



Teaching English to Young Learners: Evidence from Kampus Mengajar Practice

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Abstract: In 2020, Nadiem Makarim (Minister of Education, Culture, Research, and Technology of Indonesia) launched the Merdeka Belajar-Kampus Merdeka (MBKM) program for the scope of higher education by giving students the right to take courses outside the study program for one (1) semester and do activities outside the university for two (2) semesters. This study is significant as it can provide insight into learning strategies that can be used to teach early childhood and provide views on information and references in the field of basic education regarding materials suitable for use in learning elementary school children. This research used a qualitative descriptive, moving on a simple qualitative approach to get a result. The research objective is descriptive of the topic posed and studied. The research results obtained are later translated and described in clear explanations so that the results obtained can be clearly explained. The data collection was conducted by observation, data checklist, and interview. The result of this study is improved students' grades and understanding of English after using the new learning method, singing, flashcard, Questions and Answer, and Quizzes.

Abstrak: Pada tahun 2020, Nadiem Makarim yaitu Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Indonesia meluncurkan program Merdeka Belajar-Kampus Merdeka (MBKM) untuk lingkup perguruan tinggi dengan memberikan hak kepada mahasiswa untuk mengambil mata kuliah di luar program studi selama 1 (satu) semester dan melakukan kegiatan di luar perguruan tinggi selama 2 (dua) semester. Tujuan dari dilakukannya penelitian ini adalah dapat memberikan wawasan tentang strategi pembelajaran yang dapat digunakan untuk mengajar anak usia dini dan memberikan pandangan tentang informasi dan referensi di bidang pendidikan dasar terkait materi yang sesuai untuk digunakan pada pembelajaran anak SD. Penelitian ini menggunakan deskriptif kualitatif, metode ini berfokus pada pendekatan kualitatif yang sederhana untuk mendapatkan hasil penelitian. Tujuan penelitian bersifat deskriptif terhadap topik yang diajukan dan diteliti. Hasil penelitian yang diperoleh kemudian diterjemahkan dan diuraikan dalam penjelasan-penjelasan yang jelas sehingga hasil yang diperoleh dapat dipaparkan secara gamblang. Pengumpulan data dilakukan dengan observasi, checklist data, dan wawancara. Hasil dari penelitian ini adalah peningkatan nilai dan pemahaman siswa terhadap pelajaran bahasa Inggris setelah menggunakan metode pembelajaran yang digunakan dalam penelitian ini, yaitu bernyanyi, flashcard, tanya jawab, dan kuis.

A. Introduction

In the data published by the World Population Review regarding the education of countries in the world in 2021, Indonesia is ranked 54th out of 78 countries. Even in the Southeast Asia region, Indonesia is still ranked below Singapore (ranked 21st), Malaysia (ranked 38th), and Thailand (ranked 46th). According to the 2018 Program for International Student Assessment (PISA) results, Indonesia ranked 74th in the reading category with an average score of 371 and the mathematics category ranked 73rd with a score of 379, and then the science category ranked 71st with a score of 396 (Kemendikbud, 2019). The results obtained by Indonesia are only obtained with reason. However, the quality of education and the uneven distribution of education in Indonesia are the main reasons why education in Indonesia has yet to score a high ranking. The underdeveloped and outermost regions are having difficulty accessing education, especially during the pandemic 2019. Education activities that are not comprehensive, uneven, and can not reach all regions in Indonesia are a factor in the breakthrough made by Nadiem Makarim as Indonesia's Minister of Education to create a program called *Kampus Mengajar*. *Kampus Mengajar* is a program that aims to train students' skills and innovation in developing student learning models in the 3T (Disadvantaged, Frontier, and Outermost) areas, which are expected to strengthen learning in literacy and numeracy. Students are expected to be able to provide changes to schools with student thinking that adapts from technology in placement schools (Suprima et al., 2023).

