

ENHANCING MADRASAH STUDENT LEARNING OUTCOMES: MANAGEMENT STRATEGIES FOR BOOSTING LEARNING MOTIVATION THROUGH SPIRITUAL GUIDANCE

Fathor Rozi*, Tis'atul Qomariyah

Universitas Nurul Jadid, Probolinggo, East Java, Indonesia

DOI: <https://doi.org/10.52627/ijeam.v4i3.170>

Article History:

Received: September 2022

Accepted: November 2022

Published: December 2022

Keywords:

Learning Management, Learning motivation, Spiritual Guidance

*Correspondence Address:

fathorrozi330@gmail.com

Abstract :

This study aims to know and analyze the management of increasing learning motivation based on spiritual guidance in optimizing learning outcomes at MIS Islamiyah kertosono gading probolinggo. Information was obtained from several informants from the head of the ibtidaiyah madrasah, teachers, students and guardians. Then to select and determine informants in this study, researchers used purposive sampling techniques. Data collection techniques in this study used content/document analysis techniques, in-depth interviews, and events/observations. The method used to check the validity of the data is the triangulation method. The data analysis technique used in this study is interactive model analysis. The stages in analyzing data in this study are data reduction, data presentation, and conclusions. The results in management research on increasing motivation to learn based on spiritual guidance are carried out by Strengthening the quality of human resources, spiritual direction, and cultivating. The implications obtained by the management of increasing learning motivation based on spiritual guidance impact the growth of enthusiasm for learning in students to be more active in learning.

Abstrak:

Penelitian ini bertujuan untuk mengetahui dan menganalisis tentang manajemen peningkatan motivasi belajar berbasis bimbingan spiritual dalam optimalisasi hasil belajar di MIS Islamiyah kertosono gading probolinggo. Informasi diperoleh dari beberapa informan yang bersumber dari kepala madrasah ibtidaiyah, guru, siswa dan wali murid. Kemudian untuk memilih dan menentukan informan dalam penelitian ini, peneliti menggunakan teknik purposive sampling. Teknik pengumpulan data dalam penelitian ini menggunakan teknik analisis isi/dokumen, wawancara mendalam, dan peristiwa/observasi. Metode yang digunakan untuk memeriksa keabsahan data adalah metode triangulasi. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis model interaktif. Tahapan dalam menganalisis data dalam penelitian ini adalah reduksi data, penyajian data, dan penarikan kesimpulan. Hasil dalam penelitian

manajemen peningkatan motivasi belajar berbasis bimbingan spiritual dilakukan dengan cara: Peneguhan kualitas SDM, Bimbingan Spiritual, Pembudayaan. Implikasi yang diperoleh dengan manajemen peningkatan motivasi belajar berbasis bimbingan spiritual berdampak pada tumbuhnya semangat belajar terhadap diri siswa untuk lebih aktif dalam belajar.

INTRODUCTION

Education is a guide to life and plays a vital role in creating a superior and advanced life (Wafi, 2017). Education is a process to change a person's lifestyle for the better, independent and responsible. A person's early education determines the quality of his future life (Watini, 2019). In achieving educational goals, students experience many problems encountered, one of which is in their learning motivation. The book educational psychology explains that "motivation is the driving force / drive to do something work, which can come from within and also from outside" (Basuki, 2015)

Learning that it is just what it is without any support from various parties will feel bland and colourless. Student success in learning is determined by many factors, one of which is learning motivation (Rohman & Karimah, 2018). Learning requires guidance and coaching self-development to achieve maximum goals such as motivation (Widat et al., 2022). Motivation and learning are two things that are interrelated and have a strong influence on each other. Learning motivation arises because of intrinsic factors, namely, desire and desire to succeed and the drive of learning needs. The extrinsic factor is recognising a conducive, comfortable and exciting learning environment. Learning motivation is an internal and external drive in students with supporting indicators. This kind of drive has a significant role in one's success in learning (Oktavia & Latifah, 2022). Less motivated students will show an attitude of not focusing, lack of concentration, vision everywhere, and even indifference to the teacher (Zamroni et al., 2021)

Of course there as educators are very lucky, if the students already have intrinsic motivation (motivation in the students themselves), because they can learn whatever you give them without having to be motivated much. Students who already have full motivation make it easier for teachers to apply learning, teachers do not need to motivate too much, because even though they are not motivated they will be moved by themselves. It could even be that if we motivate too many students like this, it is called *over motivated* (Kusumaningrini & Sudibjo, 2021).

