

DEVELOPMENT OF EARLY CHILDHOOD LITERACY DURING THE TRANSITION TO ELEMENTARY SCHOOL

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Abstract: *The phenomenon that occurs in society before the start of the new school year is the requirement for the ability to read, write and count (calistung) for children who will enter Elementary School (SD), without any learning transition from Early Childhood Education (PAUD) to Elementary School. Therefore, there are still many learning practices in PAUD that focus on children's reading, writing and arithmetic abilities which are considered as the only evidence of successful learning. The ability to calistung is narrowly understood and is considered to be able to be built instantly, whereas building abilities in children needs to be done gradually and in a fun way so that the benefits or learning objectives can be achieved optimally.*

Early Childhood Literacy Development is different from literacy development in children in the Elementary School phase and subsequent phases. This is a big task for PAUD teachers. The success of children's literacy in the transition period is very diverse, its success requires collaboration between PAUD teachers, parents and systems built by related stakeholders. This year the Ministry of Education and Culture is concentrating on getting there. It is hoped that this year will be a pleasant transition for children throughout Indonesia.

Keywords: *Early Childhood, literacy, Elementary School*

1. Introduction

The industrial revolution 4.0 requires children to have creative thinking skills, think critically in solving problems (critical thinking and problem solving), communication skills (communication), and collaboration (Collaboration) or better known as 4C (Septikasari & Frasandy, 2018). Therefore, the six basic literacies must be developed in children from an early age. The narrow definition of literacy is the ability to read and write, as stated by Astuti (2007), that literacy is a process of being literate or

literate. In line with this, Basyiroh (2017) states that the definition of literacy refers to the ability to read and write, but is currently developing the notion of understanding, involving, using, analyzing and transforming knowledge which is carried out differently depending on the stage of child development (Haliza & Kuntarto, 2020).

The development of the meaning of literacy has an effect on the development of literacy in children. Conventional meaning directs educators to how to teach the development of conventional reading and writing abilities as well. Early childhood is taught to read and write by sitting neatly and writing on the table as is the practice of literacy in elementary schools. In contrast to the current meaning of literacy, which refers to the ability to read and write according to the stage of child development to form higher-order thinking skills, so that children are expected to be able to process information, conclude and make decisions about attitudes that will be used in everyday life, thereby developing literacy. eventually changed. This change lies in the development of literacy adapted to the characteristics of early childhood, namely learning while playing so that the child's experience of literacy becomes more enjoyable so that it is hoped that children will become personal learners who love knowledge (Dewayani, 2019).

There are six basic literacy that must be possessed by early childhood, namely: (1) Literacy in reading and writing; (2) Numerical Literacy; (3) Scientific Literacy; (4) Financial Literacy; (5) Digital Literacy; and (6) Cultural Literacy and citizenship. Entering the transition period to elementary school, the development of these six basic literacies becomes very important, especially the existence of misconceptions. This condition is now seen in the world of education, especially education in the low class or category A, early childhood education and elementary school grades one through two.

All most teachers have not properly prepared the transition process according to children's needs. The definition of transition is that children move and adapt to a new learning environment. Ready for school is a condition where children have the foundation as lifelong learners. So, the transition from early childhood education to elementary school is a process in which children change their role as learners in early childhood education to become elementary school students. The transition period is said to be effective if the child does not need to make too many adjustments, as a result of his transfer, even though children with different abilities have the same right to have a strong foundation in order to be ready for school and lifelong learning.

2. Methods

This paper uses the literature review research method from the relevant theory and previous research, which discusses the development of six early childhood literacy in the transition to elementary school. A literature review or literature study is a writing model that can be used in research, which aims to develop theoretical aspects as well as practical benefits.

3. Literature Review

Early Childhood (AUD) are children aged 0-8 years who need various stimuli in aspects of their development, as a foundation for other knowledge in the future education. Aspects of early childhood development include religious and moral values, cognitive, social-emotional, physical motor, art and language (Raraswati & Kelembagaan, 2013). Children's literacy skills as the foundation for entering formal elementary school educators have a very important position. Because literacy skills are one aspect of development that will help children interact with their environment, the development of good literacy skills will have a positive impact on the acceptance of children in their environment, support the formation of a good self-concept, and help children communicate their thoughts, desires and feelings (Robingatin & Ulfah, 2019).

The development of literacy in reading and writing is one of the areas of literacy that is highlighted by the public and is often misunderstood. Literacy to read and write is the ability to understand and express language and literacy. Understanding language means that children understand some instructions, understand the rules of a game, like and appreciate reading. This ability can be stimulated by reading books or pictures as inspiration early in the morning. The ability to reveal language is the child's ability to answer complex questions, name the same group of pictures, communicate orally, recognize symbols, have many words to express ideas to others and understand concepts in story books and be able to continue stories from books.