The education system in Indonesia is structured into several levels, including pre-primary education, primary education, secondary education, and tertiary education. Pre-primary education is optional but widely available for children aged 4 to 6 years. Primary education covers six years and is mandatory for children aged 7 to 12 years, and this research will be focused on education in early childhood or Teaching Young Learners (Zgaga, 2006). Education in early childhood is one form of an education system that focuses on laying the foundation for growth by the stages of development according to the age group. Early childhood education can provide efforts to stimulate, guide, hone, and provide activities that can produce abilities and creativity in children. Early childhood education is carried out in Indonesia on formal channels, namely in schools. Non-formal channels, namely in places such as posyandu, family development, and various other early childhood services. On informal channels, there is education with educators from families or educational institutions. Carried out by the environment, mosques, study groups, and others. At the age of 7-8 years, children's cognitive development can think in parts, which means that children can think with a little analysis, social development in children aged 7-8 years, children begin to want to break away from the rules made by their parents, which children prefer to play outside with their peers. Emotional development in children has begun to form and appears as a personality in children. In general, body changes take place from the upper body to the lower body/longitudinal (cephalocaudal) and sideways/or from the middle of the body to the outside of the body (proximodistal) (Soesilo et al., 2018). The basic principle of learning is placing children to be actively involved in doing something or playing in a fun situation,

especially through learning activities that are built on the experiences and interests of children and encourage children to take risks and learn from mistakes, pay attention to variations in child development and flexible.

The classical theory explains that learning through play means that children are in a stage of excess energy, which energy is used to survive. At that age, children also play a game to refresh their bodies. Playing with children is like getting back their energy, which makes them more relaxed. Playing with children is also useful for training their instincts. When they play games like they are adults, that is when game activities train their instincts for later life. Piaget's theory suggested developmentally appropriate education where education with environment, curriculum, materials, and instruction are consistent with students' physical and cognitive abilities. Children learn about the world by participating in various activities, So he emphasized the importance of Discovery learning - the freedom to explore and discover knowledge (Rabindran & Madanagopal, 2020).

By creating learning activities that adjust the age of the students, it is hoped that students will also be more capable and more interested in learning activities so that learning activities are more enjoyable. Students are also better able to understand the material provided. Activities that can be done are Singing is one of the learning methods that can help students develop during their studies. Learning through the singing method may be more effective for children's language development, and singing might increase vocabulary so children's language development can develop optimally (Suryaningsih, 2015; Bella & Rahayu, 2023). The other activity is The question and answer, which the teacher uses in learning. Asking has an important role in teaching and learning activities. Well-formed questions and proper submission techniques will increase student participation in teaching and learning activities, arouse students' interest and curiosity about the problems being discussed, develop students' active thinking and learning patterns, and focus attention on students to the problem being discussed (Huda, 2020).

Moreover, another activity that can be used in teaching is playing with flashcards. Flashcard is one of the learning media in the form of graphics in the form of small cards with pictures, usually made using photos, symbols, or images attached to the front side (Norhidayah et al., 2023). On the back side is information in the form of words or sentences from the Flashcard image. Flashcard learning media reminds or directs students to something related to pictures (Angreany & Saud, 2017).

Previous research with the title "*Analisis Kegiatan Kampus Mengajar Angkatan 2 terhadap Peningkatan Literasi Numerasi Siswa di Sekolah Dasar Akreditasi C*" by (Pardede et al., 2022a) is more focused on analyzing students' abilities, Based on the results of the research that has been carried out, it can be concluded that the *Kampus Mengajar* program can help improve student learning ability literacy. Increased Student Numeracy Literacy by student numeracy which had previously dropped. Following the result of (Pardede et al., 2022b) with the title title "*Analisis Kegiatan Kampus Mengajar untuk Meningkatkan Motivasi Belajar Siswa Sekolah Dasar*" is the Teaching Campus and students' abilities, while in this study the object analyzed is the student's ability to apply several learning methods with the results

stating if *Kampus Mengajar* with activities such as teaching, school administration, and technology adaptation can increase student learning motivation well. Student *Kampus Mengajar* teaching focuses on literacy, student numeracy, and overcoming so that students are not easily bored, become more diligent in school, do not focus in class, and do not get bored. to school, not focusing in class and disturbing friends when in class.

This research focuses more on student development in learning activities and provides an overview of the methods used in learning activities. This research also includes strategies for teaching activities based on theory regarding education in early childhood using a theory of development in children. Educational services are mandatory and must be provided in informal, non-formal, and formal forms. In early childhood, 4-6 years, proper education by government policy is to attend formal education in the form of kindergarten. In its activities, learning in the classroom requires an approach that, if quoted from the applicable curriculum. A genre-based approach with topic card learning media for learning to write is a process and product of the entire writing process. The text-based approach to the 2013 curriculum has five stages: observing, asking, trying, reasoning, and communicating (Dinamaryati, 2021).

