


The Effectiveness of Origami to Teach the Pillars of Faith at Tadika Al-Fikh Orchrd Tahfiz Nur Furqan

 <https://doi.org/10.31004/jele.v10i2.746>

*Cintia, Zailani¹² 

¹²Universitas Muhammadiyah Sumatera Utara, Indonesia.

Corresponding Author: tia68638@gmail.com

A B S T R A C T

Early Childhood Education (PAUD) is a crucial stage in children's cognitive, motoric, and social development. One innovative method in PAUD learning is the use of origami as a teaching tool. This study aims to evaluate the effectiveness of origami in teaching the concept of the Pillars of Faith to early childhood students. Conducted at Tadika Tahfiz Nur Furqan, Kedah, Malaysia, this research employs a qualitative approach with a descriptive method. Data collection techniques include direct classroom observations, in-depth interviews with educators, and document analysis of lesson plans and student activities. The findings indicate that origami enhances children's comprehension of the Pillars of Faith by making abstract concepts more tangible and engaging. It also improves children's fine motor skills, focus, and enthusiasm for learning. The project-based and interactive approach fosters a more dynamic learning experience, leading to better retention and understanding. These results highlight the potential of origami as an effective pedagogical tool in early childhood Islamic education.

Keywords: *Early Childhood Education, Origami, Creative Learning, Pillars of Faith*

Article History:

Received 04th March 2025

Accepted 26th March 2025

Published 08th April 2025



INTRODUCTION

Early Childhood Education (PAUD) is a crucial stage in children's cognitive, motoric, and social development. During this golden period, children are highly receptive to new experiences, making it an ideal time to instill foundational values and beliefs. One essential component of Islamic Religious Education is understanding the Pillars of Faith – six core beliefs that form the foundation of a Muslim's spiritual life, including faith in Allah, angels, holy books, prophets, the Day of Judgment, and divine destiny. Teaching such abstract concepts to young children, however, presents a significant challenge due to their developmental stage and limited ability to grasp intangible ideas. Children at an early age are in a golden period where they are very vulnerable to influences, both positive and negative. This period plays an important role in shaping character, which will later have a major impact on their personality. A positive personality reflects good morals. Although character and behavior can develop over time, experiences at an early age still make a significant contribution to the formation of a person's personality (Nurzannah et al., 2023).

Early Childhood Education is a preschool level that aims to develop children from birth to 12 years of age. This program supports the physical and mental development of children so that they are ready to face the next level of education. This education can be carried out through various formats, namely formal, non-formal, and casual (Pasaribu & Mukhrimah, 2022). Learning is a process in which a person experiences changes in behavior as a result of

experience and habituation. In other words, this activity aims to develop knowledge, skills, and behavior, covering all aspects of a person (Pratama & Munawir Pasaribu, 2022).

Religious Education plays an important role in shaping children's personalities from an early age. Children at this stage are experiencing a unique growth and development process, with unique growth patterns in intellectual aspects, socio-emotional aspects, language skills, and communication, in line with their developmental stages (M. Ali, 2016). One of the fundamental factors in learning Islamic Religious Education is understanding the Pillars of Faith, which are the foundation of a Muslim's beliefs. Instilling the values of the Pillars of Faith needs to be done effectively and enjoyably so that they are easily accepted by children, especially at preschool age such as in Tadika Tahfiz. However, in reality, many early childhood children find it difficult to understand abstract concepts such as the Pillars of Faith because the teaching methods tend to be monotonous and less interesting. The pillars of faith are the foundation of faith that every Muslim must have. There are six pillars of faith, which are in accordance with the verses of the Qur'an and the hadith. As stated in the word of Allah in the Qur'an: (QS Al-Baqarah: 177).

لَيْسَ الْبِرَّ أَنْ تُوَلُّوا وُجُوهَكُمْ قِبَلَ الْمَشْرِقِ وَالْمَغْرِبِ وَلَكِنَّ الْبِرَّ مَنْ ءَامَنَ بِاللَّهِ وَالْيَوْمِئَاتِ وَالْمَلَائِكَةِ وَالْكِتَابِ وَالرَّسُولِ وَآتَى الْمَالَ عَلَى حُبِّهِ ذَوِي الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسْكِينِ وَالسَّبِيلَ وَالصَّلَاةَ وَآتَى الزَّكَاةَ وَالْمُوفُونَ بِعَهْدِهِمْ إِذَا عَاهَدُوا وَالصَّابِرِينَ فِي الْبَأْسَاءِ وَالصَّرَاءِ وَحِينَ الْبَأْسِ أُولَٰئِكَ الَّذِينَ صَدَقُوا وَأُولَٰئِكَ هُمُ الْمُتَّقُونَ ١٧٧

