



The Role Of The School Environment In Early Childhood Language Development

Afifah Febriani¹, Rita Oktavia², Rahmi Dwi Utami², Ardi Satrial³

¹ Universitas Islam Negeri Imam Bonjo Padang, Indonesia

² STAI Yayasan Tarbiyah Islamiyah (YASTIS) Lubuk Bagalung Padang, Indonesia

³ STAI Solok Nan Indah, Indonesia

✉ afifahfebriani31@gmail.com*

Article Information:

Received April 30, 2025

Revised May 17, 2025

Accepted Jun 30, 2025

Keywords: *Early childhood language development, Social interaction*

Abstract

Language development in early childhood is a fundamental aspect that influences children's communication, cognitive, and social abilities. The school environment plays an important role in supporting the language acquisition process through educational interactions, adequate facilities, and interactive learning methods. This research was conducted at Yappega Gantung Ciri Islamic Kindergarten, Solok Regency, which is known for its integration of character-based learning and local wisdom. This study aims to describe the forms of communication and social interactions that influence early childhood language development, as well as to identify the factors that influence it. The method used is field research with a qualitative descriptive approach. Data were obtained through observation, interviews, and documentation with the principal and four teachers using a purposive sampling technique. The results of the study indicate that children's language development is influenced by: (1) the provision of a stimulus-rich learning environment such as a reading corner and interactive media; (2) the implementation of active learning strategies such as role-playing, storytelling, and charades; (3) positive social interactions between teachers and students; (4) strengthening local cultural values through the use of the Minang language in learning activities; and (5) parental support through parenting activities. In addition, internal factors such as children's interests and character, as well as external factors such as media and gender also influence the language development of early childhood.

INTRODUCTION

Early childhood education is a form of education that focuses on laying the foundation for children's holistic growth and development (Kalsum et al., 2023). Education at this stage emphasizes character formation, instilling positive values, and developing children's various fundamental potentials according to their unique characteristics and developmental stages.

How to cite:

Febriani, A., Oktavia, R., Utami, R. D., Satrial, A. (2025). The Role Of The School Environment In Early Childhood Language Development. *Journal of Islamic Early Childhood Education*, 3(1), 21-29.

E-ISSN:

3031-2159

Published by:

STAI Yayasan Tarbiyah Islamiyah (YASTIS) Lubuk Bagalung Padang

As explained by (Atqia et al., 2024), early childhood education has the primary goal of helping children grow and develop optimally according to their age group. One important aspect of early childhood development is language skills. Language mastery forms the foundation for children to interact, think, and understand the world around them.

Knowledge of early childhood language development is crucial for achieving good basic language skills (Arianti et al., 2024). For parents and teachers, understanding children's language development is key to stimulating and guiding their communication skills in a positive direction. By understanding language development theories, educators and parents can provide appropriate support through modeling good language behavior, providing motivation, and fostering developmentally appropriate communication habits. This approach will help children develop language skills naturally and enjoyably.

Language is essentially a vital tool for every individual. Through language, a person can express thoughts, feelings, and ideas (Indriyanti et al., 2024). State that language skills are closely related to a person's social skills. This means that children who can use language well will find it easier to socialize, cooperate, and understand others (Kurnia et al., 2025). Without adequate language skills, children will have difficulty expressing their thoughts and desires. Language is the primary medium for children to express ideas and feelings, and to build social relationships with those around them. Thus, language is not only a means of communication, but also a means of thinking and social interaction.

Language development is also closely linked to children's cognitive and socio-emotional development (Wahyuni & Azizah, 2020). Emphasized that language functions as a means of communication, encompassing both verbal and nonverbal communication (Anggraini et al., 2024). Through language, children can express and actualize themselves, build shared understanding with others, and develop logical thinking skills. Language reflects a child's thought processes, as it is nearly impossible for a person to think without using language. Therefore, developing language skills from an early age is an essential part of a child's overall growth and development.

However, in the realities of everyday life, many people still misunderstand children's language development. Parents often assume that a child who talks a lot is intelligent, without considering the quality or context of the language used. However, language development is not only measured by how much a child speaks, but also by their ability to use language politely, appropriately, and meaningfully. Reminds us that the environment plays a significant role in shaping a child's language skills. If a child grows up in an environment that pays little attention to language etiquette, they tend to imitate impolite language. This occurs because young children have a strong memory and easily imitate what they see and hear without being able to distinguish between what is good and what is not (Gapparova, 2021).