Ki Hadjar Dewantara revealed that every human being is born with innate traits. This is also contained in psychological theory, that every individual has innate traits that will later be developed through interactions in their environment. Without considering human age, the character of students brought to school results from environmental influences. This is quite influential on the success and failure of individuals in the next developmental period (Mujito, 2014). Because of Therefore, this study was chosen to update the research activities on the *Kampus Mengajar*, which focuses more on the more intense learning activities between teachers and students. The actions that should be taken when teaching early childhood students where the provision of material, activities, ways of teaching, and ways of communicating must be different from learning activities for students who are no longer past the golden age or early childhood students. With the problems that have been described, this research is expected to be able to show provide insight into learning strategies that can be used to teach early childhood and can provide views on information and references in the field of basic education regarding materials suitable for use in learning elementary school children (Apoko & Marcellinda, 2023).

B. Method

Qualitative research is an approach to exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The research process involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (Creswell, 2014). Qualitative research uses in-depth analysis techniques, namely examining problems specifically (case-by-case) because qualitative research believes that the nature of one problem will be different from other problems, and qualitative research contributes to stereotyping (Mesra, 2022). A researcher

can lessen the chance of simplistic understanding by emphasizing a particular experience, dialogue, context, and multiple realities (Stake, 2010). Qualitative descriptive is used as the method in the research. The qualitative descriptive type is a research method that moves on a simple qualitative approach with an inductive flow. This inductive flow means that qualitative descriptive research (QD) begins with an explanatory process or event that can finally draw a generalization or a conclusion from the process or event (Nurmalasari & Erdiantoro, 2020).

The research is conducted at SD Negeri Sarwodadi, Pemalang, Central Java. This research activity was carried out during the period of *Kampus Mengajar* Batch 3, namely from March to June 2022, and continued with a second study in March 2023 to obtain more in-depth results to strengthen the results of the previous data. The research participants are students and teachers at SD Negeri Sarwodadi.

The data collection methods are observation, data checklist, and interview. Various records of the state or behavior of the target object, such as teacher and student activities, accompany an observation. A data checklist is a list that contains statements and aspects to be observed. In the data checklist, various aspects of actions are usually included so that the observer only needs to check (v) on each aspect according to the results of observations. Moreover, Interviews has conducted with teachers and students to obtain data.

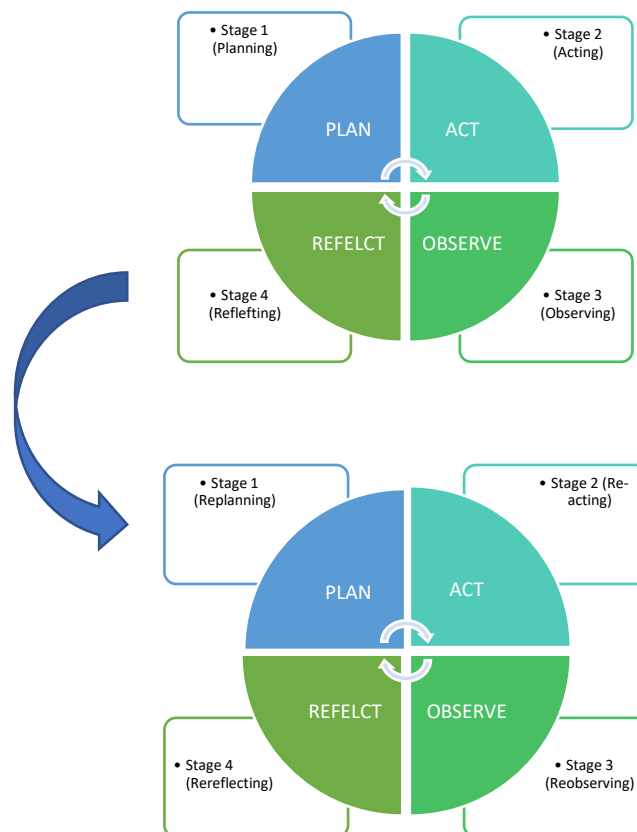


Figure 1. Two Cycles of Teaching and Learning Processes

In Cycle 1, all students at SD Negeri Sarwodadi participated in the research. The flow started with planning, namely the stage of departure, where things had to be organized, such as making a schedule and preparing the teaching materials. Before developing the lesson plan, the author discussed with the teacher and with the friends of *Kampus Mengajar* to conduct research. Then on the acting stage is the learning activity conducted in the research. The activities are carried out by gathering students in the same class and giving material by explaining the material and students listening and writing the materials. The observing stage is a stage where the author observes all activities that have been carried out during the research activities. The reflecting stage is a self-reflection activity and activities during the research activities. In this first study, all students learned the same material with an agreed time of 20 minutes per meeting.