Meaning: Indeed, it is not turning one's face to the east and west that is virtue, but true well-being is believing in Allah, the Day of Judgment, angels, books, and prophets; and giving loved property to relatives, orphans, the poor, travelers in need, and beggars; and freeing slaves, establishing prayer, and paying zakat; and keeping promises when making promises, and being patient in hardship, suffering, and war.

They are individuals who have true faith; and they are the pious ones. The goal of early childhood education is to optimize their various potentials from the start as preparation for living life and adapting to the surrounding environment. (Istiana, 2014). The development of early childhood creativity can be done through the role of kindergarten educators in designing games as a natural learning model, playing can motivate children to explore something more deeply. Learning in kindergarten should emphasize the concept of playing while learning, because it naturally supports increasing their creativity (Anhusadar, 2016). One of the learning media used at Tadika Tahfiz Nur Furqan is the use of origami media, which helps increase children's creativity.

In Early Childhood Learning (PAUD), the role and existence of Media plays a very vital role. Both in the form of the environment and manipulative objects, it allows children to be creative, imagine, and improvise in order to stimulate and develop various types of intelligence. In addition, the media also acts as a tool to convey messages from educators to children. provide motivation, and deliver learning materials (Zailani, 2021)

One of the teacher's tasks is to determine the most accurate and efficient learning strategy in achieving educational goals. One of the actions in determining this approach is to understand various learning techniques. The approach acts as a means to achieve educational goals. By choosing and implementing the right learning method, teachers can achieve optimal teaching results. However, in determining the method used, teachers should not only be guided by personal preferences. On the other hand, teachers need to consider students' needs, the availability of facilities, and classroom conditions so that learning takes place more effectively (Ika & zailani, 2024). Origami is the art of paper folding that comes from Japanese, where "ori" refers to the process of folding, and "kami" refers to paper. When combined, there is a slight change in pronunciation to "gami," thus forming the term "origami," which literally means the art of paper folding. This art has many benefits in various fields of life, including in the education sector. where Origami is used to train fine motor skills in learning activities (Farida, 2020).

Various activities involving the eyes and hands can develop children's motor skills. One effective method to improve motor skills. During origami or art activities. (Parapat, 2021).

The Effectiveness of Use of Origami to Teach the Pillars of Faith at Tadika Al-fikh Orchrdr Tahfiz Nur Furqan

Through origami, children can express themselves, hone their thinking skills, increase creativity, stimulate imagination, and develop their skills (Amal & Herlina, 2021).

Early Age is a period where children's brain development takes place optimally. At this stage, early childhood has very good abilities in understanding information and undergoing the learning process (Adetya & Gina, 2022). At Tadika Tahfiz Nur Furqan, the use of origami helps students understand the material better and more effectively. For example, they can use origami to form hijaiyah letters or geometric shapes, facilitating faster understanding of concepts. These students prefer using origami paper to just using books because the attractive color variations make learning more fun and easier to remember.

Research conducted by Setiawan (2017) entitled "Efforts to Improve Student Learning Outcomes by Using Origami Media" concluded that the use of origami paper media can gradually maximize student learning achievements. The results showed that students' learning abilities increased from 79% in semester I to 91% in semester II. It can be concluded that origami media can improve student learning outcomes.

The same study was conducted by (Marietta & Watini, 2022) entitled "Implementation of the ATIK Model in Fine Motor Learning through Origami Media in Kindergarten". The findings in this study indicate that the ATIK Model focuses on the learning process of early childhood, especially in improving fine motor skills, such as synchronization between the eyes and hands, and finger flexibility. Through origami paper folding activities, children become more skilled in making neat and precise folds, from simple to more complex patterns. In addition to contributing to the development of fine motor skills, this activity also supports cognitive and artistic aspects, such as the recognition of shapes and colors. The ATIK Model creates a more interesting learning atmosphere because children can determine their own choice of paper color and directly observe, imitate, and apply what they see. The implementation of this model in kindergarten not only improves fine motor skills but also arouses children's enthusiasm in various other learning activities. Research conducted by (Khairunnisa et al., 2024) concluded that Tadika Al Fikh Orchard Pendamar in Malaysia applies a comprehensive educational approach. This approach is not only focused on formal learning, but also emphasizes the development of morals and spiritual values in children. With the support of professional teachers, a conducive learning environment, and adequate facilities, this school has succeeded in creating a fun learning environment that is in line with the holistic development of children. In addition, the use of learning media such as origami paper reflects the school's commitment to presenting innovative and interesting learning methods for students.

