

Recreational Style Training for Kindergarten Children and Teachers Based on Canvas Learning Videos and Creative Workbooks to Overcome Impulsive Behaviour in Children

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Abstract

Impulsive and hyperactive behaviour in early childhood is a significant challenge in the kindergarten learning process. This condition affects children's concentration, social interactions, and character development. This community service activity aimed to improve teacher competence and reduce children's impulsive behaviour through recreational-style training based on Canva learning videos and creative workbooks. The methods used included socialization, training, technology implementation, mentoring, evaluation, and program sustainability, involving 13 teachers and 75 students at TK M. Hilir Ismail, Bima City. The pretest–posttest results showed a significant increase in teacher competence, from 25% to 85%, particularly in managing impulsive behaviour and utilizing digital media. After the training, all indicators increased, reaching an overall average of 4.25 (85%). In conclusion, recreation-based training with the integration of technology and creative workbooks proved effective in addressing children's impulsive behaviour and enhancing teacher competence. This program has the potential to become an innovative and sustainable learning model for early childhood education, especially in areas with limited educational facilities.

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1. INTRODUCTION

Impulsive and hyperactive behaviour in early childhood is a phenomenon that has increasingly gained serious attention from educators and psychologists. In the context of early childhood education, particularly at the kindergarten (TK) level, impulsive and hyperactive behaviour is commonly found and has become one of the main obstacles in the learning process as well as in children's social-emotional development (Putri & Kusbiantari, 2022). Studies show that around 30% of kindergarten students experience uncontrolled behaviours such as hyperactivity and impulsivity, which greatly affect their concentration and ability to participate in learning activities (Arikunto, 2010; Fatimah & Prasetyo, 2024).

Impulsive behaviour is the tendency to act without first considering the consequences, which often causes disruptions in children's social interactions and learning achievements (Handayani, 2023). Children with such behaviour tend to have difficulty following classroom rules and often create disturbances during ongoing lessons (Suryani & Agustin, 2023). Hyperactivity, as one dimension of this behaviour, also increases the likelihood of children struggling to follow teachers' instructions and complete learning tasks independently (Hasanah & Aditya, 2020). In this regard, teachers as learning agents play a vital role in managing children's impulsive behaviour in the classroom. However, another problem found is the low competence of kindergarten teachers in handling children with such special behaviours. Field data indicates that only about 25% of kindergarten teachers have teaching certification, meaning their professional competence in providing educational services tailored to children's needs remains limited (Hidayat & Rini, 2020; Nurhafizah, 2023). This lack of competence results in the minimal

implementation of innovative learning strategies and effective management of impulsive and hyperactive behaviour in kindergartens (Hasanah & Aditya, 2020).

TK M. Hilir Ismail is a kindergarten educational institution located in Bima City, West Nusa Tenggara, with a focus on developing children's holistic potential through a play-based learning approach. The school was established in 2018 as a response to the need for access to quality education in the coastal area of Bima City, where most of the community works in the fisheries sector and traditional trade. Based on observation and interview data conducted by the community service team with teachers, the school has 101 students and 13 teachers, with a focus on character development rooted in local wisdom. Its facilities include 5 classrooms, 1 mini library, 1 playground, and 1 multipurpose room. Despite these limitations, the school implements the Merdeka Curriculum adapted to the local context.



Figure 1. Activities of Kindergarten Students at TK M. Hilir Ismail.

Based on the results of field visits, observations, and interviews with partners, it was found that 30% of kindergarten children exhibited hyperactive and impulsive behaviours, such as difficulty waiting in line or disturbing friends during learning activities, as well as the lack of teacher competence in applying technology (Ramdhani et al., 2024). Kindergarten education is a crucial phase in shaping children's character and behaviour. At this age, children begin to develop social and emotional skills, along with behaviours that will influence their future lives. One of the common challenges faced by teachers is managing children's impulsive behaviour (Amalia, 2018). Impulsive behaviour, such as overreacting to stimuli, difficulty controlling emotions, and acting without consideration, can disrupt the learning process and children's social interactions (Kurniasih & Asmira, 2019). Therefore, it is important to find effective methods for addressing this impulsive behaviour, particularly in early childhood education environments such as kindergartens.