Cycle 2 showed repeated activities from Cycle 1, such as the Re-Planning Stage. At this stage, the authors create a lesson plan as a reference for the materials and activities used when conducting research in the classroom. Unlike the lesson plan in the first research, in this case, the authors created three different planning for three grades level. Re-Acting Stage, in this stage, students work on questions. The questions asked are consistent with the material provided and contain varying questions. These flashcard activities help students better recognize the material by learning accompanied by flashcards, such as learning media and singing. Re-Observing Stage is a stage where the authors observe all activities carried out during the research activities, which is an activity of self-reflection and activities during research activities. In this second study, the results obtained from each class that has conducted research activities are reflected, with the time at each meeting being 45 minutes.



Figure 2. Assignment Instrument

C. Result and Discussion

Result

The amount of data used in the results is the amount selected after coding by recording student performance results. After carrying out planning, acting, and observing

activities. The results obtained from observing stage activities in the second study are as follows:

Table 1. First Observing Stage

Research Aspect	Meeting 1	Meeting 2	Meeting 3
Students can memorize new vocabulary by singing.	Yes (✓)	No (✓)	Yes (✓)
Students can practice with related learning materials.	Yes (✓)	Yes (✓)	Yes (✓)
Students can answer new English vocabulary when given instructions using Indonesian.	No (✓)	No (✓)	Yes (✓)
Students can do the assignments.	No (✓)	Yes (✓)	Yes (✓)

With the data above, it was found from the first study that students had yet to understand the new vocabulary using the singing method fully, so it was decided to collect the second data.

Table 2. Second Observing Stage

Research Aspect	Meeting 1	Meeting 2	Meeting 3
Students can memorize new vocabulary by singing.	Yes (✓)	Yes (✓)	Yes (✓)
Students can practice with related learning materials.	Yes (✓)	Yes (✓)	Yes (✓)
Students can guess English vocabulary by using flashcards.	Yes (✓)	Yes (✓)	Yes (✓)
Students can do the assignments.	Yes (✓)	Yes (✓)	Yes (✓)

From the results obtained in the follow-up phase, using interesting learning media is very important in learning for primary school students. Flashcards can help you get your student's attention and focus more on participating in learning activities.

Table 3. First Test Score

Score	Pre/Post Test 1	Pre/Post Test 2	Pre/Post Test 3
6,00	1/2 students	1/2students	-/4 students
6,50	2/1 students	4/4 students	3/2 students
7,00	3/2 students	2/1 students	3/1 students
7,50	1/2 students	-/- students	1/- students

The average data obtained in the first research is Pre-test and post-test week one is 43/43, the ^{second} week is 41/40, and the ^{third} week is 43/38. The results obtained have decreased.

Information:

≤ 50 = Poor

51-70 = Fair

71-80 = Good

81-100 = Excellent

The achievement of student learning is still below the value that is the standard for student learning achievement. Learning activities that last for 20 minutes and the absence of material focus at each grade level are the main factors because low-level students need help understanding material such as introducing themselves, which is arguably material suitable for grade 6.

Table 4. Second Test Score (1st Grade)

Score	Pre/Post Test 1	Pre/Post Test 2	Pre/Post Test 3
6,50	-/1 students	-/- students	-/- students
7,00	1/- students	-/- students	-/- students
7,50	1/- students	2/- students	1/- students
8,00	1/3 students	1/1 students	2/3 students
8,50	1/1 students	2/4 students	2/2 students
9,00	2/1 students	2/2 students	2/2 students
9,50	1/1 students	-/- students	-/1 students

The average of the data obtained in the second research is Pre-test and post-test week one is 51/50, the ^{second} week is 50/52, and the ^{third} week is 51/52. The research results have increased each week with research materials such as animals and colors using flashcards and the QnA and Singing methods.

Information:

≤ 50 = Poor

51-70 = Fair

71-80 = Good

81-100 = Excellent

Table 4. Second Test Score (2nd Grade)

Score	Pre/Post Test 1	Pre/Post Test 2	Pre/Post Test 3
6,50	-/- students	-/- students	-/- students
7,00	-/- students	1/- students	-/- students
7,50	-/- students	-/- students	-/- students
8,00	1/2 students	1/3 students	2/1 students
8,50	4/2 students	3/2 students	4/1 students
9,00	2/3 students	1/2 students	-/5 students
9,50	-/- students	1/- students	1/- students

The average data obtained in the second research is Pre-test and post-test week one is 52/52, the ^{second} week is 51/52, and the ^{third} week is 51/63. With research materials such as school things, animals, and colors using flashcards and the QnA and Singing methods, the research results have increased each week.

