

# Exploring Inclusive Education in Early Childhood: Perspectives, Practices, and Implementation

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## ABSTRACT

Inclusive education aims to provide equal learning opportunities for all children, including those with special needs. This study examines the perspectives and implementation of inclusive education at Taman Kanak-kanak (TK) Melati. A qualitative research design was employed, using a case study approach. Data were collected through interviews with teachers and parents, alongside observations of classroom practices. The findings indicate a strong commitment to inclusivity at TK Melati. Teachers apply differentiated instruction based on individual learning needs, utilize assistive technologies, and encourage social interaction through collaborative activities. Educators demonstrate enthusiasm and adapt teaching strategies to accommodate diverse learners. Additionally, collaboration with therapists and psychologists ensures tailored interventions for children with special needs, enhancing the effectiveness of support provided. While TK Melati exemplifies effective inclusive practices, the study highlights areas requiring improvement. Strengthening inclusive education calls for increased funding, targeted teacher training, and structured parental involvement. Furthermore, fostering strong partnerships between schools, families, and external professionals is essential for sustaining and enhancing inclusive practices.

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## 1. INTRODUCTION

In recent years, inclusive education in Indonesia has gained considerable attention, reflecting a growing recognition of the need to ensure equitable access to quality education for all children, including those with special needs. Rather than simply integrating students with disabilities into mainstream classrooms, inclusive education involves a fundamental transformation of the educational system to foster full participation and learning for every student (Booth & Ainscow, 2002).

The legal foundation for inclusive education in Indonesia is articulated in Law No. 20 of 2003 on the National Education System. This law mandates that education be delivered democratically, fairly,

and without discrimination, while upholding human rights—thereby affirming every child's right, including children with special needs, to receive appropriate and quality education (Purnama, Abadi, & Chasanah, 2017).

Globally, inclusive education is increasingly recognized as a comprehensive and systemic strategy to remove barriers to access, participation, and learning outcomes (UNICEF, 2021). In this context, inclusive education is not defined by the differentiation between students with and without special needs but by the shared learning environment that accommodates all learners equitably (Anggita Sakti, 2020). Research further highlights the developmental benefits of inclusive settings, where stimuli aligned with a child's cognitive and emotional development can positively influence learning and overall growth (Asmawati & Latifah, 2014).

Early childhood children with disabilities need to be given the same opportunities as their peers during their developmental period. However, inclusive education for children with disabilities in schools has not fully met their specific needs (Efendi, 2018). Furthermore, field observations reveal that the implementation of inclusive programs is still differentiated based on race, ethnicity, special needs, and socioeconomic status. Educational opportunities and equity have yet to fully accommodate and address the diverse needs of all children (Mulyadi, 2017). Therefore, teachers and parents need to assist in promoting the abilities and strengths of their children (Chien, Chang, Yeh, & Chang, 2012). Nevertheless, despite the positive benefits of inclusive education for children with and without disabilities, it also poses challenges if not implemented properly. This is because inclusive education requires extensive preparation and commitment in its execution rather than being treated as a mere trend for schools to follow (Mcmillan, 2008).

Previous research has highlighted several persistent barriers to the effective implementation of inclusive education. Reefani (2013) and Windarsih et al. (2017) identified three primary challenges: a shortage of qualified inclusive education professionals, the negative attitudes of some parents and teachers toward children with special needs, and the incomplete application of inclusive principles in practice. These challenges are echoed in further studies. Wibowo et al. (2013) observed that many parents and educators still favour segregated schooling, expressing a preference for special schools over inclusive settings. Similarly, Anggraeni, Hartati, and Nurani (2019) reported that Soroako Kindergarten continues to separate children with special needs from their peers, contradicting the core principles of inclusive education. Purnama et al. (2017) also found that many teachers lack the necessary qualifications and certifications to effectively support learners with diverse needs.

Given these ongoing challenges, this study seeks to examine the perspectives and practices surrounding inclusive education in early childhood education (PAUD), with a particular focus on kindergartens. The research aims to explore both the benefits and obstacles experienced by teachers and parents in implementing inclusive practices for children with and without special needs. To achieve this, the study involves interviews with three educators—including school principals—who are actively engaged in inclusive teaching, as well as two parents representing both children with and without special needs. This investigation contributes to a deeper understanding of how inclusive education is realized at the foundational level and how it can be improved to support equitable learning experiences for all children.

## 2. METHODS

This study adopts a qualitative approach using a case study methodology to explore the perspectives of teachers and parents on the implementation of inclusive education in kindergartens. A case study design allows for an in-depth examination of real-life educational settings, enabling the researcher to capture the complexity of inclusive practices within early childhood education.