In addition, the use of technology in early childhood learning is still very limited. Learning media based on videos and interactive platforms such as Canvas are seen as modern solutions that can create more engaging and adaptive learning processes for children, including those with impulsive behaviour (Lestari & Wijayanti, 2023). However, the lack of technology training for kindergarten teachers is a significant barrier to the implementation of such media (Indrawati, 2024). The use of creative workbooks combined with learning videos has also been proven to help increase children's motivation and focus during lessons (Wijaya & Rahayu, 2019; Yuliana & Dewi, 2023).

Training that integrates recreational approaches with Canvas-based learning videos and creative workbooks is expected to provide a solution to this problem. This approach not only focuses on the learning aspect but also provides training for teachers on how to effectively manage children's impulsive behaviour through engaging and enjoyable digital media (Anisa, 2024; Ernawati, 2022). In this way, children are expected to learn in a more relaxed and enjoyable

manner, improve their self-control, while teachers gain stronger competencies in classroom management.

Previous studies have supported the success of technology-based interventions and teacher training in addressing impulsive and hyperactive behaviour in early childhood. For example, Pranata (2021) showed that play therapy can significantly improve kindergarten children's concentration. Fitriani and Rahman (2023) also found that digital learning media training has a positive impact on enhancing kindergarten teachers' skills. Furthermore, research by Gunawan and Lestari (2021) confirmed that the use of learning videos can improve discipline and minimize behavioural disturbances in kindergarten classrooms. This is in line with a study by Sari and Putra (2022), which emphasized the effectiveness of video media in early childhood learning.

Another important aspect is the role of creative workbooks as learning media that can encourage children's creativity and active engagement during the learning process (Widya & Huda, 2023). Creatively designed workbooks provide activities that develop cognitive abilities while also enhancing children's emotional control—an essential element in managing impulsive behaviour (Rahman & Amelia, 2021). The gap between teachers' needs in utilizing technological learning media and the reality of low technology use in kindergarten classrooms highlights the need for specialized teacher training. This situation results in suboptimal teaching and learning processes and the inadequate management of children's behaviours that require special attention (Suharto, 2022).

This community service program aims to develop and evaluate recreational-style training based on Canvas learning videos and creative workbooks for kindergarten children and teachers as an effort to address impulsive behaviour in early childhood. It is expected that this training can serve as an innovative learning model that integrates digital technology with approaches tailored to children's psychological needs while significantly improving teacher competence (Lestari, 2020; Nurhadi & Shalihah, 2021).

2. RESEARCH METHODS

2.1 Research Design

This study employed a Community Service Research (PKM) design with a participatory and collaborative approach that actively involved partners (kindergarten teachers and students) throughout the program implementation. This approach is in line with Community-Based Research (CBR) and Participatory Action Research (PAR) methods, which focus on empowerment and program sustainability through the active participation of partners. A total of 13 teachers and 75 students took part in the 3-day community service activities.

The research design integrated several stages, including socialization, training, technology implementation, mentoring and evaluation, as well as program sustainability. All of these stages were aimed at addressing children's impulsive behaviour by empowering teachers through the use of innovative learning media.

2.2 Research Procedure

The stages of the community service implementation were as follows:

a. Socialization

Socialization was conducted at the beginning of the activity in the form of face-to-face meetings with partners to explain the program objectives, benefits, and expected participation in order to build mutual agreements and commitments with the target partners. This stage was also intended to introduce the program.

b. Training

Training sessions were organized for teachers on recreational styles for children, techniques for managing impulsive behaviour, and the use of Canva learning videos as

well as creative workbooks. The training methods included theory, simulations, hands-on practice, and interactive discussions to enable teachers to master the material optimally. The training materials were designed to be easy to understand and applicable.

c. Technology Implementation in Training

- Training for teachers covered recreational styles for children, techniques for managing impulsive behaviour, and the utilization of Canva learning videos and creative workbooks. The methods used consisted of theory, simulation, hands-on practice, and interactive discussion, ensuring teachers gained optimal understanding of the material. The training content was practical and easy to apply.
- The use of a combination of creative workbooks and learning videos accommodated various learning styles of children, whether visual, kinaesthetic, or auditory. Children with impulsive behaviour became more focused and enthusiastic in learning. Interactive workbooks allowed children to feel directly involved in the learning process.

