the second cycle of meeting 1 were by sharing a short video as an explanation of the tasks given by the teacher. The result is that 13 children actively follow and collect assignments, children start to get excited about doing assignments because they can see what the teacher is saying. The percentage of activeness is 86% and learning completeness is 82%.

Table 11. The Activeness of the Second Meeting

No	Name	The Children Activeness	
		Active	Inactive
1	Adzkan		√
2	Yusuf	√	
3	Bulan	√	
4	Meyisha		√
5	Affan	√	
6	Juna	√	

7	Sabrina	√	
8	Shavira	√	
9	Father	√	
10	Iqbal	√	
11	Tiara	√	
12	Sultan	√	
13	Orlin	√	
14	Nada	√	
15	Nida	√	

Table 12. The Results of the Second Meeting

| No | The Name of Children | Grade | | | | | |
		BB	MB	BSH	BSB	Score	Percent
1	Adzkan			√		3	75%
2	Yusuf			√		3	75%
3	Bulan			√		3	75%
4	Meyisha			√		3	75%
5	Affan			√		3	75%
6	Juna				√	4	100%
7	Sabrina			√		3	75%
8	Shavira			√		3	75%
9	Father			√		3	75%

No	Name					Score	Percentage
10	Iqbal				√	4	100%
11	Tiara				√	4	100%
12	Sultan				√	4	100%
13	Orlin				√	4	100%
14	Nada				√	4	100%
15	Nida				√	4	100%
	The Percentage Average						87%

Learning carried out through zoom video meetings by the teacher began to get responses from children. At this stage, children are divided into 3 sessions, each video meeting zoom session is carried out by 5 children. As a result, 13 active children were participating in the zoom video meeting. Collect assignments given by showing the teacher and sending assignments. As a result, the percentage of activeness is 86% and the completeness of children's learning outcomes is 87%.

Table 13. The Activeness of Third Meeting

No	Name	The Activeness of Children	
		Active	Inactive
1	Adzkan		√
2	Yusuf	√	
3	Bulan	√	
4	Meyisha	√	
5	Affan	√	
6	Juna	√	
7	Sabrina	√	
8	Shavira	√	

No	Name		
9	Father	√	
10	Iqbal	√	
11	Tiara	√	
12	Sultan	√	
13	Orlin	√	
14	Nada	√	
15	Nida	√	

Table 14 The Results of Third Meeting

No	The Name of Children	Grade					
		BB	MB	BSH	BSB	Score	Percent
1	Adzkan			√		3	75%
2	Yusuf				√	4	100%
3	Bulan			√		3	75%
4	Meyisha			√		3	75%
5	Affan			√		3	75%
6	Juna				√	4	100%
7	Sabrina			√		3	75%
8	Shavira			√		3	75%
9	Father			√		3	75%
10	Iqbal				√	4	100%
11	Tiara				√	4	100%

12	Sultan				√	4	100%
13	Orlin				√	4	100%
14	Nada				√	4	100%
15	Nida				√	4	100%
	The Percentage Average						88%

Improvements made at the 3rd meeting of the second cycle were the teacher zooming in the video meeting for learning and sending video material to the children to be studied. Children look happy and enthusiastic in carrying out the activities given by the teacher. The virtual face-to-face situation adds to the enthusiasm of the child. There were 14 children actively responding to the zoom video meeting and the video shown by the teacher. The percentage of children's activity is 93% and the completeness of children's learning outcomes is 88%.