Facts in the field show that the recent phenomenon is that the enthusiasm for student learning is declining eroded by the current of technology that increasingly dominates the world, elementary school students, junior high school students, high school students and even students are more inclined to like to linger playing gadgets rather than opening textbooks. So that this condition reduces student interest and motivation to learn

Motivation is important to grow in supporting educational success. As stated by previous researchers including Emda, (2017) In connection with achieving learning and educational goals, cultivating student learning

motivation is a very important teacher task. Learning will be effective if students have motivation in learning. Then Andriani & Rasto, (2019) Learning motivation factors that exist in oneself are one of the factors that are thought to affect student learning outcomes, so it was used as a study in this study. Furthermore, Rumhadi, (2017) Motivation is one of the factors that greatly determines the achievement of student education, for that it is very necessary to have high motivation to be able to obtain good achievements.

The problems that occur in the field of learning activation of MIS Islamiyah kertosono gading probolinggo students can be said to be still low, it can be seen that when making observations in the field, information was obtained that in the last two years the increase in student achievement has decreased compared to student achievement three years ago by being able to carve various achievement events at the sub-district and even district levels. It is the responsibility of all components of the institution to increase student motivation again. The path taken by all components of the institution in optimizing the increase in student learning motivation by involving spiritual guidance programs

There is a lot of research on spiritual guidance that can foster learning motivation in students who are eager to improve learning outcomes. This statement was expressed by several previous researchers, including; Junaedi & Suhartini, (2022), in research conducted indicated that spiritual guidance carried out by schools as a forum for students to learn was able to provide motivation to increase learning semangat. Furthermore, Simbolon (2022) revealed that Spiritual Guidance also positively and significantly affects learning achievement, as evidenced by the increase in student learning motivation. In general, research concludes that student learning achievement is influenced by interest and spiritual guidance which is implemented by teachers both with theory and action.

Also emphasized by Habsoh (2021), spiritual moral guidance involving parents and teachers has a significant impact on child development, children who are guided morally spiritually by involving parent and teacher collaboration are more motivated and enthusiastic to carry out learning activities at school. Keudian said Pramono, Budiono, and Aziz (2020) that the lack of student motivation in school certainly has many causes and consequences that affect it, including the lack of provision of less than optimal tutoring services such as spiritual guidance, counseling guidance And also other causes include lack of encouragement or support from parents, support from the environment and even giving awards can foster motivation.

The description of a number of researchers explains the importance of learning motivation carried out with spiritual guidance in improving student learning outcomes. The motivation in this study was carried out in the form of intensive spiritual guidance from the accompanying teacher so that this became a uniqueness and novelty in research, where spiritual guidance was needed in this era in forming a better person so that this research was considered quite important to be studied. Referring to this description, researchers have an interest in reviewing the increase in student learning motivation with spiritual guidance

programs, spiritual guidance being the uniqueness and novelty of previous research.

RESEARCH METHODS

This research uses qualitative methods by conducting research that intends to describe problems and analyze the problems that occur. The place of research was conducted at the MIS Islamiyah institution, Gading District, Probolinggo Regency. This study aims to find solutions to problems in how strategies are carried out in fostering student learning motivation through spiritual guidance. Researchers collect data through several stages such as; observation, observing directly at the place of research. Interviews, interviewing a number of informants who were in the place of research. Observation, making visits to the research site. Study documentation, analyze documents related to research.

Researchers explore data sources, then data collection is carried out, then analyzed in the form of reduction, the next step is data display and then conclusions. Some informants who provide information about field conditions are obtained from several components of the school which can be seen in the following table;

Table 1. Informers in MIS Islamiyah

NO	Informant	sum	Initials
1	Principal	1	IF1
2	Teacher Counseling Board	1	IF2
3	Class Teacher	2	IF3,IF4
4	Student Guardians	1	IF5

In the table, there are five informants who provide information about field conditions related to strategies carried out in fostering student learning motivation through spiritual guidance carried out by the MIS Islamiyah institution in building student motivation and interest in learning is increasing. The informants were obtained from the principal, BP teacher, two class teachers, and parents of MIS Islamiyah students in Gading District, Probolinggo Regency.