d. Mentoring and Evaluation

Regular visits were carried out to provide technical assistance and motivation to teachers, collect observation data on children's behaviour, and assess the effectiveness of the media. The community service team conducted periodic technical mentoring and evaluations to ensure implementation effectiveness and to provide solutions for challenges that arose. Continuous feedback and recommendations for improvement were also given.

e. Program Sustainability

- Establishing an internal team at the kindergarten responsible for continuing the training and developing learning media. Preparing training modules and media usage guides that could be used independently. Initiating collaboration with other stakeholders (e.g., the education office) for resource support and further training. Conducting long-term monitoring to ensure the program continues to run and develop sustainably.
- These methods and stages were designed to ensure that the community service program runs effectively, actively involves partners, and produces sustainable impacts in addressing children's impulsive behaviour while enhancing teachers' competence at TK M. Hilir Ismail.

Stage	Objective	Data Collection Methods	Data Analysis Methods
Socialization	To identify partners' perceptions and readiness	Interviews, Questionnaires, Documentation	Qualitative descriptive analysis
Training	To measure the improvement of teachers' competence	Pre-test, Post-test, Practice observation	Descriptive statistics and comparative analysis

Stage	Objective	Data Collection Methods	Data Analysis Methods
Technology Implementation	To assess teachers' satisfaction and children's responses	Questionnaires, Observations, Interviews	Thematic and quantitative analysis
Mentoring & Evaluation	To evaluate the effectiveness of training and media	Children's behaviour observation, Interviews, Questionnaires	Combined quantitative and qualitative analysis
Program Sustainability	To measure the continuity and development of the program	Surveys, In-depth interviews	Longitudinal and descriptive analysis

Table 1. Table. Research Stages, Objectives, Data Collection, and Data Analysis

3. RESULTS AND DISCUSSION

Implementation Stages and PKM Results

a. Socialization Stage

- General Overview of Interview Results

Through in-depth interviews with teachers, the principal, and related stakeholders, the majority of partners expressed high enthusiasm for this program. Teachers stated that the training and innovative learning media were highly needed to address children with impulsive behaviour, which has long been a challenge in the learning process. Some key comments included:

- *"We feel greatly helped by this training, as it has been difficult to manage children who cannot stay still and act quickly without thinking."*
- *"The creative learning videos and workbooks provide new teaching alternatives that we need to capture the children's attention."*

The principal also conveyed full commitment to supporting the program's implementation, including providing time and facilities for teachers to attend the training. They hoped the training outcomes would significantly improve the quality of learning.

- **Questionnaire Results**

The questionnaire distributed to 13 teachers showed that:

- 92% of respondents agreed that the training program suited their needs.
- 88% stated they were ready to participate in the series of training sessions and apply the provided materials.
- 85% believed the training would help address impulsive behaviour issues among kindergarten children, in line with their field experiences.

The questionnaire also included open-ended questions that allowed teachers to express expectations and suggestions regarding the program, such as strengthening post-training mentoring and providing easily accessible learning modules.

• **Qualitative Data Analysis**

- Partner readiness theme: Teachers and schools demonstrated high readiness in terms of time, motivation, and educational facilities, serving as key assets for the program’s success.
- Support and commitment theme: Partner commitment became the foundation for sustainable program implementation, reflected in promises of support and allocation of training time.
- Innovative media need’s theme: Partners expressed a strong need for varied learning media suited to the characteristics of impulsive and active young children.
- Program sustainability expectation’s theme: Partners hoped for follow-up programs with regular mentoring so that teachers’ knowledge and skills would not stop after the training ends.

b. Training Stage



Figure 2. Recreational-Style Training Based on Canvas Learning Videos and Creative Workbooks

This training is part of the Community Service Program (PKM) funded by the Directorate General of Research and Development, Ministry of Higher Education, Science, and Technology of the Republic of Indonesia for the 2025 fiscal year.