Innovative teaching methods, such as the use of origami, offer a creative solution to this challenge. Origami – the art of paper folding – engages children's fine motor skills, stimulates imagination, and transforms abstract lessons into tangible, interactive experiences. By folding paper into meaningful shapes, children can visualize and internalize complex concepts in an enjoyable, hands-on manner. This approach aligns with the philosophy of Tadika Tahfiz Nur Furqan, an early childhood education center in Kedah, Malaysia, which emphasizes not only academic learning but also moral and spiritual development. The school adopts a holistic teaching approach, integrating engaging methods to ensure students develop both intellectual understanding and strong moral character. This study explores the effectiveness of using origami as a learning tool to teach the Pillars of Faith, aiming to assess how this method supports children's cognitive, motoric, and spiritual development while fostering a more interactive and enjoyable learning environment.

METHOD

This study applies a descriptive qualitative method, which is an approach that aims to describe or illustrate the condition of a research object according to the reality in the field at Tadika Tahfiz Nur Furqan Malaysia. This descriptive method does not involve special treatment of the object being studied, but rather focuses on describing the research object based

on observed facts or as they are. The descriptive method in the qualitative approach is applied to analyze the effectiveness of using origami in learning the pillars of faith at Tadika Tahfiz Nur Furqan.

The descriptive method in qualitative research aims to describe phenomena or events in depth and provide an understanding of how something works in a particular context. Measurement, observation, and documentation are used to collect data. Observations were conducted during multiple learning sessions. A structured observation guide was used to track children's engagement, behavior, motor skills, and comprehension as they participated in origami-based activities. Each observation lasted approximately 45-60 minutes, covering the introduction, demonstration, hands-on activity, and reflection stages. Documentation were held with key educators, including the Principal and classroom teachers, to gather insights on how origami influenced the children's learning experiences, motivation, and understanding of the Pillars of Faith.

Following data collection, the analysis was conducted using a qualitative descriptive approach, involving several key stages. First, data reduction was carried out by organizing, summarizing, and filtering the collected data to focus specifically on observations and interview responses related to the effectiveness of using origami. Next, the data were displayed in the form of tables and thematic categories to highlight prominent patterns, such as student engagement, the ability to understand abstract concepts, and the development of cognitive, motoric, and emotional skills. Finally, conclusions were drawn by interpreting these patterns to assess the impact of origami-based learning, ultimately indicating that origami significantly contributed to enhancing children's comprehension of the Pillars of Faith (Haniyyah, 2021).

To ensure data validity, the study employed, Triangulation Cross-checking data from observations, interviews, and documentation to verify consistency and reliability. Data validity is assessed through observation, testing, and triangulation (Haniyyah, 2021). This research was conducted at Tadika Tahfiz Nur Furqan, precisely in Kg. Sungai Seluang, Lunas, Kedah Malaysia. This research data includes primary data and additional data. The main data is information obtained directly by researchers from observations of teaching activities using origami at Tadika Tahfiz Nur Furqan, as well as interviews with educators involved, including the Principal and teachers at Tadika Tahfiz Nur Furqan. Meanwhile, secondary data in this research was obtained directly from related sources, such as school data and literature relevant to the research topic. Secondary data is also supported by various documents from Tadika Tahfiz Nur Furqan, as well as articles, journals and other references.

FINDINGS AND DISCUSSION

Students were guided to fold origami figures representing each Pillar of Faith – for example, a star for belief in Allah, an angel figure for belief in angels, and a book shape for belief in the holy books. This tactile, hands-on approach allowed children to connect each symbolic figure with its corresponding concept. Educators reported that children not only remembered the sequence of the pillars more easily but also began associating each pillar with its symbolic meaning during discussions. In one observed lesson, children folded a cube-shaped "Faith Dice" with each side representing one of the six pillars. After rolling the dice, children took turns explaining the pillar it landed on. This game-like approach fostered cognitive recall and comprehension, transforming what was previously a rote memorization exercise into an interactive, enjoyable experience.