The learning environment also plays a central role in developing children's language skills (Ghavifekr, 2020). Schools, as formal educational institutions, provide a place for children to gain more focused language experiences. A positive and supportive school environment can create a learning atmosphere conducive to the development of children's language skills. Good teaching quality, engaging learning methods, and adequate facilities can strengthen children's language skills. Learning activities based on play, discussion, storytelling, and group interaction can increase children's interest in communication. Through these activities, children learn to express ideas, listen to the opinions of their peers, and use language in real social contexts (Heryani, 2020).

A quality school must provide an environment rich in language stimulation, both verbal and nonverbal. Teachers play a crucial role in fostering positive

interactions with children. Teachers who understand the principles of language development will be able to create enjoyable and communicative learning activities (Gapparova, 2021). For example, by reading stories, introducing new vocabulary through games, and providing opportunities for children to share their experiences. Positive interactions between teachers and children, as well as between peers, are effective ways to enrich children's language skills (Kurniawati et al., 2024).

Furthermore, social interaction in the school environment is an important factor that cannot be ignored (Maghfirah & Masrur, 2025). Through games and group activities, children learn to use language in meaningful contexts. They exchange stories, negotiate game rules, and express opinions. These social activities expand children's vocabulary and improve their ability to understand language structures. Research shows that a supportive social environment can significantly improve children's language skills (Mailani et al., 2022). In other words, the better the social interactions at school, the greater the opportunities for children to develop their language skills.

Language development is the primary means for children to communicate, whether through speech, writing, or other symbols such as gestures and facial expressions (Mohammed & Engler, 2022). Language provides a platform for children to express their emotions and thoughts. Therefore, language development is closely related to the development of a child's cognitive, social, and emotional aspects. Also explains that language is a means of expression that helps children communicate their thoughts and feelings to others. Through verbal language, children learn to express ideas and build shared understanding. This process not only improves children's linguistic abilities but also strengthens their social skills (Nofianti, 2021).

Childhood is often referred to as the golden age, a time when children's development occurs very quickly and rapidly (Prins et al., 2023). During this period, children's basic potential develops optimally if they receive the right stimulation. State that childhood is an ideal time for language development because the child's brain is in a very active growth phase (Putri & Kamali, 2023). During the golden age, physical, motor, intellectual, emotional, social, and language development occur simultaneously. Therefore, this period must be utilized optimally to instill basic habits and abilities, including language skills. If this opportunity is missed, it will be difficult to repeat later.

In the context of early childhood development, the environment plays a crucial role. This includes the family, school, and community (Rafiuddin et al., 2024). These three environments interact to shape a child's personality and abilities. Explain that children require appropriate stimulation from their environment to optimally develop their potential (Riska et al., 2024). The family environment serves as the first place where children learn to speak and interact, while the school environment serves as a place for children to hone these skills in broader social situations. The community environment also contributes to enriching children's language experiences through social interactions outside of school (Rismayanthi, 2013).

Environmental influences on language development can be both positive and negative. If a child grows up in a religious, polite environment that values good communication, the language they use will reflect these values. Conversely, an environment filled with verbal abuse, lack of attention, or minimal communication can hinder a child's language development. Therefore, parents and teachers must work together to create an environment conducive to children's language development. Good environmental support will help children realize their innate potential into concrete abilities, both in language, thinking, and social interaction.

The school environment, as a dominant external factor, needs to be well-designed to stimulate children's language skills. Schools with a vision of developing local character and culture, for example, can integrate elements of local wisdom, such

as regional languages, into learning activities (Rohmadi et al., 2020). The judicious use of local languages in learning can enrich children's vocabulary while instilling cultural values. Thus, language education in schools is oriented not only toward academic ability but also toward the development of children's identity and character.

Based on the above description, it can be concluded that early childhood language development cannot be separated from the role of the environment, especially the school environment. Schools are strategic places to foster children's communication skills through directed, interactive, and enjoyable activities. Therefore, this research is important to explore the role of the school environment in supporting early childhood language development. The results of this study are expected to provide a deeper understanding of the factors influencing language acquisition and provide practical recommendations for teachers and educational institution administrators in creating a learning environment conducive to the development of children's language skills (Rowe, 2022).

