



Sustaining Quality Early Childhood Education Through Increasing Student Independence

Ida Maimuna^{1*}, Akmal Mundiri¹, Yusuff Olatunji Abimbowo², Alma Vorfi Lama³

¹Universitas Nurul Jadid, Probolinggom East Java, Indonesia

²Al-Hikmah University Ilorin, Nigeria

³University of Business and Technology, Kosovo

*Corresponding Author: idamaimuna@gmail.com

DOI : <https://doi.org/10.61987/gazette.v2i1.764>

Abstract:

This study focuses on the development of early childhood independence through a holistic learning approach at RA Dewi Masyitoh Kandangjati Kulon Kraksaan, Probolinggo. The purpose of this study was to evaluate the effectiveness of a holistic approach that integrates physical, social, emotional, cognitive, and moral independence, and to provide a learning model that can be widely applied in other early childhood education institutions. The research method used was a qualitative approach with a case study research type. Data were collected through direct observation, interviews with teachers and parents, and analysis of documentation related to the curriculum and child development. The data analysis technique used was thematic analysis to identify the main themes that emerged from the data that had been collected. The results of the study showed that the holistic learning approach applied at RA Dewi Masyitoh succeeded in increasing children's independence in various aspects. Children showed significant abilities in carrying out daily activities independently, interacting with peers, managing emotions, thinking critically, and understanding and applying moral values. The implications of this study emphasize the importance of a comprehensive and integrated learning approach to develop children's independence as a whole.

ARTICLE HISTORY

Received 8 February 2025

Revised 11 Maret 2025

Accepted 24 May 2025

KEY WORDS

Quality, Early Childhood, Holistic Learning

INTRODUCTION

Early childhood education is a crucial foundation for children's development, particularly in fostering independence, which is essential for their future lives (Demchenko et al., 2021; Komariah & Nihayah, 2023; Diana, 2023). This independence encompasses various aspects, such as physical, social, emotional, cognitive, and moral (Ahmed et al., 2020; Zollo, 2021; Kaimara et al., 2022). Physical independence enables children to carry out daily activities independently, while social independence helps children interact and build relationships with their peers (Rusmaniah et al., 2021; Kosholap et al., 2021; Zulela et al., 2022). Emotional independence, on the other hand, is essential for managing feelings and facing challenges calmly (Ferreira et al., 2020; Abdel, 2020; Low et al., 2021). Cognitive independence supports critical and creative thinking skills, while moral independence shapes a child's character and ethical values (Marsidin, 2022; Safitri & Lateh, 2024; Almazroui, 2023). It forms a comprehensive framework that equips children with the essential skills and values needed to thrive both academically and socially throughout their lives.

According to Jean Piaget's theory of child development, early childhood children are in the preoperational stage, where they begin to develop symbolic thinking skills but are still limited in logical thinking (Sari et al., 2020; Saxena et al., 2020; Zha et al., 2022). Therefore, interactive and play-based learning methods are highly effective in helping them understand the world around them and develop independence (Mohanty et al., 2021; Wong, 2023; Chiu, 2023). Vygotsky also emphasized the importance of social interaction in children's learning through the concept of the Zone of Proximal Development (ZPD), which states that children learn most effectively when they interact with adults or more competent peers (Margolis, 2020; Irshad et al., 2021; Kolly-Shamne, 2022). The main problem faced by RA Dewi Masyitoh Kandangjati Kulon is how to integrate effective learning approaches to comprehensively develop physical, social, emotional, cognitive, and moral independence. Although some children show significant progress in several aspects of independence, there is variation in the level of development between children. This indicates the need for a more structured and holistic approach to ensure that all children can achieve the desired independence.

Guohui and Xiujin (2024) found that structured, play-based educational programs can increase children's physical and social independence. Furthermore, research conducted by Bamicha & Drigas (2022) emphasizes the importance of structured social interactions in improving children's communication skills and emotional independence. Similarly, research presented by Çakır et al. (2021) shows that developing cognitive independence through exploration and problem-solving can enhance children's logical and creative thinking skills. However, while these studies provide important insights, they have not fully explored the integration of all aspects of independence within a holistic learning framework.