• **Pretest–Posttest on Teacher Competence Improvement**

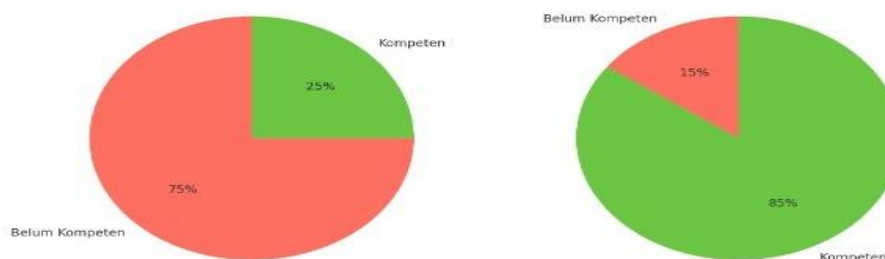


Figure 3. Comparison of Pretest and Post-test Results of Teacher Competence

In Figure 3, the training, which was conducted interactively by combining theory, simulation, hands-on practice, and discussion, proved to be highly effective in improving teachers’ competence in managing children’s recreational styles and utilizing learning technology. Based on the pretest and posttest results of 13 participating teachers, the improvement in teachers’ knowledge reached 85%, a significant increase compared to the

previous condition where only about 25% of teachers were certified and possessed adequate competence. This improvement demonstrates a successful transfer of knowledge, as teachers now have a better understanding of techniques for managing impulsive behaviour and making use of digital learning.

- **Observation of Teacher Competence Practices**

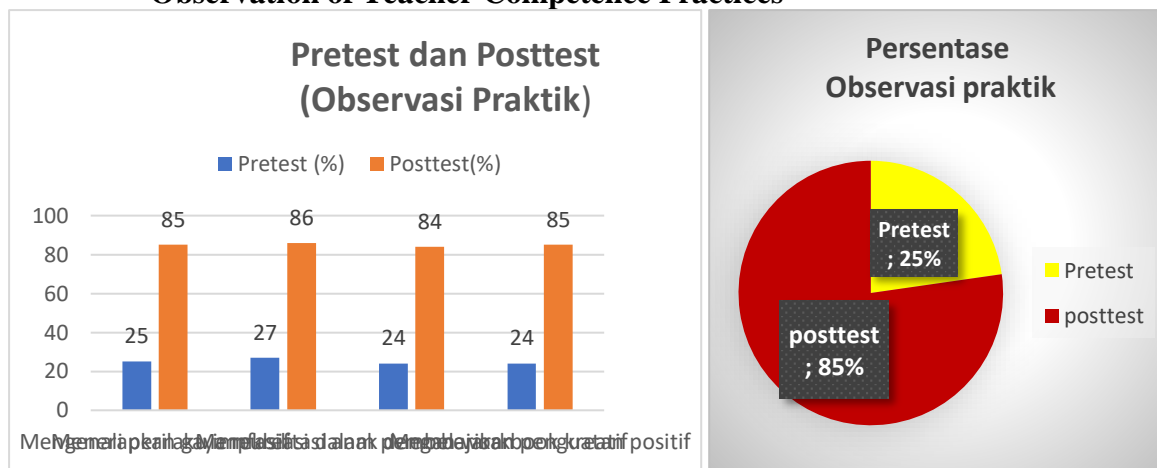


Figure 4. Results of Teacher Competence Practice Observation

In Figure 4, prior to the training, the average teacher competence in understanding and managing children's impulsive behaviour was only 25%. This illustrates the limitations in teachers' knowledge and skills in managing classroom behaviour, particularly in relation to self-regulation and creative learning strategies. After the training, the post-test results and practice observations showed an increase in teacher competence, reaching 85%. This 60% improvement from the initial condition demonstrates the success of the training program in enhancing the quality of learning.

Specifically, teachers showed improved abilities in:

1. Identifying impulsive behaviour more accurately and quickly,
2. Applying recreational styles in learning, which engaged children and helped them regulate their behaviour in enjoyable ways,
3. Facilitating children with creative workbooks, which encouraged emotional expression as well as self-control through visual and hands-on activities, and
4. Providing positive reinforcement, which motivated children to display better behaviour.