METHOD

This study uses a qualitative approach with descriptive methods, which aims to describe in depth how the role of the school environment influences the language development of early childhood. This approach was chosen because it is appropriate for understanding phenomena naturally in the context of children's daily lives at school. The study was conducted at the Yappega Gantung Ciri Islamic Kindergarten in Solok Regency, which was chosen purposively because this school is known to combine character-based learning and local wisdom rich in language activities. The research subjects were early childhood, while the main informants included the principal and four teachers who understood the learning process in the classroom. Data were collected through three main techniques: observation, interviews, and documentation (Engkizar et al., 2021).

Observations were conducted to observe children's learning activities, social interactions, and language behavior in the school environment. In-depth interviews were conducted with the principal and teachers to obtain information on learning strategies, the role of the environment, and factors influencing children's language development. Documentation was used to obtain supporting data in the form of school profiles, photos of activities, and relevant learning documents (Engkizar et al., 2023). Data analysis was conducted interactively and continuously using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. To ensure data validity, source and technique triangulation was used, comparing the results of observations, interviews, and documentation to obtain valid and reliable data. The entire research process was conducted with due regard for research ethics, including obtaining official permission from the school and maintaining the confidentiality of informants' identities.

RESULT AND DISCUSSION

Social Skills on Early Childhood Language Development

Based on the results of interviews with the principal of Yappega Islamic Kindergarten, Mrs. Netti Roswita, S.Pd., and the teacher of group B1, Mrs. Refma Yuliza, S.Pd., on July 20, 2025, it was found that social skills have a close relationship with the language development of early childhood. The principal explained that his role as the leader of the institution is to provide adequate facilities and resources so that teachers can develop children's language skills optimally. These facilities include the provision of educational play equipment, a learning space conducive to communication, and support for activities that encourage children to interact with peers and teachers.

The teacher of group B1 explained that children's social skills develop naturally through play activities. One form of activity observed was block play. In this activity, children like Keisya and Alike collaborated to build a bridge from blocks. The teacher then stimulated conversation by asking questions such as, "What blocks did you use to make this bridge?" This led to rich verbal responses from the children, such as naming long, short, triangular, circular, and conical blocks. This activity not only stimulated language skills through vocabulary expansion but also developed social skills such as cooperation, two-way communication, and the ability to respond to the opinions of peers.

These findings reinforce the view that social skills are an important foundation for language development (Atqia et al., 2024). Children with strong social skills tend to be more active in communicating and able to express their ideas. This aligns with Vygotsky's theory, which emphasizes that language develops through social interaction; children learn language through communication with those around them. In this context, teachers act as facilitators, creating an interactive learning environment and encouraging children to speak. Therefore, it can be concluded that the social skills of children at Yappega Islamic Kindergarten significantly support language development, especially when teachers are able to direct play activities into a forum for communication exploration.

The Role of Social Interaction between Children, Teachers, and Friends in Improving Language Skills

Interviews with the principal and group B3 teacher, Mrs. Erlina Susanti, S.Pd., revealed that social interactions between children, teachers, and peers significantly impact the development of children's language skills. The principal explained that the school implements a "Regional Language Day" policy every Wednesday, where children communicate using Minang or the language of their respective region. This program aims to ensure that children are not only proficient in Indonesian but also understand and use their regional languages effectively. This initiative creates a rich linguistic environment where children can express themselves naturally in a variety of social and cultural contexts.

Meanwhile, the teacher of group B3 provided a concrete example of how social interaction plays a role in language development. In her observations, a child named Arlan was initially reluctant to be left by his parents at school. However, thanks to positive social interaction from his peer, Fadlan, who invited him to play, Arlan was finally willing to separate from his parents and began to interact with the teacher. After that, Arlan even began to speak to the teacher, asking for help in complete sentences: "Mom, help Arlan cut the thread on his hat, because the thread is bothering Arlan, Mom." From this simple conversation, there is evidence of development in expressive abilities, courage to speak, and the use of more complete language structures.

This story demonstrates that social interaction is a natural means for children to practice language (Arianti et al., 2024). Children learn from their social environment, imitating the communication patterns of their peers and teachers, and building their confidence in speaking. Teachers and peers serve as a "zone of proximal development" for children, where social support accelerates their linguistic progress. This finding reinforces Bruner's theory of *language acquisition support system (LASS)* which states that a responsive social environment will accelerate children's language development. Therefore, school policies that encourage positive social interactions and active peer involvement are highly effective in fostering good language skills.

