

TEACHERS' PERCEPTION IN TEACHING ENGLISH BY USING JOYFUL LEARNING FOR YOUNG LEARNERS AT PIAUD UMMUL HABIBAH

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Abstract: This study aimed to describe the teachers' perspective in teaching English by using joyful learning for the young learners at PIAUD Ummul Habibah in Klambir 5 Hamparan Perak Deli Serdang Regency, Medan, North Sumatera. This study applied a descriptive qualitative method. The subjects of this study were three teachers at PIAUD Ummul Habibah in Klambir 5 Hamparan Perak Deli Serdang Regency, Medan, North Sumatera. The technique of data collection using interviews and Miles, Huberman, and Saldana's steps in analysing the data. The results showed that the teachers had positive perception and considered that English should be taught by using joyful learning at PIAUD Ummul Habibah since the students were young and needed the playful learning process.

Keywords: Perception, English, joyful learning, young learners

Accepted: 20 June 2024

Approved: 10 July 2024

Published: 30 July 2024



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INTRODUCTION

Teaching English for young learners is very challenging and interesting activity that needs more creativity and fun environment. Moreover, English has a very important role in broadening the horizons of science and technology (Sari, 2019), and it should be taught in early years of learning. Apart from that, English is an international language used to communicate between various countries around the world. For this reason, English needs to be taught from an early age among children (Fatima, Khairunisa, Priatna, and Prihatminingtyas, 2019). Moreover, learning English has a prominent function in many aspects of human life. O'Brien (2006) describes that a lot of people are learning English in the world since English is very necessary for communication globally. In addition, Richards (2015) stated that learning English is essential for the current generation to adapt to global communication, literature, media, and work in the present and future. Obviously, many people study English very seriously and realize that English is important, so many people want to learn it because with English it will be easier to communicate with other people around the world.

Learning English for young learners, or early-age students, requires a different approach compared to learning for older students. Young learners have unique

characteristics, such as high curiosity, limited attention span, and a learning style that tends to be active and interactive. Moreover, there are four characteristics of young learners, that can be embodied in learning that is active, fun, concrete, and uses sensory experiences, which should be considered to optimize vocabulary learning (Donasari, Rofiah dan Qurroti, 2023).

One approach that is increasingly popular in learning English for young learners is joyful learning. Joyful learning is a learning philosophy that emphasizes creating a learning environment that is fun, meaningful, and supports children's holistic development. Using joyful learning, it is hoped can increase children's motivation, involvement, and learning outcomes in learning English. Furthermore, joyful learning is learning that adjusts to students' psychological and cognitive development by offering learning that allows students to express their happiness and joy in the learning process (Wicaksono, 2020) Thus, knowing strategies to implement joyful learning is crucial, as it can help teachers engage students' interests. Here are some concrete strategies for fostering joyful learning in the classroom: 1) make an enjoyable learning environment in the classroom; 2) develop materials with captivating content; 3) implement surprises and novelty in the classroom; 4) tailor the learning experience to the interests of the students; 5) group students at any time. Then, teachers play an important role in designing and implementing effective learning strategies to meet the learning needs of young learners.

Since joyful learning positively impacts the English classroom, especially for early childhood students, it is important to analyze the use of joyful learning in early childhood classrooms that implement different teaching methods and media. One part of joyful learning in teaching English is by using games that it can get the children's attention far away from the use of technology such as gadget all the time. Then, the use of gadget can change the children's behaviors and make them more selfish to their environment (Utami dan Ikhwana, 2022). Moreover, the use gadget can also affect them to be addicted and it can reduce their interaction to other people and become more selfish (Widya, 2020). Furthermore, learning by using games will give the positive impact to cognitive, social and language development (Rozana, 2020). Besides, they give the opportunities to the children to improve their learning with joy ways (Parapat, Lubis, dan Tumiran, 2021). Thus, games are one of the learning tools to form the children's characters positively in social interaction (Widya, Rozana, dan Tasril, 2022).

Therefore, this study would like to describe about teachers' perceptions of the use of joyful learning in teaching English to young learners. Moreover, it is hoped that in-depth insight into effective teaching practices can be gained and can provide recommendations for optimizing English language learning for young learners. The findings from this research can contribute to the development of English language teaching strategies that are more appropriate to children's needs and characteristics.