Previous research has demonstrated the significant benefits of integrating digital technology into Islamic education management, including improved learning quality and operational efficiency. However, there remains a gap in research exploring how integrative strategic management can be effectively applied to address the challenges faced in this process. This research offers novelty by developing and implementing a holistic learning approach at RA Dewi Masyitoh Kandangjati Kulon Kraksaan, Probolinggo, to integrate the development of physical, social, emotional, cognitive, and moral independence in early childhood. By combining game-based learning methods, structured social interactions, and an emphasis on moral values, this research is expected to provide a more effective and comprehensive learning model for early childhood education (PAUD) in Indonesia.

This study aims to develop and test the effectiveness of a holistic learning approach that integrates the development of physical, social, emotional, cognitive, and moral independence in early childhood at RA Dewi Masyitoh Kandangjati Kulon Kraksaan, Probolinggo. Through this research, it is hoped that effective strategies can be identified for implementation in early childhood education, thereby making a significant contribution to improving the quality of education at RA Dewi Masyitoh and other PAUD institutions.

RESEARCH METHOD

This research used a qualitative approach with a case study approach (Priya, 2021). A qualitative approach was chosen because it provides a deep understanding of the phenomenon under study, namely the development of independence in early

childhood at RA Dewi Masyitoh Kandangjati Kulon, Kraksaan, Probolinggo. The case study method was used to explore in-depth the various aspects of independence taught and implemented at RA Dewi Masyitoh, as well as how these approaches impact child development. The focus of this research was to obtain a comprehensive overview of the learning process and implementation of independence values in children at the location.

Data collection techniques used in this study included observation, interviews, and documentation (Jain, 2021). Direct observations were conducted at RA Dewi Masyitoh Kandangjati Kulon to observe the children's daily activities and how they developed independence in various aspects, including physical, social, emotional, cognitive, and moral aspects. Interviews were conducted with teachers and parents to obtain their perspectives on the development of children's independence and the learning methods used. Documentation was used to collect additional data, such as curriculum data, child development records, and school activity reports relevant to the research.

The data analysis technique used in this study was thematic analysis (Peel, 2020). Data collected from observations, interviews, and documentation were analyzed to identify key emerging themes related to the development of children's independence at RA Dewi Masyitoh Kandangjati Kulon. The analysis process involved several stages: data transcription, coding, categorization, and thematic interpretation. Each piece of data was organized based on relevant themes to ensure accurate and in-depth interpretations. This analysis also involved data triangulation to increase the validity and reliability of the findings by comparing and confirming information obtained from various data sources.

RESULT AND DISCUSSION

This research was conducted at Raudhatul Athfal Dewi Masyitoh to understand how this early childhood education institution develops independence in children across various aspects: physical, social, emotional, cognitive, and moral independence. The following are the research findings, based on observations and interviews with teachers and parents.

Physical Independence

Children's physical independence is developed through various activities designed to improve fine and gross motor skills. Children are taught to feed themselves, put on and take off their shoes, and clean up toys after use. Observations show that most children are able to perform these activities without significant assistance from teachers. This is as stated by a teacher at the school during an interview, "Our children are taught to be independent from an early age, such as feeding themselves and tidying up their toys. We use a play-based approach to make them more interested and enjoy doing it," said one teacher (I_Gr_2024).

Interview results with one of the teachers at Raudhatul Athfal Dewi Masyitoh revealed that the institution has successfully implemented effective learning methods to develop children's independence from an early age. The teacher stated that children are taught to perform daily activities such as feeding themselves and tidying up their toys without assistance, using a play-based approach. This approach is designed to increase children's interest and enjoyment in performing these tasks independently. This method not only makes children more interested in learning but also helps them develop motor skills and a natural sense of responsibility. The use of games as a learning tool has proven

effective in motivating children to become more independent and confident in carrying out daily activities, which is an important foundation for further development of independence. This game-based learning approach has been shown to be effective in motivating children to carry out daily activities independently.