Information:

≤ 50 = Poor

51-70 = Fair

71-80 = Good

81-100 = Excellent

Table 4. Second Test Score (4th Grade)

Score	Pre/Post Test 1	Pre/Post Test 2	Pre/Post Test 3
6,50	-/- students	-/- students	-/- students
7,00	-/1 students	-/- students	-/- students
7,50	2/1 students	1/- students	-/- students
8,00	1/1 students	1/3 students	2/2 students
8,50	1/1 students	1/1 students	1/1 students
9,00	2/1 students	2/3 students	4/3 students
9,50	1/2 students	2/- students	-/1 students

The average data obtained in the second research is Pre-test and post-test week one is 53/52, the ^{second} week is 55/53, and the ^{third} week is 54/55. The research results have increased each week with research materials such as body parts, numbers, school things, and tense using flashcards media and QnA and quiz and Singing methods.

Information:

≤ 50 = Poor

51-70 = Fair

71-80 = Good

81-100 = Excellent

The results obtained from the second study, precisely the data obtained in classes 1st grade, 2nd grade, and 4th grade, it can be concluded that the new method used can increase students' scores. The scores obtained have also entered the Fair category as an indication of student success in achieving this study's value standards.

Discussion

The Percentage results of the data obtained are that students' abilities have improved after the use of new methods of learning that have been carried out. The use of methods such as singing, Questions and Answer, flashcards, and also quiz activities make learning activities more interesting and able increase student interest in learning by the results of the research (Dyramoti & Wahyuningsih, 2022), which states that learning by using the singing method has a significant effect on the ability to remember. The use of the singing method increases the ability to remember letters and numbers, and this is in accordance with Honig's opinion that the singing method is useful in educational practice because singing is fun and can help children's memory. Good attention improves children's memory, joy makes children motivated to learn, and freedom of imagination allows children to express creative ideas. The existence of singing with music and songs optimizes children's cognitive processes in remembering material and thinking creatively, as well as optimizing the affective aspects of children because of positive emotions that make children enthusiastic and interested in learning while in class and make children free in imagination (Dyramoti & Wahyuningsih, 2022).

The application of learning methods using Questions and Answers was also carried out in research (Sitohang, 2017), which states that the application of question and answer method can improve learning outcomes Science learning outcomes in class II-A elementary school students Negeri 010 Ratu Sima Dumai South in the 2016/2017 academic year. This question-and-answer method can create interaction between teachers and students and between students and students. This question-and-answer method can form a two-way flow of information so that the learning atmosphere becomes more lively and active. So, applying this question-and-answer method can improve science learning outcomes in class II-A students of State Elementary School 010 Ratu Sima Dumai Selatan lesson year 2016/2017.

Teaching by considering play activities as a way to teach can make students and teachers more bonded, which can make communication between the two parties run well and give good results. Because according to (Sucia, 2017), many students need to digest information from their teachers due to the mismatch of communication styles. Conversely, if the teacher's communication style matches the learning style of the learning style, all

lessons will feel very easy and fun. The teacher is also happy because they have students who are all smart and have the potential to succeed in the type of intelligence that they have.

Based on the results of the data listed in the table, some advantages can be taken with learning by using learning strategies, namely strategies in choosing the right learning methods and media for teaching early childhood. Singing, Questions and Answers, and quizzes can make students feel excited and not bored during learning activities. The right media, such as flashcards, can also attract students' attention to pay attention when given learning material. This agrees with the results of interviews conducted with students and teachers.

D. Conclusion

Based on the research results, the purpose of the research is to find the methods suitable for use in teaching early childhood students. The research results show that the new methods used in learning activities are the singing method, Questions and Answers, quizzes, and the use of flashcards media. These methods can be used by using strategies such as how teachers communicate with students because basic things such as communication can greatly impact students' ability to understand the material explained by the teacher. The results showed improvement after using the new methods and strategies. The method used can improve students' vocabulary.

The next cycle of research activities was optional because the indicators of student achievement and understanding had shown an increase. These indications can already be used as the intended results of the research.

Other studies to be more in-depth in collecting data with the interview method. Interview activities are carried out with teachers, students, and student's families, such as parents, to learn more about student development in depth when students are at home.

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