Moreover, English language learning is classified into two forms of knowledge, namely linguistic knowledge, and non-linguistic knowledge (Hedge, 2008). Learning a foreign language English in Indonesia is an effort made to gain technological expertise in the world and become part of global society (Santoso, 2014). Apart from that, English language learning should be taught from an early age or during childhood. Age is one of the main factors that must be considered in making decisions about what to teach and how to teach (Harmer, 2007). Learners of different ages have different needs,

competencies, and cognitive skills so young children will be better at acquiring and learning foreign languages through games.

Then, learning English is the process of mastering English language skills, both orally and in writing. The goal is to be able to communicate and interact with English speakers in various situations, both in academic, professional, and social contexts. Chelli (2013) states that listening as one of the four English language skills is an initial skill that needs to be achieved before language learners master the other three skills. According to Mianmahaleh and Rahimy (2015), listening is the ability to identify and understand what another person says, which involves understanding the speaker's accent or pronunciation, grammar, and vocabulary, and capturing meaning. Gilakjani and Ahmadi (2011) stated that the first and most common problem in listening is how to understand information that is only heard for a few minutes and then lost. In short, listening is listening to something seriously or putting it in your ears carefully to listen.

Furthermore, speaking skills are productive skills and the process of expressing information, ideas, and thoughts. Hughes and Reed (2016) state that speaking skills are the ability to produce articulate sounds or words to express, state, and convey thoughts, ideas, and feelings. In addition, Brown (1994) stated that several characteristics make speaking difficult. First, fluent speech is phrases, not words for words. Second, speakers can clarify meaning through language redundancy—third, construction, elision, and reduction of vowels. Speaking is the ability to say words to express, and convey thoughts, ideas, and feelings.

Besides, reading is a very complex process and there are difficulties in learning this skill. According to Grellet (1986), reading skill is understanding written text which means extracting the necessary information from it as efficiently as possible. In addition, reading is more than just knowing a lot of words. In short, reading is an interactive and thoughtful process of transferring printed letters into meaning to communicate certain messages between the writer and the reader.

Then, writing includes several elements, such as content, grammar, vocabulary, unity, and coherence, and it is quite different from speaking in one very important way because the text must carry all the meaning. After all, the writer is never there to explain. Hyland (2003) states that writing skills are the most difficult skills to master. First, writing must be learned unlike speaking, which is acquired in other languages as part of children's normal development. Second, there is the audience factor. Third, because linguistics is difficult. Fourth, the problem concerns how to organize and order our ideas acceptably. Writing involves more than just producing words and sentences, but being able to make writing and being able to write that is connected.

Then, joy refers to an emotion evoked by well-being, and joy means experiencing delight or happiness caused by something pleasing or gratifying. Moreover, joyful learning in the context of education refers to the positive intellectual and emotional state of the learner(s) (Udvari-Solner and Kluth, 2007). This state or experience is achieved when an individual or group is inferring pleasure and a sense of satisfaction from the process of literacy. Characteristics of joyous literacy include being largely engaged in the task or experience while having a sense of wonder and curiosity.

Furthermore, joyful learning can be defined as a fun learning process, that motivates and enriches the learning experience for students. Joyful learning is a learning process with strong cohesion between educators and students without feeling pressured

(Akmaliyah, 2013). In other words, enjoyable learning, or what is known as fun learning, is learning that involves various aspects and tastes. Feelings of joy, happiness, and comfort from teachers and students in the teaching and learning process characterize this learning. Fun learning means appropriate and interesting learning. If students are directly involved in learning the subject, they always enjoy learning. Furthermore, the joyful learning method positively impacts the students, and they also give their positive perceptions of implementing joyful learning (Maming, Patahuddin, Nasrullah, Sianna, and Arsyad, 2023).

Then, there are steps in implementing joyful learning that in the preparation stage, the teacher motivates in the form of words and songs which can make students come out of a state of stress and become interested in learning. Then, in the delivery stage, the teacher delivers learning material that is linked to real things that students can encounter in everyday life and is linked to what students already know and remember. Moreover, in the practice stage, students must think, speak, and do, which creates learning, not what the teacher thinks, says, and does. At this stage, it can be done by having students re-practice a skill (even if it did not work at first), get immediate feedback, and practice again. At last, in the closing stage, the teacher and students conclude the lessons learned. They close the lesson with words and songs that are fun for the students. If facilities and time permits, teachers can also play songs or films at the end of the lesson as a means of refreshing students.

Then joyful learning means enjoyable learning is carried out in a positive, warm, and supportive atmosphere, and students feel enthusiastic and actively involved in learning activities. Moreover, it is motivating that learning is designed to arouse students' curiosity and interest, and students are motivated to learn the material and achieve learning goals. Besides, it is an enriching experience that learning offers opportunities for students to explore, be creative, and build understanding, and students gain meaningful learning experiences that have a positive impact on their development.