Folding paper into complex shapes such as making an origami mosque or a crescent moon strengthened children's hand-eye coordination and finger dexterity. Teachers observed that children who initially struggled with fine motor activities, like holding pencils correctly, demonstrated noticeable improvement over time. One key challenge in teaching abstract religious concepts is maintaining young children's attention and ensuring they grasp the

The Effectiveness of Use of Origami to Teach the Pillars of Faith at Tadika Al-fikh Orchrdr Tahfiz Nur Furqan

moral and spiritual essence behind the lesson. The study found that origami's step-by-step, visually engaging nature helped sustain children's focus longer.

When faced with frustration, educators incorporated positive reinforcement and peer collaboration. This not only built resilience but also fostered a sense of achievement once children completed their creations. Beyond cognitive and motoric gains, the origami activities promoted collaborative learning. Children often worked in pairs or small groups, helping one another with folds and discussing the meaning behind their creations. This social interaction enhanced communication skills and built a sense of teamwork, which is valuable in their moral and character development.

Effectiveness of origami in teaching the Pillars of Faith to children at Tadika Tahfiz Nur Furqan.

The effectiveness of using origami in learning is also supported by the pedagogical approach implemented at Tadika Tahfiz Nur Furqan. Teachers use demonstration, independent practice, and evaluation methods to ensure that students not only follow instructions but also understand the concepts being studied. This approach helps students learn actively and independently, allowing them to develop cognitive and motor skills simultaneously.

From the results of classroom observations, it appears that children are more enthusiastic in participating in learning that uses creative methods compared to conventional methods. The origami used in learning not only attracts students' interest, but also makes it easier for them to understand the concept of the Pillars of Faith in more depth.

In learning the pillars of faith using origami, the project-based learning approach used involves students in a deeper and more collaborative learning process. In the context of this research, students were given group assignments to make hanging decorations with the theme of the Pillars of Faith using origami. Each group is responsible for one aspect of the Pillars of Faith including belief in Allah, angels, His books, the apostles, the Day of Judgment, and the decrees of destiny. Thus, learning not only sharpens individual skills but also strengthens teamwork.

In this activity, students carry out teamwork. For example, some of the students cut origami and some students stick the origami that has been cut, then stick it on cardboard which later after being arranged into a sequence of pillars of faith will be hung in the classroom.

Although their memory is still limited, after completing group assignments in the form of projects and evaluating how effective the use of origami is in learning, their ability to respond to questions and show enthusiasm in learning reflects that the use of origami can be a useful means to instill basic religious knowledge. Children do not only know the pillars of faith only through songs or clapping before starting learning, but children begin to recognize the basic concept of religion that the pillars of faith are a religious learning. Through a combination of eyes, hands, creativity and cooperation, children begin to recognize basic religious concepts in a fun and interactive way, so that learning becomes more meaningful for them.

Fun and interactive are needed so that children can more easily understand the concepts taught. Origami as a form of creativity-based learning has been proven to provide a more attractive learning experience and provide a fun learning experience for students. That, paper folding activities also have additional benefits in training hand-eye coordination, as well as developing children's logical and spatial thinking skills.

Overall, this study shows that the use of origami in learning the Pillars of Faith provides significant benefits for students at Tadika Tahfiz Nur Furqan. In addition to increasing children's understanding and interest in learning, this method also contributes to developing their creativity and fine motor skills. Therefore, origami can be an effective alternative learning media to be applied in early childhood education, especially in conveying abstract concepts in Islamic religious education.

The role of educators in accompanying children during the learning process is very important to strengthen their understanding of the pillars of faith. By providing additional explanations and ensuring that the concept is conveyed properly, this approach not only makes learning more enjoyable, but also increases children's active involvement in understanding the Pillars of Faith. This supports Vygotsky's theory (1978, as cited in Kurniati, 2024) The concept of the zone of proximal development emphasizes that children can learn more optimally with the support of adults or more experienced peers. Through evaluation sessions to strengthen understanding of the pillars of faith, students not only absorb information passively, but are also trained to think critically and express their understanding through questions asked by the teacher.