Facilitating Kindergarten Environments and Positive Social Interactions to

Enhance Language Development

The principal of Yappega Islamic Kindergarten, Ms. Netti Roswita, explained that the school strives to create an environment that supports children's social and language skills by providing a variety of resources. This includes providing child-friendly classrooms, picture books, children's songs, and various educational games such as letter cards and other visual media. She believes that an environment rich in language stimulation can motivate children to interact and experiment with words, both verbally and nonverbally.

The teacher, in this case Mrs. Reza Fitriawati, S.Si., also plays a crucial role in fostering positive social interactions in the classroom. One method employed is the letter card game. The teacher encourages children to name words that begin with a specific letter, such as "A." This activity fosters children's enthusiasm for thinking and speaking, expands their vocabulary, and trains their phonological skills. In the process, the children also interact with one another, listen to each other's answers, and learn to wait their turn to speak, all of which are essential social skills.

This facilitation of positive social interactions and environments demonstrates that a well-structured learning environment can accelerate early childhood language development (Kurnia et al., 2025). A communicative and supportive environment allows children to actively participate in learning. Where microenvironments such as schools and classrooms have a direct influence on children's development. Teachers and principals act as mediators between children and their environment, ensuring that every activity provides opportunities for children to speak, listen, and understand language contextually (Indriyanti et al., 2024). Thus, the strategies implemented at Yappega Islamic Kindergarten have shown positive results in improving children's language development through an interactive, communicative, and supportive environment.

Principal and Teacher Strategies in Improving Children's Social Skills and Social Interactions

Based on interviews with the principal and teachers, strategies used to improve children's social skills and interactions in the context of language learning include project-based learning, group discussions, and educational games that emphasize verbal interaction. The principal explained that through project-based learning, children can work together in small groups to complete a task, such as creating a work of art or a simple structure. These activities require communication between group members, which indirectly develops their language skills (Wahyuni & Azizah, 2020).

The teacher also explained the application of play-based learning strategies, one of which was through a letter puzzle game. In this activity, children work together to arrange letters into words. This type of activity not only trains children's cognitive abilities in recognizing letters and words but also builds social skills through interaction, discussion, and cooperation with peers (Anggraini et al., 2024). In addition, the teacher also uses word guessing games and role-playing to increase children's verbal participation. Through role-playing, children can practice language in specific social contexts, such as pretending to be a seller, buyer, or doctor, thereby learning to use appropriate sentences and expressions (Gapparova, 2021).

These strategies are in line with the principles of early childhood learning which emphasize *learning by playing* or learning through play (Wahyuni & Azizah, 2020). Play is not only a recreational activity but also an effective learning medium for developing various aspects of child development, including language and socio-emotional skills. Stated, play provides opportunities for children to assimilate and incorporate new experiences into their cognitive structures. In the context of Yappega Islamic Kindergarten, teachers successfully integrate play and learning as a unit that

mutually supports children's language and social development (Ghavifekr, 2020).

Assessment and Monitoring of Children's Social Skills and Social Interactions

Teachers at Yappega Islamic Kindergarten play a crucial role in assessing and monitoring children's social skills and language development. Based on interviews, teachers conduct assessments through direct observation of children's behavior while playing, learning, and interacting with peers and teachers. Teachers participate in children's activities to authentically understand how children communicate and collaborate with their surroundings (Kurniawati et al., 2024). One form of assessment used is anecdotal notes, which are systematic recordings of significant events that reflect children's progress in language and social skills. Through anecdotal notes, teachers can track each child's individual development. For example, teachers might note how a child begins to use longer sentences, is able to name friends, or begins to initiate playtime. This information is then used to design follow-up activities tailored to the child's needs and potential. Furthermore, teachers use visual documentation, such as photos of activities, to record children's interactions in class. This data helps teachers reflect on the effectiveness of the learning strategies implemented (Heryani, 2020).

This approach aligns with the principles of authentic assessment in early childhood education, where assessment is conducted continuously and based on real-life situations, rather than through formal tests. This allows teachers to obtain a comprehensive picture of a child's social and language development. Through ongoing monitoring, teachers can provide interventions or additional support for children who require special attention, while also recognizing the progress of other children who show significant progress. From the overall research results, it can be concluded that the social skills and social interactions of children at Yappega Islamic Kindergarten are closely related to their language development. Teachers and the principal play an active role in creating a communicative, interactive learning environment that supports children's language development. Play activities, both individual and group, serve as the primary medium for developing speaking, listening, and understanding the social meaning of each conversation (Maghfirah & Masrur, 2025).