Activities that can stimulate children's literacy skills through various game activities in role playing centers, preparation centers and during closing activities are in the form of recalling. In developing this literacy, children are expected to be able to name familiar letter symbols, recognize the sound of the initial letters from the names of objects around them, name groups of images that have the same initial sound/letter, understand the relationship between sound and letter shape, read names. themselves, write their own name and understand the meaning of the words in the story. Stimulation given to children can be in the form of simple letters and words pasted in several strategic places that are easy for children to see by placing posters of letters/numbers according to the child's developmental level. The activity of throwing a ball at letters or words and making a collage of letters is an interesting activity that teachers and parents can do (Nurul Fatonah, 2022). Children aged 4-6 years develop their literacy skills to recognize letter symbols, recognize sounds from the initial letters of objects around them, name groups of objects that have the same initial sound or initial letters, understand the relationship between sounds and letter shapes, read their own names, and understand the meaning of the words from the story (Kemdikbudristek, 2021). At the age of 6-8 years the child has entered formal education, at this age the child is in group B PAUD through the second grade of elementary school. Children have started to try to read simple stories and write down a topic that is considered interesting, for example my best friend with simple sentences.

The development of read-write literacy cannot be separated from other elements such as numeracy literacy, scientific literacy, digital literacy, financial literacy, and

cultural and civic literacy. Read-write literacy is the starting point for entering into other literacy developments. Through developing literacy, other literacy is connected to one another so that it can be expanded into formulas of life skills. Development of the second literacy, numeracy literacy. It is the knowledge and skills to use various kinds of numbers and symbols related to basic mathematics to solve practical problems in various contexts of everyday life and analyze information presented in various forms of graphs, tables, charts, etc., then use interpretation. The results of the analysis are used to predict and make decisions (Kemendikbud, 2017). Defined as the ability to apply, interpret, and formulate mathematics in various contexts. Numeracy literacy is the ability to manage numbers and data and evaluate statements that involve mentality and estimates according to problems and reality.

Ability to use mathematical knowledge and understanding effectively in facing life's challenges. The scope of early childhood numeracy literacy is algebra, numbers, geometry, measurement, and data analysis. In the development of numeracy literacy children can be invited to play sorting, grouping, making patterns, sorting, counting with concrete objects, comparing, understanding spatial relationships, number applications and so on. Games in the block center can also hone children's mathematical logic skills. Numeration is not the same as math competence. Both are based on the same knowledge and skills, but the difference lies in empowering this knowledge and skills (Kemendikbud, 2017). Mathematical knowledge alone does not make a person have numeracy skills. Numeration includes the skills to apply mathematical concepts and rules in real everyday situations, when the problems are often unstructured, have many solutions, or even no complete solutions, and are related to non-mathematical factors.

The third literacy development is scientific literacy. Scientific literacy is one of the keys to various challenges in the 21st century. Expertise and basic concepts of science and technology help a lot to solve life's problems. However, this does not mean that everyone has to become a science expert. Having and mastering the basic concepts of science allows humans to participate in making choices that affect their lives. The concept of child literacy is a very dynamic continuous process that starts from the emergence of curiosity, critical thinking, spoken language to literacy. This ability follows developments spent in learning throughout his life (Novrani, 2021).

The definition of scientific literacy according to PISA is the capacity to use scientific knowledge, to identify questions and to draw evidence-based conclusions in order to understand and help make decisions about the natural world and the change made to it through human activity. Scientific literacy is also the ability to apply scientific knowledge, identify questions, and draw conclusions based on available evidence in order to understand and make decisions regarding events in nature. There are three scopes of scientific literacy, namely physical science, living things science, and earth and environmental science. Games that can be done to develop abilities within the scope of physical science, such as children observing melting ice, rolling balls, various shapes and types of fruit. The scope of the science of living things can be developed by planting

plants together, observing the growth of green beans, and fish in the aquarium as a place for fish to live. The scope of earth and environmental science can be developed in games that care for the environment around children, using a variety of loose parts and recycled play materials. Scientific literacy is one of the important basic literacies for students/children, parents and society. This is also in line with the World Economic Forum in 2015 as an initial requirement for life skills in the 21st century through integrated education with families, educational institutions, and society (Widayati et al., 2021).