Although this method has proven effective, this study also revealed several challenges in its implementation. One of the challenges in using origami to teach the Pillars of Faith to early childhood is the difference in the level of understanding among students. Each child has a different level of ability in understanding the material taught by the teacher. Some children can quickly understand the concepts taught, while others need more guidance and repetition in order to understand the material well. This difference requires teachers to be more flexible in their teaching methods, such as simplifying instructions, using additional visual aids, and providing more intensive assistance to students who have difficulty. In addition to the difference in level of understanding, another challenge that arises is the difference between Indonesian and Malay, this difference can cause confusion, considering that researchers use Indonesian, while students at Tadika Tahfiz Nur Furqan are more familiar with Malay. This difficulty is in line with the findings of Lenneberg (1967), which revealed that language differences can be an obstacle in the learning process, especially for early childhood who are still in the language development stage (Putri, 2020). To overcome this, researchers tried a bilingual approach, where researchers used a mixture of languages and also adjusted the way they communicated, such as using simpler language, providing concrete examples, and utilizing movement or visual media so that students could more easily understand the concepts being taught. In addition, intensive interaction with students also helped teachers adjust their language style to better suit children's understanding. Despite language barriers, the combination of a flexible approach and support from local teachers allowed learning activities to be carried out well and remain enjoyable for students.

CONCLUSIONS

The use of origami as a learning medium at Tadika Tahfiz Nur Furqan has proven to be an effective and innovative strategy for teaching the Pillars of Faith to early childhood students. By transforming abstract religious concepts into tangible, hands-on activities, origami enhances children's comprehension while simultaneously developing their fine motor skills, concentration, and enthusiasm for learning. This project-based approach fosters a more engaging and enjoyable classroom atmosphere, making complex ideas easier to understand and remember. Although challenges such as differing levels of understanding and language barriers exist, the flexibility of origami—supported by simplified language and visual cues—enables educators to tailor lessons to students' needs. This highlights origami not merely as a creative pastime but as a powerful pedagogical tool in early childhood Islamic education. Future research could examine the long-term retention of religious concepts taught through origami and explore its potential in conveying other abstract subjects. Moreover, integrating origami with digital media or storytelling techniques may offer even more impactful and engaging learning experiences across diverse educational contexts.

ACKNOWLEDGEMENTS

The author would like to express his deepest gratitude to all parties who have provided support and contributions in completing this research. In particular, the author would like to thank: 1) Tadika Al-Fikh Orchid Tahfiz Nur Furqan who have provided permission and facilities in carrying out this research, including educators and staff who are willing to take the time to interview and share experiences in the learning process. 2) The students and parents who enthusiastically participated in origami-based learning activities and participated in the observations carried out during the research. 3) The supervising lecturers and academics who have provided direction, guidance, and valuable input in the preparation of this research. 4) Family and friends who have always provided moral support, motivation, and endless prayers in every stage of this research. Hopefully this research can provide benefits for the world of early childhood education, especially in developing more innovative and enjoyable learning methods. Finally, may all forms of kindness and support that have been given be rewarded manifold by Allah SWT.