This research was conducted at Melati Kindergarten, an early childhood education institution located in the administrative centre of Pekanbaru City. Established in 2005, the kindergarten is situated in a diverse urban environment, surrounded by government offices, a local brick industry, SD Negeri

104 elementary school, an Indomaret convenience store, Al Huda Mosque, and a small river known locally as Sungai Batak. This location reflects a community-based setting that supports varied social interactions among children and families.

Melati Kindergarten is staffed by a team of six professionals, including one principal, four classroom teachers—all of whom hold bachelor's degrees (S1)—and one therapist who provides specialized support for children with special needs. The educators possess qualifications aligned with their respective roles, contributing to the school's capacity to implement inclusive education effectively.

This study focuses on the practice of inclusive education at Melati Kindergarten. It aims to examine how inclusive education is understood and applied by both educators and parents within this setting. The following section presents an in-depth analysis of the perspectives and implementation strategies adopted by Melati Kindergarten in fostering an inclusive learning environment for children with and without special needs.

Data were collected through three primary methods: observation, interviews, and documentation. These triangulated methods ensure the credibility and richness of the findings. The research process was conducted in three stages. The first stage involved classroom and school environment observations to gain insights into how inclusive practices are applied during the learning process. Particular attention was paid to teacher-student interactions, classroom management strategies, and the participation of children with special needs in learning activities. Simultaneously, informal observations of parent-school interactions were conducted to explore parental involvement in inclusive education.

The second stage was data collection through interviews. Open-ended interviews were conducted with key informants, including three teachers or school principals and two parents—one with a child with special needs and one with a typically developing child. These interviews explored participants' perceptions, experiences, and challenges related to inclusive education implementation.

The final stage involved document analysis. Relevant school records, lesson plans, individualized education plans (IEPs), and communication logs between teachers and parents were examined to complement observational and interview data. This method provided contextual understanding and validated the participants' responses, thereby strengthening the reliability of the study.

### 3. FINDINGS AND DISCUSSION

#### 3.1 *Perspective on Inclusive Education*

Melati Kindergarten provides holistic services for early childhood development, encompassing nutrition and health services, education and care, and protection, aiming to optimize all aspects of child development. The kindergarten demonstrates a strong commitment to inclusive education. Based on an interview with the principal, the school's vision is:

*"To prepare students who have faith in God Almighty, respect diversity, love local industries, preserve regional culture, and embrace Pancasila values."*

This vision reflects the principle of inclusivity, which upholds the diversity and uniqueness of each child. This commitment is realized through various policies, such as accepting students without discrimination and providing specific support for children with particular needs (Ministry of Education and Culture, 2017).

Melati Kindergarten has established a written policy supporting the implementation of inclusive education. This policy is formally embedded in the School-Based Curriculum (Kurikulum Satuan Pendidikan, KSP), providing a foundational guideline for all school members. The school also introduces this policy to parents at the beginning of each academic year through orientation sessions, promoting awareness and shared responsibility for inclusive practices.

Interviews with teachers reveal a strong commitment to inclusive education among the teaching staff. Most teachers expressed enthusiasm about creating an inclusive learning environment, emphasizing the importance of providing equal opportunities for all children to learn together. They perceive inclusive education as a platform to cultivate fairness, empathy, and tolerance among students from diverse backgrounds. Teachers acknowledged the necessity of adapting their teaching strategies to meet the unique learning needs of every child, including those with special needs. They also demonstrated a willingness to pursue continuous professional development in inclusive education to enhance their competencies.

However, teachers also reported several challenges. Key concerns include limited access to inclusive teaching aids, insufficient learning materials, and inadequate classroom space. Some educators admitted feeling uncertain about how to effectively differentiate instruction or manage classrooms that include students with varying needs. This highlights a critical need for ongoing training and professional support. Teachers also expressed a desire for stronger institutional backing from school leaders, supervisors, and parents to facilitate the successful implementation of inclusive practices.

From the parental perspective, support for inclusive education emerged as a significant factor in its successful adoption. Most parents at Melati Kindergarten voiced support for the idea of inclusive education, recognizing its potential benefits for children's social, emotional, and cognitive development. They valued the opportunity for their children to interact with peers from diverse backgrounds and viewed inclusive settings as a means to teach children respect, empathy, and appreciation for differences.

Despite this general support, some parents—especially those of children with special needs—expressed concerns about whether their child's individual needs were being adequately addressed. Questions were raised about the level of teacher attention, curriculum flexibility, and the availability of tailored support services. A recurring issue was the lack of clear information provided to parents about how inclusive education functions in practice. This gap in communication contributes to differing expectations and occasional scepticism about the long-term outcomes of inclusive learning environments.