Table 1. Percentage of Children in Physical Independence

Activity	Percentage of Independent Children (%)
Eat Yourself	85
Wearing shoes	80
Hand washing	90
Tidying up toys	75

Through the explanation of the Table 1 above, it can be interpreted that the percentage of children in physical independence in Raudhatul Athfal Dewi Masyitoh reveals that the majority of children have achieved a significant level of independence in various daily activities. The data in the table shows that 85% of children are able to eat on their own without assistance, indicating the high success of the learning program in teaching these basic skills. As many as 80% of children are able to wear their own shoes, which indicates good fine motor development. Handwashing activity has the highest percentage, at 90%, indicating that personal hygiene is highly emphasized and has been well received by children. Meanwhile, tidying up toys shows the lowest percentage, which is still high, which although still high, indicates areas that can be further improved in terms of hygiene and tidy habits. Overall, this table reflects the success of the game-based learning approach and daily activities at Raudhatul Athfal Dewi Masyitoh in developing children's physical independence.

Social Independence

Children's social independence at Raudhatul Athfal Dewi Masyitoh is developed through group activities that encourage interaction between students. During group play, children are taught to share toys, take turns, and cooperate in completing tasks. This is as conveyed by a teacher at the educational institution. She stated, "We see that the children are becoming more adaptable and building positive relationships with their peers. They are also better able to resolve minor conflicts independently." (I_Gr_2024)

Interview results with one of the teachers at Raudhatul Athfal Dewi Masyitoh indicate that the educational approach implemented there has successfully improved the children's social adaptability. The teacher stated that the children are more adaptable and able to build positive relationships with their peers. This indicates that the children have developed good social skills, such as sharing, taking turns, and cooperating. Furthermore, the children have also demonstrated an increased ability to resolve minor conflicts independently. This indicates that they are not only learning to interact well, but also learning to manage and resolve interpersonal problems without always relying on adult assistance. In conclusion, the educational approach implemented at Raudhatul Athfal Dewi Masyitoh is effective in developing children's social independence and adaptability in their social environment. The following chart illustrates the level of social adaptation of children at Raudhatul Athfal Dewi Masyitoh based on daily observations,

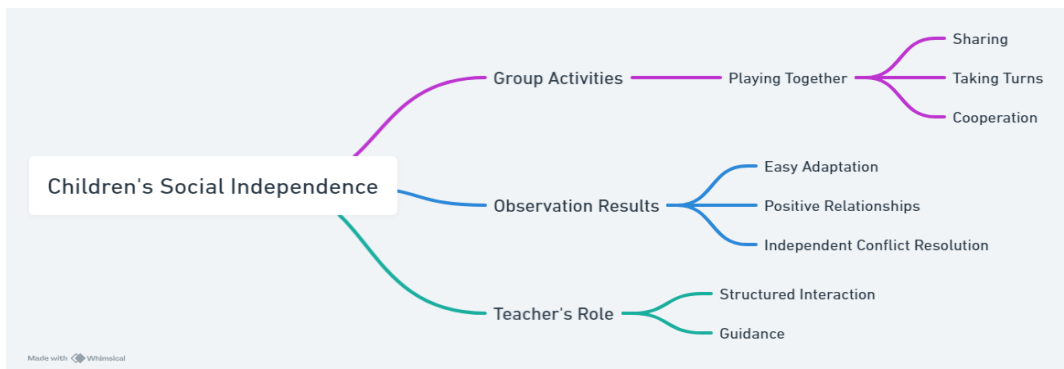


Figure 1. Children's Social Adaptation Level

Figure 1 demonstrates the concept of Children's Social Independence through three main components: Group Activities, Observation Results, and the Role of the Teacher. Group activities include playing together, sharing, taking turns, and collaborating. Through these activities, children learn to interact effectively and build positive social relationships. Observation results show that children involved in these group activities tend to be more adaptable, have positive relationships, and are able to resolve conflicts independently. The role of the teacher is crucial in guiding structured interactions and providing the guidance necessary to develop children's social independence. With structured interactions and appropriate guidance, children can learn how to interact with others, make decisions, and solve problems independently, all of which are essential skills for their social development. These findings emphasize the importance of integrative strategies in developing children's social independence through activities that involve active participation and support from teachers.