REFERENCES

- Setiawan, F. S. (2017). Upaya meningkatkan hasil belajar siswa dengan menggunakan media kertas origami. *Jurnal Bidang Pendidikan Dasar*, 1(2), 78-85.
- Insania, F., & Pasaribu, M. (2024). Implementasi dan Optimalisasi Kurikulum Merdeka terhadap Kemampuan Berfikir Kreatif pada Anak Usia Dini. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 5(1), 278-289.
- Ramadani, I., & Zailani, Z. (2024). Implementasi Metode Ceramah Tipe Impromptu dalam Peningkatan Belajar Siswa pada Pelajaran Pendidikan Agama Islam di SMP Negeri 3 Air Batu Satu Atap. *EduInovasi: Journal of Basic Educational Studies*, 4(1), 640-648.
- Farida, A. (2020). Panduan Lengkap Kuasai Bahasa Jepang Tanpa Kursus. *Anak Hebat Indonesia*.
- Amal, A., & Herlina. (2021). Pengaruh Keterampilan Origami dalam Meningkatkan Kemampuan Motorik Halus Anak Usia 5-6 Tahun Pada TK Sulawesi Kota Makassar. *Seminar Nasional LP2M UNM*, 1217-1225.
- Anhusadar, L. O. (2016). Kreativitas Pendidikan Di Lembaga PAUD. *Al-Ta'dib*, 9(1), 76-93.
- Amal, A., & Herlina. (2021). Pengaruh Keterampilan Origami dalam Meningkatkan Kemampuan Motorik Halus Anak Usia 5-6 Tahun Pada TK Sulawesi Kota Makassar. *Seminar Nasional LP2M UNM*, 1217-1225.
- Anhusadar, L. O. (2016). Kreativitas Pendidikan Di Lembaga PAUD. *Al-Ta'dib*, 9(1), 76-93.
- Haniyyah, Z. (2021). Peran guru pai dalam pembentukan karakter islami siswa di SMPN 03 Jombang. *Irsyaduna: Jurnal Studi Kemahasiswaan*, 1(1), 75-86. <https://stiwujombang.ac.id/jurnalstif/index.php/irsyaduna/article/view/259>
- Istiana, Y. (2014). Konsep-Konsep Dasar Pendidikan Anak Usia Dini. *Jurnal Didaktika*, 20(2), 90-98.
- Khairunnisa, F., Nainggolan, B., Pasaribu, M., Muhammadiyah, U., & Utara, S. (2024). *Pemanfaatan Kertas Origami Sebagai Media Pembelajaran Dalam Meningkatkan Kreatifitas Anak Usia Dini Di Tk Al-Fikh Orchard Pendamar*. 5, 230-240.
- Kurniati, E. (2024). *Teori Sosiokultural Vygotsky untuk Anak Usia Dini*. 1(1), 19-24.
- M. Ali, M. (2016). Pembelajaran Pendidikan Agama Islam Bagi Anak Usia Dini. *JURNAL EDUKASI: Jurnal Bimbingan Konseling*, 1(2), 190. <https://doi.org/10.22373/je.v1i2.605>
- Marietta, F., & Watini, S. (2022). Implementasi Model ATIK dalam Pembelajaran Motorik Halus melalui Media Origami di Taman Kanak Kanak. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 5(8), 3053-3059. <https://doi.org/10.54371/jiip.v5i8.794>
- Manurung, P., & Syahril, A. (2023). Strategi komunikasi efektif dalam pembelajaran pendidikan agama Islam Pesantren Darul Arafah. *KomunikA*, 19(02), 42-47.
- Manurung, P., Tanjung, K., Kurniati, M., Siregar, M., & Maslan, M. (2024). Kegiatan Perlombaan Keagamaan Bagi Anak-Anak: Upaya Meningkatkan Kepercayaan Diri

- Siswa Mengikuti Perlombaan. *El-Mujtama: Jurnal Pengabdian Masyarakat*, 4(2), 699-706.
- Manurung, P., Saragih, A. H., & Hasibuan, P. (2024). A Study of the Philosophy of Education and Analysis of the Principles of Implementing Education according to the Al-Qur'an. *Pharos Journal of Theology*, 105(2).
- Manurung, P. (2020). Multimedia Interaktif Sebagai Media Pembelajaran Pada Masa Pandemi Covid 19. *Al-Fikru: Jurnal Ilmiah*, 14(1), 1-12.
- Nurzannah, N., Sitepu, J. M., & Zailani, Z. (2023). Bercerita dengan Teknik Chain Story untuk Mengembangkan Karakter Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(1), 949-962. <https://doi.org/10.31004/obsesi.v7i1.3613>
- Parapat, A. (2021). Upaya Meningkatkan Motorik Halus Melalui Origami pada Anak Usia Dini di TK Al-Hikmah. *AUD Cendekia*, 1(1), 9-17. <http://e-jurnal.staisumatera-medan.ac.id/index.php/audcendekia/article/view/113>
- Pratama, I. A., & Munawir Pasaribu. (2022). Upaya Meningkatkan Kualitas Minat Belajar Siswa Di Smpn 3 Tanjung Medan. *Jurnal Masyarakat Indonesia (Jumas)*, 1(01), 22-26. <https://doi.org/10.54209/jumas.v1i01.11>
- Putri, T. A. (2020). Korelasi Antara Periode Kritis Dan Pemerolehan Bahasa. *CaLLs (Journal of Culture, Arts, Literature, and Linguistics)*, 6(2), 279. <https://doi.org/10.30872/calls.v6i2.3594>
- Sandra Adetya, & Gina, F. (2022). Bermain origami untuk melatih keterampilan motorik halus anak usia dini. *Altruis: Journal of Community Services*, 3(2), 46-50. <https://doi.org/10.22219/altruis.v3i2.21501>
- Zailani, Zt. (2021). Pengembangan Media Pembelajaran Astronomi Rasi Bintang untuk Anak Usia Dini. *Al-Marshad: Jurnal Astronomi Islam Dan Ilmu-Ilmu Berkaitan*, 7(2), 162-168.