FINDINGS AND DISCUSSION

To determine the application of spiritual guidance as an effort to increase student learning motivation, student learning motivation was identified before spiritual guidance was carried out, in the initial identification it was found that some students had a tendency to decrease motivation so that they needed a contribution from school components, especially counseling guidance teachers in handling the case. There are several steps taken by the components of the institution in implementing spiritual guidance including:

Strengthening The Quality of Human Resources

To support the optimization of learning in students, several supports are needed among the quality of human resources in the institution, strengthening the quality of human resources is very important to be carried out for the realization of the school program that has been launched. In strengthening the

quality of human resources, training is needed that can add insight to all components of the school, especially teachers. Strengthening human resources can be done by carrying out studies in strengthening human resource competencies which will later have an impact on the advancement of school institutions (Hasanah et al., 2020) (Hasanah et al., 2020) (Saleha et al., 2022) By carrying out HR training activities for employees, it will increase their insight, especially in developing talents, experience in learning and serving, as an effort to have a good impact in strengthening the quality of the institution.

Based on an interview conducted with IF2, which said that every semester the institution conducts HR training by bringing in special resource persons in improving personnel competence. Not infrequently one of the teachers is also sometimes assigned to attend training activities or seminars outside the institution which then the results obtained from research can be shared with colleagues. This activity can add new knowledge so that the existing human resources in this school have multi-functional abilities (multitasking) such as; Teachers can not only teach but teachers can also concurrently be counseling counselors, become emergency psychologists, become extra-curricular coaches, become emergency health workers, become cleaners and so on.

One factor that needs to be considered in improving the quality of education is teacher performance. Teacher performance is one of the factors that determine the success of the school because with the various creativity that teachers do, it will optimize student learning motivation to increase. This is because the effectiveness of schools is more determined by teacher performance (Nurhaidah, 2014) That way increasing teacher knowledge is very necessary, teachers are required to have double abilities even more (*multitasking*) in optimizing educational programs as well as spiritual guidance carried out to students.

IF1 also emphasized that competency improvement is not only carried out by teachers but also principals in adding to their development for the better. Increasing the competence of principals and educators can be done in various ways and techniques that are the most relaxed but the results are satisfactory with *knowledge sharing* techniques. Experience or knowledge shared can be obtained from various ways, including through teacher academic qualifications, continuing education programs, training (Bimtek), seminars, parenting and so on. All training activities are carried out solely for the progress of educational institutions, especially in fostering interest and motivation towards students. With the strengthening of the quality of human resources for all components of the school which aims to increase the optimization of student learning motivation in various guidance including spiritual guidance, strengthening the quality of human resources can increase performance satisfaction and can increase compensation non-financial or financial (Darta, 2010). (Darta, 2010) Strengthening the quality of human resources that have been obtained from various trainings and seminars can foster knowledge that can be implemented to students at MIS Islamiyah.

Intensive Spiritual Guidance

Motivation is the most basic thing that must be present in the learning process because learning outcomes will be optimal if there is motivation where motivation is always related to a goal to be achieved. Some of the functions of motivation are: as a driver to do something from every activity carried out by someone, determining the direction of action, namely towards the goal to be achieved, selecting the actions done, driving efforts to achieve the desired achievement (Rahman, 2021).

As stated by IF2, the motivation carried out by the MIS Islamiyah involves spiritual guidance carried out by counseling body teachers who collaborate with religious teachers at MIS Islamiyah. With several obstacles in student learning motivation, we try to optimize all strategies in developing student interest and learning motivation increases as expected.

The process of motivation is directed towards achieving the goals to be realized and is seen as a power or force that attracts individuals. There are several theories and research results that attempt to describe the relationship between behavior and its results (Octavia, 2020). Humanistic learning theory, explains that the learning process must begin and is aimed at the benefit of humanizing humans (humanization process). Humanistic learning theory emphasizes how to understand human problems from various dimensions both cognitive, affective and psychomotor (Purswell, 2019)

IF4 said that in fostering learning motivation in MIS Islamiyah students, namely by conducting spiritual guidance, MI Ihyauddiniyah activities in the morning before entering class, namely reciting guided by one of the accompanying teachers. After the recitation activity is over, the teacher gives direction on the virtues of learning associated with Qur'anic verses and hadiths, sometimes the teacher also tells stories of prophets and auliya' in studying so that students become more active and enthusiastic in exploring knowledge with enlightenment from teachers.