Scientific literacy has multidimensional characteristics which include the ability to read and respond critically to various reports (Mc. Clune, 2017). Scientific literacy is the same as teaching people to respond and think critically about different reading content before communicating it to others. That is, all critics have good scientific literacy. Children need these skills to achieve the best results in a school environment. Scientifically literate students are students who can apply their knowledge to solve any problem they face depending on the context (Stone & Conrad, 2017). Every problem that arises is related to the completion of school assignments, both academic and moral. Children with good scientific reading skills have critical and firm thinking. Science in early childhood can be interpreted as things that can stimulate them to increase their curiosity, interest and problem solving through observing, thinking, and linking between concepts or events. Introduction to science for preschoolers is more emphasized on the process not on the product. Science process activities and skills should be carried out simply and through play. Science activities must allow children to explore various objects around them, both animate and inanimate objects. In addition, in science activities, children will learn to find symptoms/events by using and optimizing their sensory functions. The more senses that are involved in the learning process, the more the child will understand what he is learning.

Development of Financial Literacy or children's financial literacy is a child's ability to understand and manage personal finances well at their age. Introducing children to financial literacy can help them understand the concept of finance from an early age and develop good financial habits later in life. According to (Gunawan., 2019), said that it is important to manage and secure finances from an early age. Financial problems are often seen as an adult's business so that school-age children do not need to understand finances. Financial literacy training should be given to children, especially preschool and elementary school children, as early as possible, because introducing financial literacy from an early age will train children to manage money properly and correctly in the future (Rapih, 2016). Financial literacy education includes a thorough understanding of how to manage money at a personal or family level and having confidence in the judgments they make (Akbar, 2021). The ability to read, manage, and communicate about how one's financial situation will affect one's material well-being. Making financial decisions for children requires talent and understanding in this area. Financial education in early childhood can also help children develop the ability to make the right financial

decisions, manage the money they have collected wisely, and understand the importance of thrifty and saving for the future.

Through a variety of fun activities and games, children aged 4 to 6 years can learn about financial concepts such as saving, buying, and selling, and managing expenses and income, thus, they will be able to understand the importance of managing finances wisely and develop financial skills which can be useful in the future. This suggests that at age 6 children are aware that saving is desirable, but they mistakenly believe that losing money also means saving. Children begin to realize that the money kept in the bank is safe and secure when they are nine years old. By the age of twelve, it is advisable for children to have a plan or method for dealing with the urge to spend money, as well as knowledge of topics such as interest rates, money, prices, and supply and demand.

Apart from educational institutions or formal schools, the places where children gain an understanding of economic and financial concepts are the family, the closest social group (peers), and the mass media of knowledge and skills in finance. The development of activities can be in the form of activities that bring children closer to the financial atmosphere, such as playing games at market role play centers or carrying out market days at schools or visiting/class outings to markets and so on. There are several advantages that children who have good financial literacy may gain, namely (1) Being able to make wise financial decisions, children of this age who have good financial literacy are more able to make wise financial decisions, such as choosing to save rather than buy unnecessary items. (2) Being able to manage money well Children of this age who have good financial literacy may be better able to manage their money well, such as by dividing their money into several parts for various purposes and understanding the importance of saving regularly. (3) Able to understand basic financial concepts Children of this age who have good financial literacy may be better able to understand basic financial concepts such as money, expenses, income, debt and savings. (4) Being able to manage finances independently Children of this age who have good financial literacy may be more able to manage their finances independently and not depend on others. (5) Able to face financial challenges Children at this age who have good financial literacy are better able to face future financial challenges, such as managing expenses and income well, understanding the concept of debt, and managing finances effectively.

Development of digital literacy is the knowledge and skills of users in utilizing digital media, such as communication tools, internet networks and so on. User proficiency in digital literacy includes the ability to find, work on, evaluate, use, create and utilize it wisely, smartly, carefully, and precisely according to its use (Suhardi, 2021). According to UNESCO, digital literacy is defined as skills (life skills) that not only involve the ability to use technology, information, and communication tools, but also social skills, learning abilities, and having attitudes, critical thinking, creative, and inspiring as digital competencies (Cornu, 2011). Kemendikbud, (2017) defines digital literacy in early childhood as the attitudes, knowledge, and skills of early childhood in using digital media to seek and utilize information, learn, play or get entertainment in a healthy manner with

assistance from adults. Teachers are expected to be able to become student facilitators who do not only take advantage of existing learning resources at school and from various sources, such as the internet and other digital media (Danilo Gomes de Arruda, 2021).

Digital devices in early childhood learning are computers and laptops, digital cameras, telephones, facsimiles, cell phones and tablets, games, interactive stories and programmed games, software for developing creativity and communication and video conferencing technology, television, projectors, and whiteboards. Most parents forbid or keep their children away from gadgets because they are worried that their children will become addicted to their gadgets. This concern will make children's curiosity even higher, so the solution is to introduce children when and how to use gadgets safely. Activities include introducing computer/laptop devices, mouse skills, recognizing numbers and letters on the keyboard, educational games, and watching videos as a learning resource for children. Early childhood needs to be introduced to digital literacy because (1) children have a high curiosity, including about gadgets. (2) Gadgets have featured that trigger challenges as well as joy for children. Pictures, songs, games and movies with attractive sounds and colors offer a different playing experience for children. (3) It is feared that prohibiting or keeping children away from devices will make children's curiosity even higher. (4) Introducing children about when and how to use devices will help children to use devices safely.