Emotional Independence

The emotional independence of children at Raudhatul Athfal Dewi Masyitoh is strengthened through an approach that teaches them to recognize and manage their emotions. Teachers use storytelling and role-playing to help children understand their feelings and how to express them healthily. Observations show that children are able to face emotional challenges, such as disappointment over losing a game, more calmly and find their own solutions. One teacher said, "We use stories and role-playing to help children recognize and manage their emotions. This really helps them face difficult situations more calmly (I_Gr_2024),"

An interview with a teacher at Raudhatul Athfal Dewi Masyitoh showed that the use of stories and role-playing as a learning method has proven effective in helping children recognize and manage their emotions. The teacher explained that through stories and role-playing, children are taught to understand the various feelings they experience and how to express them healthily. This method not only makes children more aware of their emotions but also gives them the tools to face difficult situations with more composure and control. In this way, children can develop important emotional skills, such as self-control and the ability to cope with frustration or disappointment, which are very useful in their daily interactions. These results indicate that a learning approach that focuses on emotional management is effective in developing more mature children who are better able to cope with emotional challenges.

Interviews with parents confirmed that children showed improvements in their emotional management skills at home. One parent said, "My child is now calmer when

faced with disappointment. He can talk about his feelings and find solutions on his own." (I_Parent_2024)

Interpretation of the results of an interview with a parent at Raudhatul Athfal Dewi Masyitoh indicates that the emotional learning approach implemented at the school has had a significant positive impact on the children. The parent stated that her child is now calmer when faced with disappointment and is able to talk about his feelings and find solutions on his own. This indicates that the emotional management program taught at the school is successful in helping children develop skills in recognizing, expressing, and managing their emotions independently. Children not only learn to identify their feelings but also learn how to deal with them constructively. These results indicate that learning methods such as stories and role-playing used at Raudhatul Athfal Dewi Masyitoh are effective in equipping children with essential emotional skills for everyday life, so they can better face emotional challenges.

Cognitive and Moral Independence

At Raudhatul Athfal Dewi Masyitoh, children's independence is nurtured through two main dimensions: cognitive independence and moral independence. These two aspects are viewed as equally important in shaping well-rounded individuals who are capable of thinking critically while also demonstrating strong character. The institution's approach ensures that learning does not stop at academic knowledge but extends into everyday decision-making, problem-solving, and social interactions.

Cognitive independence at the school is closely tied to the ability of children to think critically, solve problems, and make decisions independently. Rather than merely absorbing information, children are encouraged to take initiative and actively explore their environment. This approach builds curiosity as the foundation for higher-order thinking and lifelong learning. In practice, this means that children are invited to discover new things, ask questions, and search for answers on their own.

The importance of exploration and inquiry was emphasized by a teacher during an interview. The teacher explained, "We always encourage children to ask questions and explore new things. This helps them think more critically and creatively, (I_Gr_2024)." This statement demonstrates how children are empowered to go beyond passive learning. By asking questions and seeking answers, they develop creativity and the ability to approach problems with fresh perspectives. This also nurtures confidence, as children feel that their thoughts and discoveries are valued.

Such practices indicate that Raudhatul Athfal Dewi Masyitoh does not restrict education to the transmission of basic knowledge. Instead, the institution actively cultivates higher cognitive skills that will serve the children in the future. By being given space to explore, the children become more independent in their thinking and more creative in solving problems. This prepares them not only for academic challenges but also for real-life situations that require flexibility and innovation.

Alongside cognitive growth, moral independence is another crucial focus at the institution. Moral independence refers to the child's ability to understand and apply ethical values in daily life. Children are guided to distinguish between right and wrong, to respect others, and to act responsibly. This process equips them with a moral compass that shapes their interactions within society. The significance of this approach was further highlighted in another interview with a teacher, who stated, "We always emphasize the importance of moral values in all our activities. Children are taught to respect each other

and be responsible., (I_Gr_2024).” This reflects the school’s commitment to character formation as an integral part of education. Respect and responsibility are embedded into every activity, ensuring that children not only learn about values but also practice them in real-life settings.