IF3 also emphasized that in addition to spiritual guidance that is always done, teachers also provide several strategies in motivating students' interest in learning to increase, including: first, giving a number value: in every learning carried out which will later be accumulated into a ranking value at the end of the semester. Second, giving rewards: rewards will be very attractive to students as motivation in doing something work where this *reward* is a reinforcement of student learning motivation. Third, conduct competition activities in teaching and learning activities; This can be done both individually and in groups competitions used to stimulate and strengthen learning motivation. For example, to determine the first place of the individual is as the class champion, while in the group held competitions and won several competitions. Some of these strategies are a reinforcement of spiritual guidance in fostering learning motivation in MI Ihyauddiniyah students.

Spiritual guidance means encouragement to increase knowledge, students' understanding of the religion they believe in, so that they can apply it to their lives, while the meaning of spiritual guidance is the establishment of communication between teachers and students in serving communication related to faith or religion in order to live a better, more meaningful life, so that students

can live a life full of value and be able to control self when students are faced with a problem or cause that occurs to them (Harisa, 2019).

In addition to being carried out every day before teaching and learning activities begin, this spiritual guidance activity is also carried out every Friday by discussing various motivational topics that can increase the enthusiasm of students in studying at this institution. Of course, there are already special tutors assigned to provide guidance to all students in the form of classical lectures and personal guidance individually.

Guidance is carried out continuously so that it becomes a habit and deeply embedded in students' thinking. Educating by training and habituation is educating by giving exercises to a certain norm, then getting used to repeating certain activities many times so that they become part of their lives (Sanika & Hidayah, 2018). That way students will feel accustomed and motivated by spiritual guidance carried out by the institution.

Research on religious experience is an activity that has never receded from history. This is because religious experience, it will never disappear, and it is never finished to be researched. From religious experiences (religiosity) it will have a positive impact on individuals who live it (Nurhidayati & Handayani, 2018). As it has been seen that spiritual aridity is becoming more widespread in modern society, religious experience is increasingly coveted for the sweetness of spirituality. The taste of spirituality, is not a discourse of thought, but it is a discourse of taste and experience that is closely related to the meaning of life (Wangsanata et al., 2020).

With intensive spiritual guidance, students are able to provide a new understanding and stigma about the importance of knowledge and self-development through learning. Students can fortify themselves with the knowledge gained in achieving their goals in the future. Spiritual guidance and teacher strategies implemented to students can encourage student motivation in optimizing their learning outcomes.

Cultivating

The positive culture that exists in schools has a great influence on the lives of students. Through culture, indirectly the people involved in it will get used to doing existing culture (Maisaro et al., 2018) (Rozi et al., 2022). (Rozi et al., 2022) Spiritual guidance with the aim of building learning motivation in MI Ihyauddiniyah students is carried out consistently and made a culture within MI Ihyauddiniyah. Through cultivation carried out indirectly, students are stimulated to carry out activities that have become a culture in the environment. Based on an interview with IF1 said, to build learning motivation in MI Ihyauddiniyah students, we and all components of the madrasah try to implement positive build habits, especially in increasing motivation for students with the aim of having an impact on school progress.

Based on field observations, MI Ihyauddiniyah applies disciplines such as time discipline, program discipline, administrative discipline and teacher welfare discipline. Based on information from informants, discipline culture has become a hereditary habit from previous leaders, so it can be said that the MI Ihyauddiniyah institution already has capital for quality improvement and

quality in providing more motivation to students.

IF2 emphasized that the cultivation of spiritual guidance carried out at MI Ihyauddiniyah has indeed been very helpful to increase student learning motivation, although there are indeed some obstacles that need to be followed up such as lack of support from parents so that students tend to be less active in participating in learning (skipping school). To anticipate this incident, MI Ihyauddiniyah established a partnership with student guardians in order to make partners to motivate students more optimally in participating in teaching and learning activities.

Some of the steps taken in building spiritual guidance culture in building student motivation at MI Ihyauddiniyah institution can be seen in the picture below:

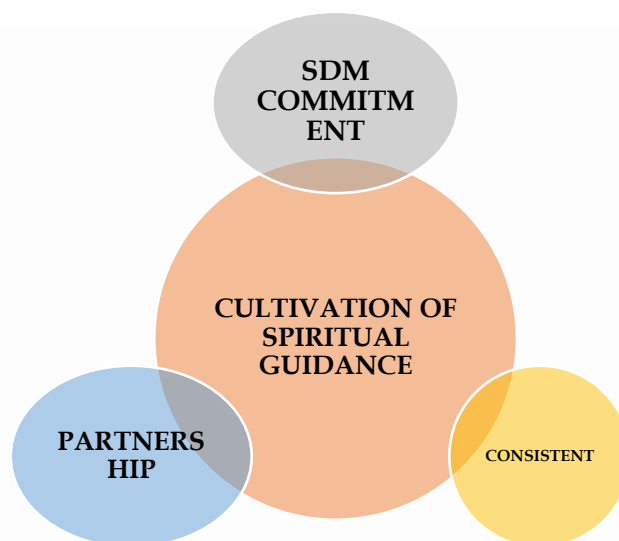


Figure 1. The Process of Cultivating Spiritual Guidance

From the picture, it can be seen that cultivating spiritual guidance is carried out by fostering commitment from all components of the institution, then cultivating consistently to produce optimization of results, then carried out by establishing partnerships with student guardians to support the activities of the institution in motivating student learning interests.

As stated by IF5, no matter how good an educational institution's program is, if it is not accompanied by the involvement of student guardians in supporting the growth and development of students, the results will not be optimal. We are very grateful for the several programs promoted at MIS Ihyauddiniyah in supporting the growth and development of students, including by involving us as guardians in motivating our children, we can also access the improvement of our children's knowledge by accessing digital report cards programmed by homeroom teachers. In addition, homeroom teachers are also active in providing information on student development through the WA Group (WAG).

Based on field observations, several partnership programs carried out by the institution with student guardians in the level of growth of learning motivation through spiritual guidance, namely; conducting spiritual parenting learning motivation that presents student guardians, sending studies or

motivation through the WA Group (WAG), involving student guardians in giving student rewards and involving student guardians in checking learning activities at home. This activity is carried out with good cultivation from MI Ihyauddiniyah and student guardians so that synergy grows in optimizing the implementation of learning in students.

CONCLUSION

Student learning motivation requires the role of various parties both internally and externally. Students who have high learning motivation will be able to adapt to how their understanding and knowledge of the material they have. Motivation is one of the factors that need to be improved while students are studying at school. Spiritual guidance was carried out to be able to increase student learning motivation. The results of this study indicate that schools as a place for students to learn should have a sustainable system and / or program to make students continue to be motivated in learning. Schools have resources that if maximized are able to keep students motivated. The quality factor of human resources or school components is that teachers have an important role as a source of knowledge and role models for students at school. In addition, it also needs to be done in a committed and cultural manner so that students are accustomed to being motivated in increasing their interest in learning. However, the implementation of learning motivation with the application of spiritual guidance cannot be generalized to all institutions because each institution has different characteristics.

REFERENCES

- Andriani, R., & Rasto. (2019). Motivasi belajar sebagai determinan hasil belajar siswa (Learning motivation as determinant student learning outcomes). *Jurnal Pendidikan Manajemen Perkantoran*, 4(1), 80–86.
- Basuki, K. H. (2015). Pengaruh Kecerdasan Spiritual dan Motivasi Belajar terhadap Prestasi Belajar Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 5(2), 120–133. <https://doi.org/10.30998/formatif.v5i2.332>
- Dartha, I. K. (2010). Pengaruh Pendidikan dan Pelatihan (Diklat) Terhadap Kinerja Pegawai Negeri Sipil Pada Sekretariat Daerah Kota Malang. *Jurnal Ekonomi Modernisasi*, 6(2), 140–160.
- Emda, A. (2017). Kedudukan Motivasi Belajar Siswa dalam Pembelajaran. *Lantanida Journal*, 5(2), 93–196.
- Habsoh, S. (2021). Pelaksanaan Bimbingan Belajar Oleh Orang Tua dalam Perkembangan Moral Spiritual Anak Di Raudhatul Athfal. *Jurnal El-Audi*, 2(1), 20–36.
- Harisa, A. (2019). The Influence of Counseling Guidance and Spiritual Intelligence in Developing Students' Islamic Personality. *Jurnal Pendidikan Islam*, 5(1), 75–86. <https://doi.org/10.15575/jpi.v5i1.4552>
- Hasanah, A., Utami, I. H., & Kusainun, N. (2020). Pentingnya Kompetensi Leadership Pada Guru Mi. *Indonesian Journal Of Islamic Educational*