When and how long children are given the opportunity to play with gadgets depends on their age level. Children aged 0 to 2 years, should not be introduced to gadgets because the light on the smartphone screen can harm a child's eyes and the radiation can affect the child's brain. Children aged 2 to 4 years; children are allowed to use devices to play simple games with a maximum time allocation of 1 hour a day. Children aged 4 to 7 years are given the opportunity to explore with assistance from parents or adults. It is better for children to be given rules and time limits for using devices, which are a maximum of 2 hours a day.

The development of cultural literacy and citizenship in early childhood is aimed at growing a sense of love for the motherland, especially in preserving the diverse Indonesian culture (Damayanti et al, 2023). Understanding and showing respect for Indonesian culture as a national identity is a sign of cultural literacy, while understanding rights and responsibilities One's responsibility as a citizen is known as civic literacy, thus, cultural literacy and citizenship is the ability to interact with their social environment as members of a culture and nation to be ready to face global cultural currents that have the potential to eliminate local and national culture. Cultural literacy and citizenship are a connecting tool between generations, a medium for understanding rights, obligations, roles, and responsibilities in supporting change and the development of a better Indonesian state, as well as a medium that Indonesian culture is an identity so that it is not easily lost. The community is guided and encouraged to act more in accordance with Indonesian culture as a national identity and to understand their duties and rights as citizens more deeply (Kemendikbudristek, 2021).

Factors that influence human literacy and citizenship are the family environment, school environment and community environment. One way to strengthen cultural literacy and citizenship in children is through the introduction of culture based on local wisdom. Theoretically local wisdom is a manifestation of cultural teachings that are still maintained by local communities to be preserved through innovations in accordance with the times (Rachman & Azizah, 2022). Planting local culture in cultural literacy and citizenship for children can be done in various ways. In "Javanese art conservation in Indonesia inheriting the potentials of local wisdom through Wayang Wong Bocah" the third point mentions the potential for local wisdom, especially with regard to traditional dance movements, karawitan or musical accompaniment, regional language, costumes, ethics or manners, beliefs, and spiritual intelligence (Hartono, 2022). Playing traditional children's games such as gobak sodor, rancak gunung, galasin, and noisy horses are ways to preserve and love Indonesian culture. Traditional games are based on cultural values and beliefs and therefore, have significant roles in preparing children for life". Traditional games are based on cultural values and beliefs (Hotang, 2020). Reading stories about local culture, practicing cooking local specialties, holding local cultural festivals on thematic peaks at schools and encouraging children to create works that express local culture are efforts to develop cultural literacy and citizenship that can be programmed into lesson plans.

4. Result

The variety of literacy development above, can understand that the development of early childhood literacy as a transition process to elementary school will be very pleasant if there is teacher expertise in designing fun learning, as well as the right attitude of the teacher, experienced and knowledgeable about the pros and cons of calistung activities demanded by the community can be handled wisely. Knowledgeable and experienced teachers understand the characteristics of children's learning through play. The teacher will not facilitate rigid learning activities with lots of writing assignments. The knowledge possessed will assist teachers in designing activities according to the characteristics of children and experience will enrich teachers with strategies for carrying out activities that have been designed (Afnida & Suparno, 2020). Teachers can use school facilities to stick slogans, pamphlets, letters or vocabulary as a medium for children's learning as material for developing literacy (Safrizal, 2020). Utilization of rooms or places around the school, such as parks, supermarkets, public facilities, libraries, museums and so on can be used as a source of learning for children which in the end all learning experiences form mental readiness to enter the next level of education.

5. Conclusion

The goal of developing literacy in early childhood is not only limited to letter recognition and early reading skills (pre-reading and pre-writing), but also to develop children's skills in numeracy, finance, science, digital and civic culture. Experience in the process of developing these six literacies forms a child into a person who is able to

process information, draw conclusions and take action based on the knowledge he has acquired. Changing rigid and conventional literacy development steps that do not facilitate learning according to children's needs and characteristics. Development of early childhood literacy that is adapted to children's learning characteristics, meets learning that brings children closer to the development of learning with fun literacy, uses thematic and scientific approaches, uses a variety of methods and media, pays attention to the knowledge and experience of the teacher, and pays attention to time and utilizes the environment and objects closest to children, as well as linking learning with local culture. Development that pays attention to these aspects is expected to optimize the development of the six basic literacy skills of children which in turn can shape children's ability to go through the transition to a pleasant elementary school.

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