Effectiveness of Training Products The products developed during the training, namely Canva-based learning videos and creative workbooks, were considered highly effective and applicable. Teachers were able to easily adapt these media in the teaching and learning process, making it more interactive, innovative, and aligned with the needs of early childhood education.

c. Technology Implementation Stage

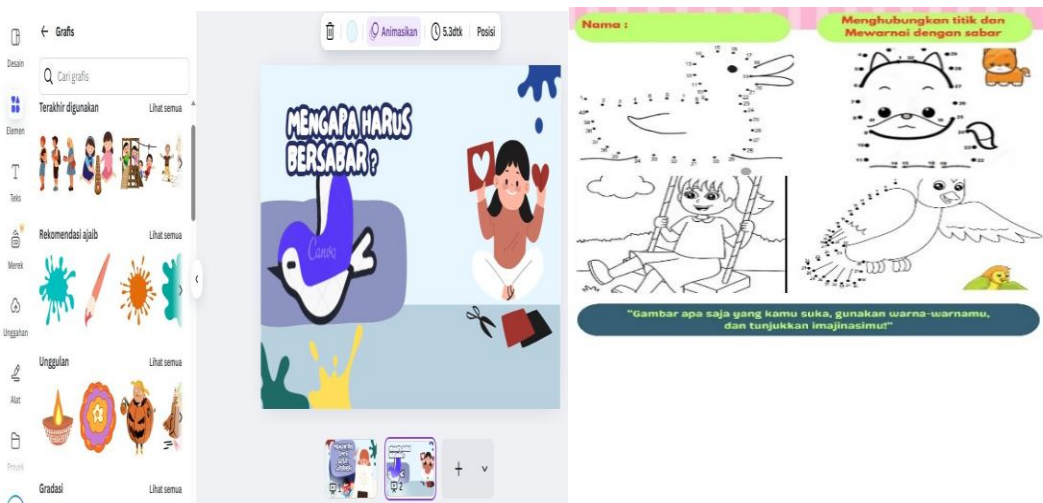
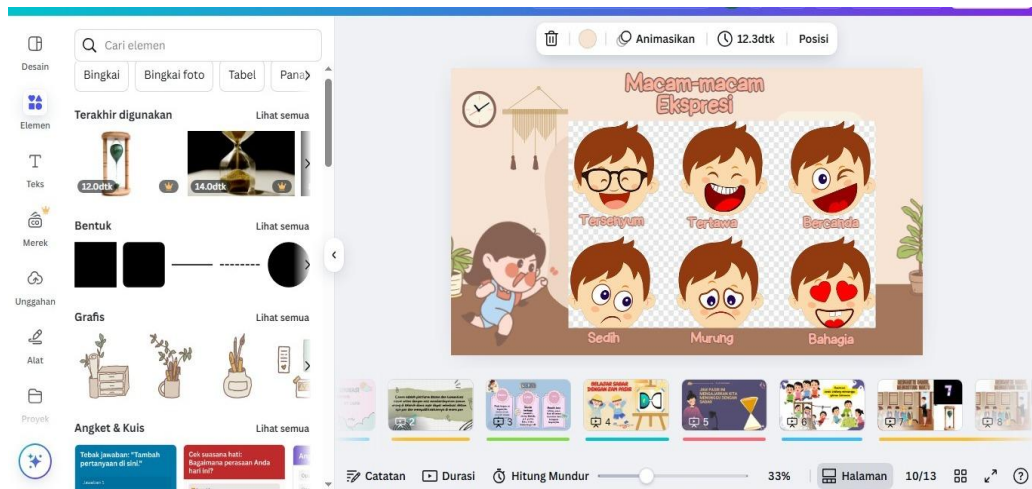


Figure 5. Screenshot of Learning Video and Students' Creative Workbook

Figure 5 shows the display of a video and a creative workbook used in the recreational-style training based on Canva, designed to help manage children's impulsive behaviour.





Figure 6. Results of Video and Creative Canva Workbook Implementation

At this stage, teachers successfully created Canva-based learning videos, and students were able to complete the creative workbook with a sense of joy.