Figure 2. Charts the progress of the second cycle

The recapitulation of learning outcomes in pre-cycle activities, stage I and stage II can be seen in the following table.
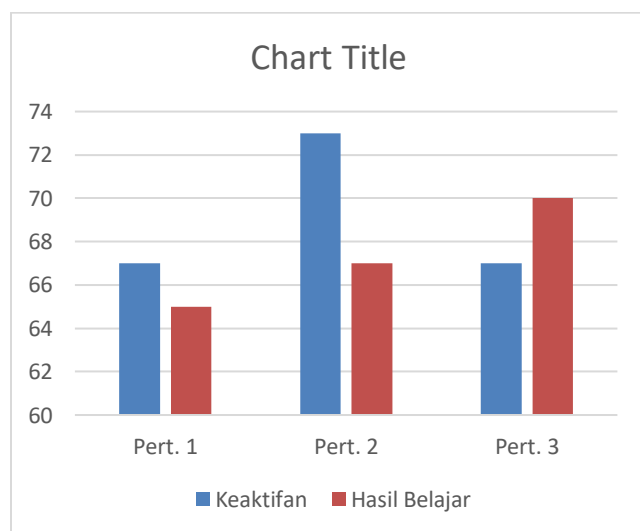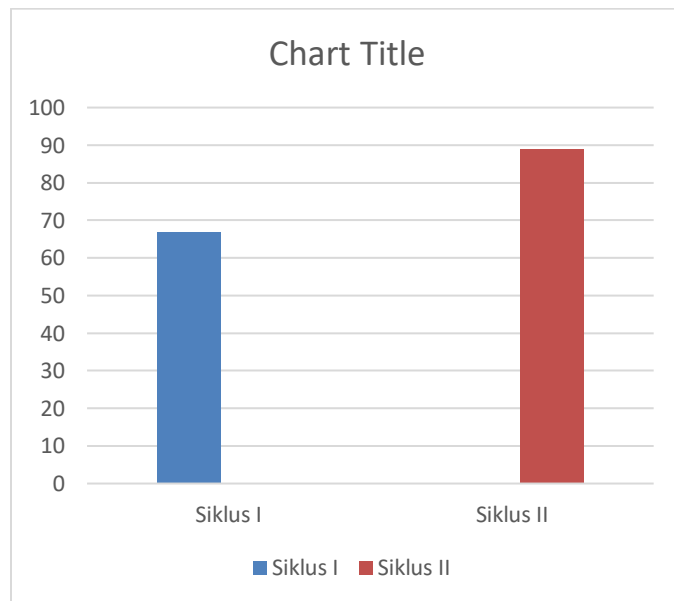
Table 15. Data Recapitulation of Observation Results and Documentation of Cycle I

Cycle	Day-1	Day-2	Day-3	Average	Day-1	Day-2	Day-3	Average	Accumulation
Pre	47				63				55
I	67	73	67	69	65	67	70	67	68
II	86	86	93	89	82	87	88	86	88

Cycle 2

Figure 3. Graph of Learning Outcomes for Each Cycle

Learning outcomes increase in each cycle. Zoom video meeting learning as a blended learning tool is good for use as a learning model during the Covid-19 Pandemic as evidenced in table 1-14 which summarizes the results of observations and documentation of the work. In the pre-cycle, there are

74

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no activities at all, only taking assignments and doing homework, there is no direction from the teacher for children. Then in the first cycle, improvements were made by using chat on the Zoom video meeting. Continued improvement in cycle II using zoom video meeting as a learning tool.

E. Discussion

Classroom action research on zoom video meeting as a suggestion for blended learning at RA Perwanida was carried out in 2 cycles. Where each cycle is carried out in 3 meetings. Before taking corrective action, pre-cycle activities obtained an average learning outcome of 55%. in the first cycle, it was obtained by 68% and increased in the second cycle to 88%.

Not all children are active in learning because the network or technical facilities are not owned by the children. However, most of the children have participated in zoom video meeting lessons as a means of blended learning with parental guidance. The results of the study support the theory of Harding, Kaczynski, and Wood (Charman, 2009) explaining that Blended learning is a learning approach that combines conventional learning (face to face) and distance learning with online learning resources with a variety of media options (text, images, diagrams, sound, video). In addition, according to Garrison & Kanuka (Wahyuningsih, 2019) said that blended learning has the potential to channel information and provide opportunities to receive technology, support learning discovery, and support active and meaningful learning.

F. Conclusion

During the Covid-19 pandemic, face-to-face learning activities are prohibited. Therefore, educators try to find ways so that learning continues. One solution to this problem is to do Blended Learning, which combines online learning. Online activities are carried out when the teacher provides guidance and reviews of learning activities. Offline activities are carried out with parents or accompanying families.

Learning is carried out through the WhatsApp application because almost all children's families have cellphones/gadgets, so they can be used for the learning process. The learning process also provides experiences for children because when learning children use media in the environment around

75

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children, such as all objects at home or in the yard. All objects at home can be used for children's learning media.

The results obtained are in the first cycle and the second cycle shows the presence of

improvement in learning based on children's activities and documentation of children's work. This shows that zoom video meeting learning as a blended learning tool can be used for learning design during the Covid-19 pandemic. Blended Learning using zoom video meetings can provide a meaningful learning experience during the Covid-19 pandemic so that it is not interrupted when environmental conditions do not allow face-to-face meetings.

The application of learning activities using the Zoom video meeting model as a blended learning tool helps in learning during the Covid-19 pandemic. Therefore, it needs to be applied to the next learning process. Student participation in the learning process greatly determines the quality of learning. Therefore, teachers should choose interesting learning methods and strategies and arouse student participation in a home-study atmosphere during this pandemic.

The use of zoom video meetings as a learning medium requires a good signal, so it is advisable to use a mobile operator that matches the selection of the right application which will be very helpful in learning. Therefore, it is recommended to use applications that are following the learning model.

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Permendiknas No.58 Tahun 2009 Tentang Standar Pandidikan Anak Usia Dini

77

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