Social skills such as cooperation, empathy, and effective communication form the foundation for children to learn language. When children interact positively, they more easily absorb new vocabulary, understand sentence structure, and use language to express thoughts and feelings (Mailani et al., 2022). Meanwhile, social interactions with teachers and peers provide a means for children to practice language in meaningful contexts. The conducive environment of Yappega Islamic Kindergarten, supported by creative learning strategies, and ongoing teacher assessments demonstrate that a holistic approach between social and language skills is key to success in early childhood education. This research reinforces the understanding that language development cannot be separated from social aspects, as language grows and develops within the context of human interaction (Mohammed & Engler, 2022).

CONCLUSION

The school environment plays a crucial role in the language development of early childhood. School is not only a place for children to acquire knowledge, but also the primary platform for them to learn to interact, communicate, and express themselves. Through fun, interactive, and developmentally appropriate learning activities, children's language skills can develop optimally. Teachers play a crucial role in creating a conducive learning environment and providing appropriate language stimulation through activities such as storytelling, role-playing, and singing together.

Furthermore, social interactions between children in the school environment contribute to enriching their vocabulary and understanding of language contexts. Children learn to communicate politely, understand the meaning of words, and build confidence in speaking. A positive and supportive school environment encourages children to actively speak and interact without fear.

However, a child's language development is not solely determined by the school environment; it is also influenced by the family and community. Therefore, collaboration between teachers, parents, and the surrounding community is essential to create a consistent language environment that supports children's development. Therefore, it can be concluded that schools play a significant role in developing early childhood language skills. Good schools focus not only on academic aspects but also create spaces rich in communication, interaction, and social learning. Through the support of a positive school environment, children are expected to grow into individuals who are able to speak fluently, communicate politely, and confidently express their thoughts and feelings.

REFERENCE

- Anggraini, E. S., Boangmanalu, R. A., Naibaho, B., & Yesilistiawati, H. (2024). Pengembangan Kreativitas Guru Dalam Penerapan Seni Kepada Anak Usia Dini Di Tk Madinah Safitri. *Jurnal Intelek Insan Cendikia*, 1(4), 1255–1259.
- Arianti, N. A., Izzah, R. H. N., & Aulia, A. S. D. (2024). Peran Penting Interaksi Sosial Dalam Pemerolehan Bahasa Pertama Pada Anak Usia Dini. *Jurnal PENEROKA: Kajian Ilmu Pendidikan Bahasa Dan Sastra Indonesia*, 4(2), 211–222.
- Atqia, W., Rafli, Z., & Setiadi, S. (2024). Tahapan Perkembangan Bahasa Anak: Dari Pencitraan Kata Hingga Ekspresi Komunikatif. *Bahtera Indonesia; Jurnal Penelitian Bahasa Dan Sastra Indonesia*, 9(2), 830–838.
- Engkizar, E., K, M., Kaputra, S., Arifin, Z., Syafril, S., Anwar, F., & Mutathahirin, M. (2023). Building of Family-based Islamic Character for Children in Tablighi Jamaat Community. *Ta'dib*, 24(2), 299. <https://doi.org/10.31958/jt.v24i2.4847>
- Engkizar, E., Sarianti, Y., Namira, S., Budiman, S., Susanti, H., & Albizar, A. (2021). Five Methods of Quran Memorization in Tahfidz House of Fastabiqul Khairat Indonesia. *International Journal of Islamic Studies Higher Education*, 1(1), 54–67. <https://doi.org/10.24036/insight.v1i1.27>
- Gapparova, A. N. (2021). The effective methods and principles of communicative language teaching. *Academic Research in Educational Sciences*, 2(Special Issue 1), 15–20.
- Ghavifekr, S. (2020). Collaborative Learning: A Key To Enhance Students' social Interaction Skills. *MOJES: Malaysian Online Journal of Educational Sciences*, 8(4), 9–21.
- Heryani, K. H. (2020). Perkembangan Bahasa Anak Usia Dini. *Aktualita: Jurnal Penelitian Sosial Keagamaan*, 10(1), 75–94.
- Indriyanti, L., Setiadi, M. C., Bakti, N. W. S. A., Suriansyah, A., & Cinantya, C. (2024). Pentingnya peran kepala sekolah dan guru dalam meningkatkan prestasi siswa di sekolah dasar. *Journal Educational Research and Development | E-ISSN*, 1(2), 273–283.
- Kalsum, U., Arsy, A., Salsabilah, R., Putri, P. N., & Noviani, D. (2023). Konsep Dasar Pendidikan Anak Usia Dini Dalam Perspektif Islam. *Khirani: Jurnal Pendidikan Anak Usia Dini*, 1(4), 94–113.
- Kurnia, A., Iffah, I., Wahidi, R., Selpiyana, D., & Oviensy, V. (2025). Peran Lingkungan Belajar Dalam Pengembangan Sosial-Emosional Anak Usia Dini: Telaah Sistematis Berbasis Metode Kurikulum Merdeka. *Al-ATHFAL: Jurnal Pendidikan Anak*, 6(1), 24–35.
- Kurniawati, F., Motimona, P. D., & Maryatun, I. B. (2024). Fostering Early Childhood