Taken together, these findings show that Raudhatul Athfal Dewi Masyitoh integrates both cognitive and moral education in a balanced manner. By promoting curiosity, exploration, and critical thinking, children develop cognitive independence. At the same time, by emphasizing respect, empathy, and responsibility, they cultivate moral independence. This holistic approach results in an environment where children are prepared not just to excel academically but also to become empathetic, responsible, and innovative members of society.

Integrative Strategies in Improving Student Independence

The findings of this study indicate a positive correlation between physical, social, emotional, cognitive, and moral independence. Children who are more independent in physical activities tend to be more confident and able to interact well in social activities. This self-confidence also contributes to their ability to better manage their emotions. For example, children who can feed themselves and tidy up their toys without assistance demonstrate the same initiative in sharing toys and resolving conflicts with their peers. Furthermore, children who are skilled at managing their emotions tend to adapt more easily to new physical and social activities.

This study demonstrates that an integrative strategy involving various aspects of education and the active participation of all stakeholders plays a crucial role in building student independence at Raudhatul Athfal. This holistic approach, combining academic and non-academic activities, has proven effective in developing children's physical, social, and emotional abilities, better preparing them to face future challenges. These findings provide an important contribution to the development of an educational model focused on student independence and serve as a reference for other educational institutions implementing similar strategies.

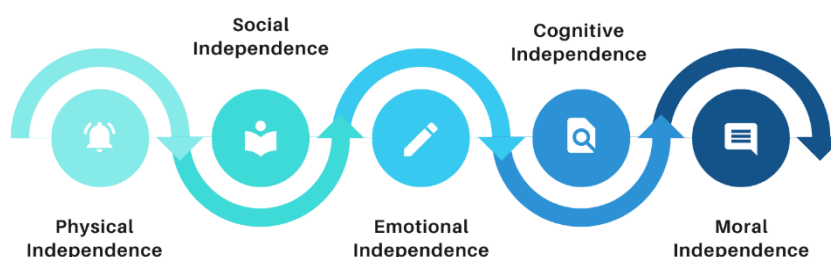


Figure 2. Integrative Strategy in Increasing Student Independence

In addition, the study highlights the importance of collaboration between teachers, parents, and the broader school community in reinforcing children’s independence. When expectations and guidance are consistent across school and home environments, children experience a sense of stability that supports their growth. For instance, when parents encourage self-reliance at home by assigning simple responsibilities, and teachers reinforce similar practices in the classroom, children internalize these habits more effectively. This alignment not only strengthens individual skills but also creates a supportive network that fosters resilience and adaptability in

various contexts.

Moreover, the integration of independence across physical, social, emotional, cognitive, and moral dimensions illustrates that no single aspect can stand alone. Each area complements the others, resulting in a more balanced development. By fostering independence holistically, children are better equipped to navigate challenges, build meaningful relationships, and make responsible decisions. Ultimately, this comprehensive approach empowers children to become proactive learners and responsible citizens, ensuring that the foundation of independence established in early childhood will continue to shape their character and competence throughout their lives.

Discussion

The findings from Raudhatul Athfal Dewi Masyitoh demonstrate that children's independence is not a singular construct but rather a multidimensional capacity shaped by physical, social, emotional, cognitive, and moral domains. Each of these aspects supports the others, creating an interconnected framework for holistic child development (Sari et al., 2020; Saxena et al., 2020). Children who are physically independent—able to feed themselves, wear their own shoes, and maintain personal hygiene—develop confidence that translates into greater participation in social interactions. This interplay suggests that independence should not be taught in isolation but as an integrated system where progress in one domain reinforces progress in others.

Social independence, as observed in group play and collaborative activities, is critical for fostering adaptability, empathy, and conflict resolution skills. When children learn to share, take turns, and cooperate, they simultaneously strengthen their capacity for emotional regulation. The ability to manage minor conflicts without adult intervention demonstrates that social and emotional independence are mutually reinforcing (Margolis, 2020; Irshad et al., 2021). Teachers play a crucial role in guiding these processes by structuring group interactions in ways that allow children to gradually internalize responsibility for their actions, decisions, and relationships. This aligns with educational theories emphasizing the social nature of learning and the importance of peer interactions in early childhood development.