These findings align with previous studies that highlight systemic barriers to fully realizing inclusive education. Lazar (2020) emphasizes that the non-discriminatory integration of children with and without special needs is central to inclusive education. However, observations reveal that classroom segregation still occurs at Melati Kindergarten, indicating that inclusion is not yet fully practised (Anggita Sakti, 2020). Children with special needs often lack access to the individualized support and specialized instruction required for meaningful participation (Kurniawati et al., 2023).

Research also shows that many teachers in inclusive settings do not possess specialized training in special education, which affects their ability to address diverse learning needs effectively (Windarsih et al., 2017). Additionally, children with special needs may struggle to collaborate with peers during learning activities, which can hinder their academic and social development. As noted by Jauhari et al. (2023) and Maria & Purnomo (2023), an inclusive educational environment must be responsive to the developmental needs of every learner, offering adaptive learning strategies, appropriate facilities, and qualified personnel to support all students equitably.

In summary, while Melati Kindergarten has taken significant steps toward implementing inclusive education, several structural, pedagogical, and informational gaps remain. A comprehensive effort involving teacher training, parental engagement, resource provision, and policy enforcement is essential to bridging these gaps and realizing the full potential of inclusive education at the early childhood level.

### **3.2 Implementation of Inclusive Education**

Teachers implement a variety of teaching strategies, such as differentiated learning and the use of learning aids tailored to the needs of the children. Additionally, the learning environment is arranged

in such a way that it is inclusive and welcoming for all children. The teachers at Melati Kindergarten also apply individualized learning to meet the different learning needs, especially for children with special needs. This is done through the provision of differentiated tasks, the use of appropriate learning aids, and individual support.

The school encourages collaboration among students through various group activities. To strengthen the *Profil Pelajar Pancasila* (Pancasila Student Profile), the Project to Strengthen the Pancasila Student Profile (P5) at Melati Kindergarten involves all students, including children with special needs. Teachers actively support and assist children with special needs to ensure they can fully participate in these activities. Through an inclusive approach, teachers ensure that every child has an equal opportunity to create and learn together with their peers.

One example of this activity is when we held a cultural performance at the district level. Children with special needs were involved in various aspects of the event, both as participants and in preparation. One activity was singing on stage. Teachers gave special attention by creating a comfortable and supportive atmosphere so that the children could express themselves to the fullest. Through their involvement in this cultural performance, children with special needs not only gained confidence but also learned to work as a team, appreciate differences, and strengthen their pride in their abilities. Teachers play a key role in creating an inclusive environment that supports the social-emotional development of all children, ensuring that each child feels valued and recognized. This aims to facilitate social and emotional learning and help students with special needs learn from their peers.



Figure 1. Individual Learning



Figure 2. Performing arts activities

An essential and noteworthy finding of this study is the high level of parental involvement in the inclusive education process at Melati Kindergarten. The school has successfully established structured mechanisms to actively engage parents through regular consultations, workshops, and training sessions. These initiatives reflect the institution's commitment to fostering a collaborative environment between families and educators.

One of the key strategies implemented by the school is routine parent-teacher consultations. These meetings provide a formal platform for teachers to communicate each child's learning progress, while allowing parents to offer feedback, raise concerns, and share insights about their child's experiences at home. Additionally, Melati Kindergarten maintains daily communication with parents via a dedicated WhatsApp group. Through this channel, teachers share updates on classroom activities and student progress, enabling real-time and transparent communication. This ongoing interaction helps ensure that challenges are addressed promptly and collaboratively, creating a supportive and responsive educational environment.

Beyond daily communication, the school also organizes periodic workshops and training sessions aimed at increasing parental understanding of inclusive education. One notable initiative is the "Parenting for Inclusion" session, which focuses on topics related to children with special needs. These sessions are designed to deepen parents' knowledge of their children's developmental characteristics

and provide practical strategies to support learning and behavioral development at home. Guest speakers for these events include child psychologists, therapists, and special education professionals, offering expert perspectives to enrich the learning experience for parents.

The high level of participation in these programs reflects parents' enthusiasm and willingness to actively support their children's education. During interviews, several parents expressed appreciation for the school's efforts and reported feeling more confident and better equipped to assist their children. This collaboration between home and school plays a crucial role in the success of inclusive education, as it reinforces consistency in both settings and promotes holistic child development.

*"The parenting sessions held by Melati Kindergarten were very helpful for me in understanding how to support the learning of my child with special needs."*

*"These parenting sessions provide a space for us to share experiences and learn together."*

Melati Kindergarten collaborates with therapists and psychologists to ensure that children with special needs receive adequate support. Therapists and psychologists conduct initial assessments of children with special needs to identify their specific needs. The therapy sessions for children with special needs are held twice a month. They also provide recommendations for appropriate interventions, such as speech therapy, occupational therapy, or behavioral therapy. The results of the assessments and discussions in collaborative meetings are then documented in the form of an Individualized Education Plan (IEP). The IEP serves as a guide for teachers to deliver lessons tailored to the needs of each child.