- Literacy: The Crucial Role of Family Environments. *Indonesian Journal of Educational Research and Review*, 7(3), 720–733. <https://doi.org/10.23887/ijerr.v7i3.67982>
- Maghfirah, N. I., & Masrur, I. (2025). The Environmental Impact on Children's Language Development. *English Language Teaching Journal*, 5(1), 103–107.
- Mailani, O., Nuraeni, I., Syakila, S. A., & Lazuardi, J. (2022). Bahasa sebagai alat komunikasi dalam kehidupan manusia. *Kampret Journal*, 1(2), 1–10.
- Mohammed, P., & Engler, A. (2022). The role of family and family context in the learning process of children. *Vietnam Journal of Education*, 1–9.
- Prins, J., Wilt, F., Santen, S., Veen, C., & Hovinga, D. (2023). The importance of play in natural environments for children's language development: an explorative study in early childhood education. *International Journal of Early Years Education*, 31(2), 450–466. <https://doi.org/10.1080/09669760.2022.2144147>
- Putri, A. B. E., & Kamali, N. A. (2023). Perkembangan berbicara anak usia dini. *Smart Kids: Jurnal Pendidikan Islam Anak Usia Dini*, 5(1), 35–45.
- Rafiuddin, A., El-Yunusi, M. Y. M., & Darmawan, D. (2024). Pengaruh Interaksi Sosial Siswa Dengan Guru, Teman Sekolah dan Lingkungan Keluarga Terhadap Hasil Belajar Siswa MA Miftahut Thullab Sampang. *Jurnal Ilmu Pendidikan Islam*, 22(02), 146–167.
- Riska, R., Azis, A., & Tarman, T. (2024). Pengaruh lingkungan keluarga dan lingkungan sosial terhadap kemampuan berbicara siswa sekolah dasar. *Jurnal Riset Dan Inovasi Pembelajaran*, 4(1), 389–401.
- Rismayanthi, C. (2013). Mengembangkan keterampilan gerak dasar sebagai stimulasi motorik bagi anak taman kanak-kanak melalui aktivitas jasmani. *Jurnal Pendidikan Jasmani Indonesia*, 9(1). <https://doi.org/10.21831/jpji.v9i1.3065>
- Rohmadi, M., Sudaryanto, M., Ulya, C., Akbariski, H., & Putri, U. (2020). Case Study: Exploring Golden Age Students' Ability and Identifying Learning Activities in Kindergarten. *B-SPACE 2019: Proceedings of the First Brawijaya International Conference on Social and Political Sciences, BSPACE*.
- Rowe, M. L. (2022). Environmental influences on early language and literacy development: Social policy and educational implications. In *Advances in child development and behavior* (Vol. 63, pp. 103–127). Elsevier. <https://doi.org/10.1016/bs.acdb.2022.04.001>
- Wahyuni, F., & Azizah, S. M. (2020). Bermain dan belajar pada anak usia dini. *Al-Adabiya: Jurnal Kebudayaan Dan Keagamaan*, 15(01), 159–176. <https://doi.org/10.37680/adabiya.v15i01.257>

Copyright holder :

© Febriani, A., Oktavia, R., Utami, R. D., Satrial, A.

First publication right:

Journal of Iskamic Early Childhood Education

This article is licensed under:

CC-BY-SA