- **Questionnaire Results on Satisfaction**

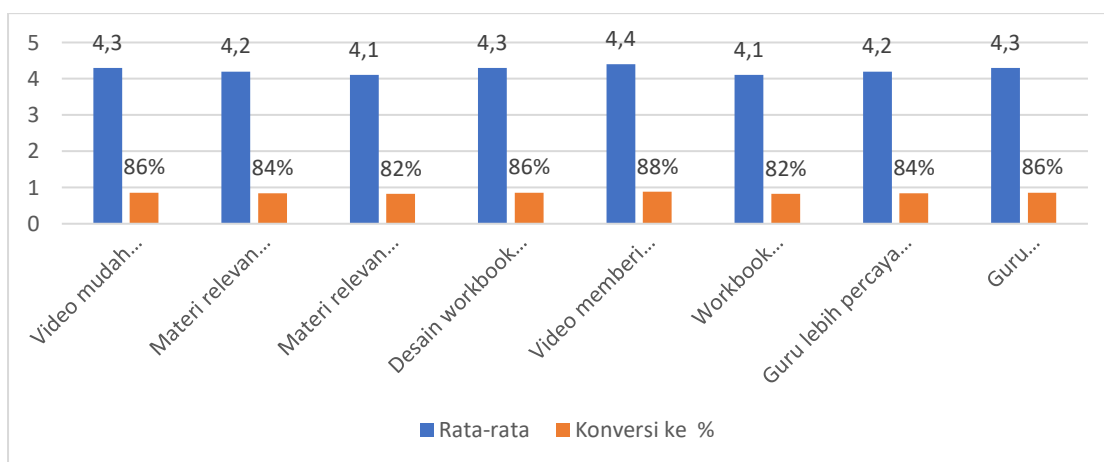


Figure 7. Questionnaire Results on Satisfaction

Figure 7 presents the analysis of responses from 13 teachers, showing that all indicators of technology implementation (Canva videos and creative workbooks) experienced significant improvement. Prior to the training, teacher competence was relatively low (around 25%), but after the training, all indicators increased to an overall average score of 4.25 (85%). This demonstrates that technology-based training is effective, relevant, and applicable in improving teacher competence while addressing the initial problem of low technology utilization in kindergarten learning. The indicator with the highest score was “the video clearly demonstrates the recreational style” (88%), while the lowest was “the workbook helps with behaviour control” (82%).

- **Observation of Children’s Responses**

Indicators of Children's Response	Like (f)	DisLike (f)	Like (%)	DisLike (%)
1. Watching Canva videos	62	13	82.7	17.3
2. Participating in recreational-style activities	65	10	86.7	13.3
3. Completing creative workbook	61	14	81.3	18.7
4. Becoming calmer & less impulsive	60	15	80.0	20.0
Average	–	–	82.7%	17.3%

Table 2. Results of Children's Response Questionnaire (n = 75)

Findings

1. **High Acceptance Rate:** The implementation of Canva-based learning videos and creative workbooks received a very positive response from children, with an average of 82.7% expressing enjoyment.
2. **Most Preferred Activity:** Children showed the highest level of enjoyment in recreational-style activities (86.7%), affirming that fun learning methods are key to engaging them.
3. **Positive Behavioural Impact:** Beyond enjoyment, this method effectively made children calmer and more focused (80.0%), showing that the media is not only entertaining but also pedagogically beneficial for managing emotions and impulsive behaviour.
 - Initial data indicated that 30% of students exhibited hyperactive and impulsive tendencies.
 - After the intervention, only 20% of children (15 out of 75) still displayed restless/impulsive behaviour (based on "Dislike" responses for Indicator 4).
 - This reflects a significant reduction in impulsive behaviours in the classroom.

Overall, these findings demonstrate that innovative learning using creative digital media (Canva) combined with practical activities (workbooks) is highly suitable for children's needs and interests, making it an effective future learning strategy.

• Interview Results (Teachers & Children)

Teachers' Perspective on Videos: Teachers reported that Canva videos are engaging, easy to access, and provide clear visualization for children. The storyline in the videos helps capture students' attention, even those who are typically hyperactive. **Creative Workbook as a Focusing Tool:** The workbook was not just for doodling but was designed with structured activities (connecting dots, coloring specific shapes, simple puzzles) that train patience, hand-eye coordination, and impulse control. Teachers noted that children who usually get bored quickly became more enthusiastic and motivated to complete workbook tasks. **Benefits for Teachers:** Teachers felt supported by the structured activities. They no longer needed to constantly raise their voices to calm the class but could redirect attention to the video or workbook. This method gave them a "new, enjoyable classroom management strategy" that reduced stress. Teachers expressed high satisfaction with the implementation of Canva learning videos and creative workbooks. They highlighted the ease of access, practical use, and enrichment of teaching methods. Most importantly, they observed that children became more focused and enthusiastic, while impulsive and hyperactive behaviours—previously affecting around 30% of students—were significantly reduced after the training and use of these media.