Emotional independence further enhances the children's ability to face challenges calmly and constructively. The use of storytelling and role-playing provides a safe and engaging medium for children to explore emotions, practice self-control, and develop problem-solving strategies (Zha et al., 2022; Khamid, 2024; Chiu, 2023). The reported observations from teachers and parents confirm that children have become calmer, more articulate about their feelings, and more capable of finding solutions independently. This outcome illustrates how emotional competence acts as a stabilizing factor that supports both social adaptability and cognitive growth. It also underscores the need for emotional education as a deliberate component of early childhood programs, rather than treating it as a byproduct of other learning activities.

Cognitive and moral independence together form the backbone of lifelong learning and ethical development. Encouraging curiosity, exploration, and critical thinking equips children to approach problems with creativity and confidence, while the consistent emphasis on values such as respect and responsibility ensures that this independence is exercised within an ethical framework (Sari et al., 2020). By integrating these two dimensions, the institution cultivates not only capable thinkers but also responsible citizens. This dual focus highlights the effectiveness of a holistic educational

strategy that acknowledges the interconnectedness of skills and values, preparing children to thrive in both academic and social contexts.

The discussion of the results of this study shows that the holistic learning approach at RA Dewi Masyitoh Kandangjati Kulon Kraksaan, Probolinggo, successfully developed various aspects of independence in early childhood. This research aligns with the findings of Guohui and Xiujin (2024) who stated that play-based education programs are effective in increasing children's physical and social independence. Children at RA Dewi Masyitoh demonstrated high abilities in carrying out physical activities independently and interacting well with their peers. This is also supported by research by Bamicha & Drigas, (2022) who found that structured social interactions improve children's communication skills and emotional independence.

Children at RA Dewi Masyitoh were able to manage their emotions better, such as dealing with disappointment and finding solutions independently, which showed a significant increase in their emotional independence. Furthermore, Çakır et al. (2021) in their research revealed that exploration and problem-solving integrated into learning improve children's critical and creative thinking skills. The learning approach at RA Dewi Masyitoh, which encourages children to ask questions and explore new things, supports these findings, demonstrating that children are capable of logical and creative thinking.

This research's contribution to learning lies in the development and implementation of a holistic learning method that integrates various aspects of independence—physical, social, emotional, cognitive, and moral—into one comprehensive learning framework. By using a play-based approach, structured social interaction, and exploration, this research introduces a new, effective way to teach independence to young children. This method not only makes the learning process more fun and engaging, but also simultaneously develops motor skills, communication skills, emotional management, critical thinking, and moral character development. This provides practical guidance for educators in designing curricula that holistically meet the various developmental needs of children, thereby improving the overall quality of learning in early childhood education.

CONCLUSION

This study concludes that the holistic learning approach implemented at RA Dewi Masyitoh Kandangjati Kulon Kraksaan, Probolinggo, successfully developed various aspects of independence in early childhood, including physical, social, emotional, cognitive, and moral independence. Through play-based learning methods, structured social interactions, and exploration, children showed significant improvements in their ability to carry out daily activities independently, interact with peers, manage emotions, think critically, and understand and apply moral values. These results indicate that the holistic learning model implemented is not only effective in increasing children's independence but also shapes them into more confident, independent, and responsible individuals. For further research, it is recommended to conduct comparative studies between various holistic learning approaches in various early childhood education institutions to identify specific factors that are most effective in developing children's independence. The use of technology and digital media as learning aids can also be explored to see how these innovations can support holistic learning methods and increase children's engagement and motivation in the learning process.