**Figure 3.** Therapist for children with special needs



**Figure 4.** Photo of parenting activities

The implementation of inclusive education from an early age, particularly within early childhood education institutions, plays a critical role in shaping future learning experiences for children with special needs. As Jumiatin, Windarsih, and Sumitra (2020) emphasize, when inclusive education is introduced correctly during early childhood, it can significantly contribute to the success of children with special needs in later educational stages. Lesson planning, a key component of effective teaching, functions as a guide for educators in delivering inclusive instruction (Kurniawati et al., 2023). The quality of educational implementation is highly influenced by the teacher's role, as they engage directly with students throughout the learning process (Yunita et al., 2021). Teachers who incorporate active learning strategies—such as observation, questioning, visual aids, and demonstrations—help ensure that children of varying abilities are meaningfully engaged in the classroom (Yusnira, 2015).

Inclusive education is now a foundational concept within global education discourse (Amor et al., 2019). However, numerous challenges persist in its implementation, particularly in developing countries. As Chireshe (2013) and Dakada (2014) argue, successful inclusive education requires systemic preparation, including the development of clear regulations, adequate resources, and teacher readiness.

This study explored the implementation of inclusive education at TK Melati, with a focus on the experiences and perspectives of teachers and parents. The findings indicate that TK Melati demonstrates a strong commitment to inclusive education, reflected in its efforts to foster an equitable and supportive learning environment for all students, regardless of their abilities.

Teachers at TK Melati exhibit a high level of enthusiasm and dedication toward inclusive practices. They actively implement differentiated instruction, provide individualized support, and utilize adapted learning aids to meet diverse student needs. These efforts reflect a growing awareness of the importance of inclusive pedagogy. Nonetheless, the school continues to face challenges, particularly concerning limited resources, insufficient access to professional development, and a shortage of appropriate teaching materials. Teachers recognize these gaps and express a strong need for ongoing training and institutional support to strengthen the implementation of inclusive strategies.

Parental involvement has emerged as a key factor contributing to the success of inclusive education at TK Melati. The school has established effective communication mechanisms, including daily updates and regular consultations, to engage parents in the learning process. Most parents support inclusive education and appreciate the opportunity for their children to learn in a diverse environment. However, some parents—especially those of children with special needs—express concerns about the adequacy of the curriculum and the level of individualized attention their children receive. To address these concerns, TK Melati organizes parenting workshops and training sessions that aim to increase parents' understanding of inclusive practices and build their capacity to support learning at home.

Collaboration between teachers, therapists, and psychologists further enhances the inclusivity of the learning environment. The use of Individualized Education Plans (IEPs) ensures that educational approaches are tailored to each child's specific needs. These IEPs play a vital role in facilitating both academic progress and social-emotional development, aligning educational goals with the individual growth trajectories of children with special needs.

In summary, TK Melati has made considerable progress in implementing inclusive education at the early childhood level. Despite facing practical challenges, the school's strong teacher commitment, active parental involvement, and collaborative support system demonstrate a solid foundation upon which inclusive education can continue to evolve and improve.

#### 4. CONCLUSION

This study concludes that inclusive education at TK Melati has been implemented with considerable success, supported by the collaborative efforts of teachers, parents, and professionals. Key strategies such as differentiated instruction, the use of assistive technologies, and collaboration with therapists and psychologists have proven effective in creating an inclusive and responsive learning environment. These practices highlight how tailored approaches can address the diverse needs of young learners and may serve as a model for other early childhood education institutions. However, several limitations persist, including inadequate resources, classroom segregation, and a shortage of teachers with specialized training in inclusive education. These barriers prevent the full realization of inclusive practices and point to the urgent need for targeted interventions. Professional development opportunities focused on inclusive pedagogies, increased funding for adaptive materials, and structured collaboration among educators, families, and external professionals are critical steps forward.

The study's findings have broader implications for policy and practice in early childhood education, especially in enhancing the quality and accessibility of inclusive programs. However, as a case study, this research is limited in scope and generalizability. Future research should consider comparative studies across multiple institutions or regions to provide a more comprehensive understanding of inclusive education practices. Longitudinal studies may also be valuable in assessing the long-term impact of inclusive strategies on student development. In sum, while TK Melati offers a

promising example of inclusive education, sustained commitment and expanded inquiry are necessary to refine and replicate these practices across similar educational contexts.

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