d. Mentoring and Evaluation Phase

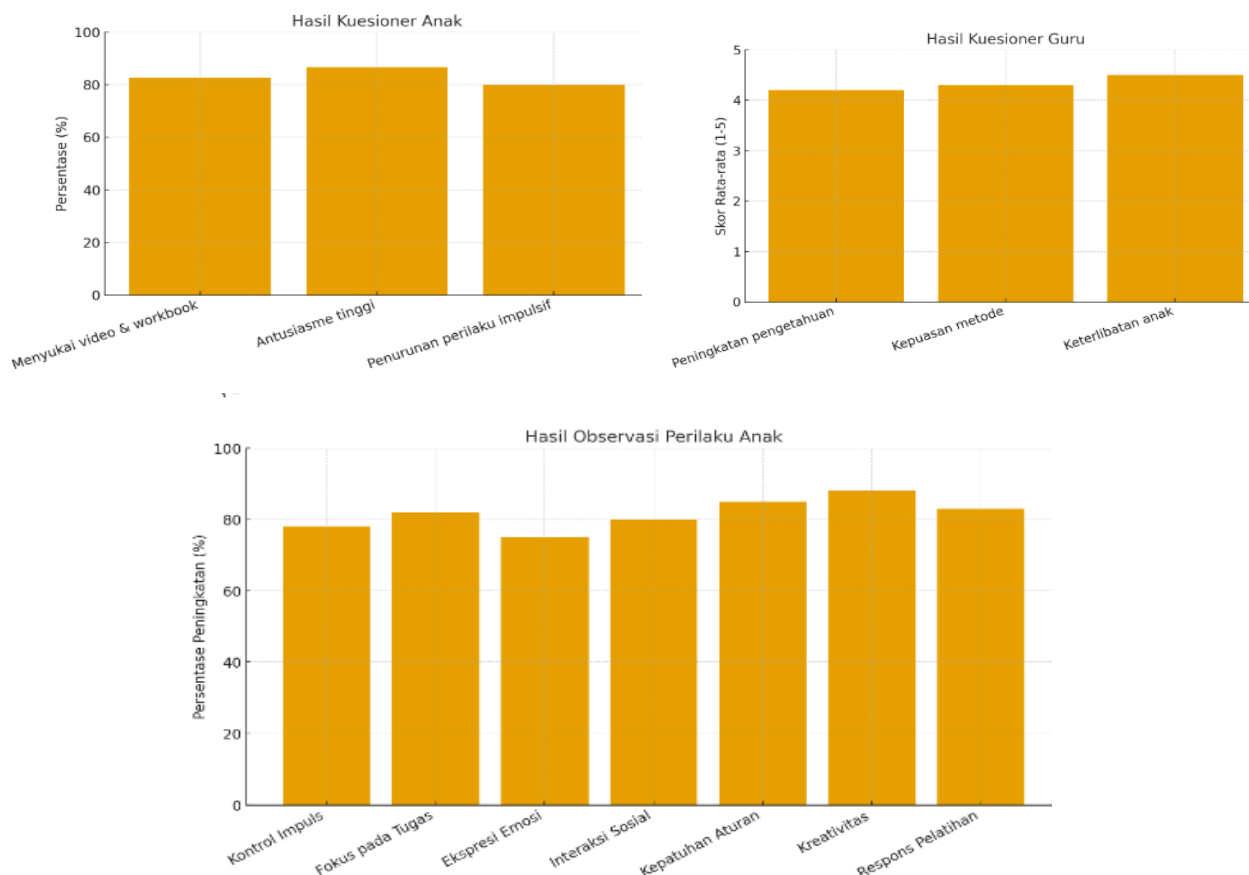


Figure 8. Results of Teacher and Student Mentoring and Evaluation

1. Quantitative Results

Based on questionnaires completed by 75 children, it was found that 82.7% of children liked the Canva video media and creative workbook, and 86.7% showed high enthusiasm when participating in recreational style activities. Furthermore, around 80% of children experienced a decrease in impulsive behaviour, indicated by being calmer, able to wait for their turn, and more focused on tasks. On the teachers' side, 13 respondents gave positive assessments of this training. The average scores indicated improvements in teachers' knowledge of handling impulsive behaviour (4.2/5), satisfaction with the training methods (4.3/5), and children's active engagement in activities (4.5/5). In addition, observations of children's behaviour across seven key aspects showed significant improvement: Impulse control (78%), Task focus (82%), Emotional expression (75%), Social interaction (80%), Rule compliance (85%), Creativity (88%), and Response to training (83%). These findings demonstrate that the media used not only reduced impulsive behaviour but also enhanced children's social skills and creativity.