REFERENCES

- Abdel, H. M. M. F. (2020). Emotional Intelligence and Emotional Stability in Crises. *Journal of Psychiatry and Psychiatric Disorders*, 4(2), 56–62.
- Ahmed, I., Hamzah, A. B., & Abdullah, M. N. L. Y. B. (2020). Effect of Social and Emotional Learning Approach on Students' Social-Emotional Competence. *International Journal of Instruction*, 13(4), 663–676. <https://doi.org/10.29333/iji.2020.13441a>
- Almazroui, K. M. (2023). Project-Based Learning for 21st-Century Skills: An Overview and Case Study of Moral Education in the UAE. *The Social Studies*, 114(3), 125–136. <https://doi.org/10.1080/00377996.2022.2134281>
- Bamicha, V., & Drigas, A. (2022). ToM & ASD: The Interconnection of Theory of Mind with the Social-Emotional, Cognitive Development of Children with Autism Spectrum Disorder. The Use of ICTs as an Alternative Form of Intervention in ASD. *Technium Social Sciences Journal*, 33, 42–72. <https://doi.org/10.47577/tssj.v33i1.6845>
- Çakır, R., Korkmaz, Ö., İdil, Ö., & Erdoğan, F. U. (2021). The Effect of Robotic Coding Education on Preschoolers' Problem Solving and Creative Thinking Skills. *Thinking Skills and Creativity*, 40, 100812. <https://doi.org/10.1016/j.tsc.2021.100812>
- Chiu, T. K. (2023). Student Engagement in K-12 Online Learning Amid COVID-19: A Qualitative Approach from a Self-Determination Theory Perspective. *Interactive Learning Environments*, 31(6), 3326–3339. <https://doi.org/10.1080/10494820.2021.1926289>
- Demchenko, I., Maksymchuk, B., Bilan, V., Maksymchuk, I., & Kalynovska, I. (2021). Training Future Physical Education Teachers for Professional Activities Under the Conditions of Inclusive Education. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 12(3), 191–213. <https://doi.org/10.18662/brain/12.3/227>
- Diana, S. (2023). Nurturing Excellence: Leveraging Service Quality for Competitive Advantage in Islamic Boarding Schools. *Journal of Educational Management Research*, 2(1), 13–28. <https://doi.org/10.61987/jemr.v2i1.280>
- Ferreira, M., Martinsone, B., & Talić, S. (2020). Promoting Sustainable Social Emotional Learning at School Through Relationship-Centered Learning Environment, Teaching Methods and Formative Assessment. *Journal of Teacher Education for Sustainability*, 22(1), 21–36. <https://doi.org/10.2478/jtes-2020-0003>
- Guohui, Z., & Xiujin, G. (2024). Integrating Play-Based Learning in Early Childhood Physical Education: Benefits and Challenges. *Revista de Psicología del Deporte (Journal of Sport Psychology)*, 33(4), 31–39.
- Irshad, S., Maan, M. F., Batool, H., & Hanif, A. (2021). Vygotsky's Zone of Proximal Development (ZPD): An Evaluative Tool for Language Learning and Social Development in Early Childhood Education. *Multicultural Education*, 7(6), 234–242.
- Jain, N. (2021). Survey Versus Interviews: Comparing Data Collection Tools for Exploratory Research. *The Qualitative Report*, 26(2), 541–554. <https://doi.org/10.46743/2160-3715/2021.4492>
- Kaimara, P., Oikonomou, A., & Deliyannis, I. (2022). Could Virtual Reality Applications Pose Real Risks to Children and Adolescents? A Systematic Review of Ethical Issues and Concerns. *Virtual Reality*, 26(2), 697–735. <https://doi.org/10.1007/s10055-021-00563-w>