- Management*, 3(1), 10–20.
- Junaedi, A., & Suhartini, T. (2022). Nusantara Hasana Journal. *Nusantara Hasana Journal*, 1(12), 54–62. <http://nusantarahasanajournal.com/index.php/nhj/article/view/279>
- Kusumaningrini, D. L., & Sudibjo, N. (2021). Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Siswa Di Era Pandemi Covid-19. *Akademika*, 10(01), 145–161. <https://doi.org/10.34005/akademika.v10i01.1271>
- Maisaro, A., Wiyono, B. B., & Arifin, I. (2018). Manajemen Program Penguatan Pendidikan Karakter di Sekolah Dasar. *Jurnal Administrasi Dan Manajemen Pendidikan*, 1(3), 302–312.
- Nurhaidah. (2014). Pengembangan Kompetensi Guru Dalam Mewujudkan Sumber Daya Manusia Yang Berkualitas Di Sekolah Dasar. *Jurnal Pesona Dasar*, 2(3), 13–26.
- Nurhidayati, N., & Handayani, B. L. (2018). The Role of Spiritual Guidance for the Patient in Reinterpreting Pain At Al-Irsyad Hospital in Surabaya. *Jurnal ENTITAS SOSIOLOGI*, 7(2), 1. <https://doi.org/10.19184/jes.v7i2.16628>
- Octavia, S. (2020). *Motivasi Belajar dalam Perkembangan Remaja*. deepublish.
- Oktavia, D. M., & Latifah, I. (2022). Pengaruh Bowling Kaleng terhadap Motivasi Belajar Anak. *Jurnal Pendidikan Glasser*, 1–9.
- Pramono, E., Budiono, A. N., & Aziz, A. (2020). Bimbingan Belajar untuk Meningkatkan Motivasi Belajar Ekstrinsik Siswa Kelas X A di SMK Madinatul Ulum. *Jurnal Bimbingan Konseling Dan Psikologi*, 3(1), 1–6.
- Purswell, K. E. (2019). Humanistic Learning Theory in Counselor Education. *The Professional Counselor*, 9(4), 358–368. <https://doi.org/10.15241/kep.9.4.358>
- Rahman, S. (2021). Pentingnya Motivasi Belajar dalam Meningkatkan Hasil Belajar. *Prosiding Seminar Nasional Pendidikan Dasar, November*, 289–302.
- Rozi, F., Widat, F., Saleha, L., Zainiyah, A., & Aisyah, S. N. (2022). The “Aku Bisa” Program; Efforts to Train Early Childhood Independence. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(4), 3218–3231. <https://doi.org/10.31004/obsesi.v6i4.2067>
- Rumhadi, T. (2017). The Urgent Of Motivation In Learning Process. *Jurnal Diklat Keagamaan*, 11(1), 33–41.
- Saleha, L., Baharun, H., & Utami, W. T. (2022). Implementation of Digital Literacy in Indonesia Early Childhood Education. *International Journal of Emerging Issues in Early Childhood Education*, 4(1), 12–22. <https://doi.org/10.31098/ijeiece.v4i1.894>
- Sanika, E., & Hidayah, F. (2018). Program Pembentukan Akhlak Siswa Pada Masa Pubertas (Studi Kasus di SMP Tri Bhakti Tegaldlimo Banyuwangi Tahun Pelajaran 2018/2019. *Edureligia*, 2(1), 82–93.
- Simbolon, B. (2022). Kontribusi Minat dan Bimbingan Spiritual terhadap Prestasi Belajar Mahasiswa. *HAGGADAH: Jurnal Teologi Dan Pendidikan Kristen*, 2(1), 32–41. <https://doi.org/10.57069/haggadah.v2i1.20>

- Wafi, A. (2017). Konsep Dasar Kurikulum Pendidikan Agama Islam. *Edureligia: Jurnal Pendidikan Agama Islam*, 1(2), 133–139.
- Wangsanata, S. A., Supriyono, W., & Murtadho, A. (2020). Professionalism of Islamic spiritual guide. *Journal of Advanced Guidance and Counseling*, 1(2), 101. <https://doi.org/10.21580/jagc.2020.1.2.5919>
- Watini, S. (2019). Implementasi Model Pembelajaran Sentra pada TK Labschool STAI Bani Saleh Bekasi. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(1), 110–123.
- Widat, F., Saleha, L., Zainiyah, A., & Aisyah, S. N. (2022). The “Aku Bisa” Program; Efforts to Train Early Childhood Independence. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(4), 3218–3231.
- Zamroni, Amir, & Saleha, L. (2021). Pengelolaan APE Berbahan Limbah untuk Meningkatkan Kecerdasan Kognitif Anak. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(2), 1382–1395.