2. Qualitative Results.

Observations during the activities showed that children became increasingly able to control themselves, wait for their turn, and focus while watching the learning videos or working on the workbook. The creative workbook proved to be an effective medium for children to express emotions, for example through drawings about feelings of happiness, sadness, or daily experiences. From the interviews, teachers stated that Canva videos greatly attracted children's attention, thereby minimizing distractions. Meanwhile, the creative workbook was considered effective in channeling children's energy positively through

activities such as coloring, pasting, and drawing. Teachers also noted that this recreational method reduced boredom and made children more cooperative during learning activities.



Figure 9. Results of Teachers' and Students' Work

Analysis of children's work in the workbook showed that most were able to complete the tasks using creative choices of colors and patterns, and displayed more structured emotional expression. This indicates that children not only became calmer but also increasingly capable of communicating their feelings through visual media..

e. Program Sustainability Phase



Figure 10. Group Photo of the PKM Team with Teachers TK M. Hilir Ismail

The recreational style training program based on Canva videos and creative workbooks has proven successful in reducing children's impulsive behaviour, enhancing teachers' competencies, and encouraging the adoption of technology. Support from the

institution and parents ensures that the program does not only run in the short term but also becomes a transformative part of the learning system at the kindergarten. The sustainability of this program promises continuously growing positive impacts for children, teachers, and the entire educational community.

4. CONCLUSIONS

The program has proven effective in addressing impulsive behaviour problems in early childhood while simultaneously enhancing teacher competencies at TK M. Hilir Ismail

1. Impact on Children

- Intervention through Canva video media and creative workbooks successfully reduced impulsive and hyperactive behaviour from 30% to around 20% of students.
- Children showed improvements in self-control, task focus, rule compliance, and socio-emotional skills.
- The level of acceptance of the media was very high, with 82.7% of children enjoying video- and workbook-based learning, and 86.7% enthusiastically participating in recreational style activities.

2. Impact on Teachers

- Teacher competence increased significantly from an average of 25% (before training) to 85% (after training), both in conceptual understanding, management of impulsive behaviour, and application of digital learning media.
- Teachers became more confident, gained enjoyable new strategies for classroom management, and were able to independently utilize technology.

3. Program Sustainability

- The program received full support from the school and stakeholders, ensuring sustainability through the formation of internal teams, training modules, and collaboration with external partners.
- The resulting learning media are practical, easy to use, and can continue to be developed according to the needs of children and teachers.

Overall, this training not only provides solutions to impulsive behaviour problems among kindergarten children but also improves the quality of learning through the integration of technology and creativity. This model can serve as an innovative and sustainable strategy to enhance the quality of early childhood education while strengthening the role of teachers as learning facilitators.

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The Directorate General of Research and Development, Ministry of Higher Education, Science, and Technology of the Republic of Indonesia, fiscal year 2025, for enabling the implementation of this training program. This financial support not only served as the foundation of the program but also reflected a real commitment to advancing education and human resource development in Indonesia with significant impact. STKIP Harapan Bima, for institutional support, facilities, and trust in carrying out this program. The harmonious collaboration created a conducive environment for the success of this community service initiative. The PKM Team: Lisda Ramdhani, M.Pd (Head of the program), Ardi Rahmawan, M.Kom, and Puji Laila Ramadhan, M.Pd (Members), for their dedication, hard work, and outstanding collaborative spirit. Their involvement in planning, implementation, and evaluation was the key to the success of this program. The participating students, for their contributions, positive energy, and active participation in supporting the program. Their enthusiasm and creativity added color and deeper meaning to every stage of the training. TK M. Hilir Ismail, the Chairwoman of the Foundation, and all related parties, for their willingness to be partners in this program, as well as the facilities

and support provided during the training. The school's role as a service partner opened opportunities for positive impacts on both students and teachers.

Through this training program, we hope to continue contributing to the advancement of early childhood education and inspiring more creative and inclusive learning innovations. We extend our heartfelt thanks for all forms of cooperation and support that have been provided.

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