- Khamid, N. (2024). Kiai Communication's Contribution to Enhancing Organisational Effectiveness. *Business and Applied Management Journal*, 2(1), 48–59. <https://doi.org/10.61987/bamj.v2i1.491>
- Kolly-Shamne, A. (2022). The Concept of Zone of Proximal Development and Its Derivatives: Problems and Prospects of Modern Interpretations. *Scientific Bulletin of Mukachevo State University. Pedagogy and Psychology*, 4(8), 81–95. [https://doi.org/10.52534/msu-pp.8\(3\).2022.81-95](https://doi.org/10.52534/msu-pp.8(3).2022.81-95)
- Komariah, N., & Nihayah, I. (2023). Improving the Personality Character of Students Through Learning Islamic Religious Education. *At-Tadzkir: Islamic Education Journal*, 2(1), 65–77. <https://doi.org/10.59373/attadzkir.v2i1.15>
- Kosholap, A., Maksymchuk, B., & Maksymchuk, I. (2021). Neuropsychological Bases of Self-Improvement of Own Physical Health of Future Teachers in the Course of University Education. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 12(3), 171–190. <https://doi.org/10.18662/brain/12.3/226>
- Low, R. S., Overall, N. C., Chang, V. T., Henderson, A. M., & Sibley, C. G. (2021). Emotion Regulation and Psychological and Physical Health During a Nationwide COVID-19 Lockdown. *Emotion*, 21(8), 1671. <https://doi.org/10.1037/emo0001046>
- Margolis, A. A. (2020). Zone of Proximal Development, Scaffolding and Teaching Practice. *Cultural-Historical Psychology*, 16(3), 899. <https://doi.org/10.17759/chp.2020160303>
- Marsidin, S. (2022). Strengthening Pancasila Student Profiles in Independent Learning Curriculum in Elementary School. *International Journal of Humanities Education and Social Sciences (IJHESS)*, 1(6). <https://doi.org/10.55227/ijhess.v1i6.183>
- Mohanty, A., Alam, A., Sarkar, R., & Chaudhury, S. (2021). Design and Development of Digital Game-Based Learning Software for Incorporation into School Syllabus and Curriculum Transaction. *Design Engineering*, 8, 4864–4900.
- Peel, K. L. (2020). A Beginner's Guide to Applied Educational Research Using Thematic Analysis. *Practical Assessment, Research, and Evaluation*, 25(1), 2.
- Priya, A. (2021). Case Study Methodology of Qualitative Research: Key Attributes and Navigating the Conundrums in Its Application. *Sociological Bulletin*, 70(1), 94–110. <https://doi.org/10.1177/0038022920970318>
- Rusmaniah, R., Mardiani, F., Handy, M. R. N., Putra, M. A. H., & Jumriani, J. (2021). Social Services Based on Institutional for Youth Discontinued School. *The Innovation of Social Studies Journal*, 2(2), 151–158. <https://doi.org/10.20527/iis.v2i2.3082>
- Safitri, S. D., & Lateh, M. (2024). Authentic Leadership in the Perspective of Islamic Education. *Educare: Jurnal Ilmu Pendidikan*, 3(2), 100–114. <https://doi.org/10.71392/ejip.v3i2.81>
- Sari, R. K., Sutiadiningsih, A., Zaini, H., Meisarah, F., & Hubur, A. A. (2020). Factors Affecting Cognitive Intelligence Theory. *Journal of Critical Reviews*, 7(17), 402–410.
- Saxena, A., Lo, C. K., Hew, K. F., & Wong, G. K. W. (2020). Designing Unplugged and Plugged Activities to Cultivate Computational Thinking: An Exploratory Study in Early Childhood Education. *The Asia-Pacific Education Researcher*, 29(1), 55–66. <https://doi.org/10.1007/s40299-019-00478-w>
- Wong, R. (2023). When No One Can Go to School: Does Online Learning Meet Students' Basic Learning Needs? *Interactive Learning Environments*, 31(1), 434–450. <https://doi.org/10.1080/10494820.2020.1789672>

- Zhan, Z., He, W., Yi, X., & Ma, S. (2022). Effect of Unplugged Programming Teaching Aids on Children's Computational Thinking and Classroom Interaction: With Respect to Piaget's Four Stages Theory. *Journal of Educational Computing Research*, 60(5), 1277–1300. <https://doi.org/10.1177/07356331211057143>
- Zollo, L. (2021). The Consumers' Emotional Dog Learns to Persuade Its Rational Tail: Toward a Social Intuitionist Framework of Ethical Consumption. *Journal of Business Ethics*, 168(2), 295–313. <https://doi.org/10.1007/s10551-019-04420-4>
- Zulela, M. S., Neolaka, A., Iasha, V., & Setiawan, B. (2022). How Is the Education Character Implemented? The Case Study in Indonesian Elementary School. *Journal of Educational and Social Research*, 12(1), 371. <https://doi.org/10.36941/jesr-2022-0029>