Furthermore, there are several types of joyful learning that can be applied in the learning process, including:

1. Project-Based Learning:

- a) Students engage in exciting projects that allow them to apply knowledge and skills.
- b) Projects are designed to answer questions or solve problems that are relevant to real life.
- c) Students can work together, be creative, and develop problem-solving

abilities.

2. Game-based learning

- a) Learning is done through games, both digital and non-digital.
- b) Games are designed to convey concepts, develop skills, and motivate students.
- c) Students can learn while having fun and developing cognitive, social, and emotional abilities.

3. Experience-based learning

- a) Students engage in hands-on activities, exploration, and hands-on experiences.

- b) Learning is student-centered and encourages them to construct knowledge through reflection and application.
- c) Students can develop deep understanding and practical skills.
- 4. Inquiry-Based Learning
 - a) Students are encouraged to ask questions, conduct investigations, and find their answers.
 - b) Learning focuses on critical thinking processes and problem-solving.
 - c) Students can develop curiosity, inquiry skills, and thinking abilities.
- 5. Collaborative learning
 - a) Students work together in groups to achieve common learning goals.
 - b) Learning encourages interaction, communication, and sharing of ideas.
 - c) Students can develop social skills, empathy, and cooperation abilities.

The application of these types of joyful learning can create a fun learning environment, motivating and enriching students' learning experiences. In joyful learning, the learning environment created encourages students to be actively involved, seek challenges, and develop their potential optimally. This approach aims to facilitate learning that is fun, meaningful and has a positive impact on student growth and development.

Activity and game-based learning is an effective strategy in increasing students' motivation and involvement in learning English. The following is a further explanation of this approach:

1. Activity Based Learning:

- a) Interactive and interesting learning activities can help students learn more happily.
- b) These activities include various types of tasks, such as group discussions, presentations, projects, and so on.
- c) These activities encourage students to use English actively and meaningfully.
- d) Students can learn while interacting, collaborating, and solving problems together.
- e) Activities that are relevant to students' real lives will increase their interest and involvement.

2. Game-Based Learning:

- a) English games can create a fun learning atmosphere and motivate students.
- b) Various types of games, such as role-playing games, puzzles, and competitive games, can be integrated into learning.
- c) Games allow students to practice English skills in a relaxed and fun atmosphere.
- d) Through games, students can develop language skills, problem solving and cooperation.
- e) Games can also help reduce anxiety and create a more relaxed learning environment.

Benefits of Activity and Game-Based Learning:

- a) Increase student motivation and involvement in English learning.
- b) Create a pleasant learning atmosphere and reduce stress or anxiety.
- c) Encourage active and meaningful use of English in relevant contexts.
- d) Develop communication, collaboration, and problem-solving skills.
- e) Allows students to learn with different learning styles.

f) Improve retention and understanding of English concepts.

By implementing activity and game-based learning, teachers can create a learning environment that is more interactive, interesting, and effective in helping students master English. Young learners, in the educational context, refer to students who are at an early age or elementary school age, usually between 3-11 years. Scott & Ytreberg (2004) divided young learners into two main groups: 5-7, and 8-10 years old. Moreover, young learners can be classified based on age characteristics that they are children who are at an early stage of development, from preschool age to elementary school age, and they are experiencing rapid physical, cognitive, social, emotional and language development. Then, the second classification is based on learning needs they have unique learning needs, different from older students, they need a more concrete, interactive, and fun learning approach, and learning must be adapted to children's developmental stages and learning styles. The third is based on motivation and interest that they generally have high curiosity and enthusiasm for learning, they are motivated by learning experiences that involve play, exploration, and engaging activities, and learning must be able to maintain children's attention and interest. The last one is the teacher's Role teachers who work with young learners must understand the characteristics and learning needs of children, they act as facilitators who create a safe learning environment, and fun and support children's development, and they use learning strategies and methods that are appropriate to the child's developmental stage.

Moreover, Scott & Ytreberg (2004) describe that young learners have some learning characteristics which are different from one stage to another stage. At the age of 5-7, they can talk about what they are doing, tell you what they have done or heard, plan activities, argue for something and tell you why they think what they think, use logical reasoning, use their vivid imagination, use a wide range of intonation patterns in their native language, and understand the communication.

Meanwhile at the age of 8-10, their basic concepts are formed. They have very decided views of the world, tell the difference between fact and fiction, ask questions all the time, rely on the spoken word as well as the physical world to convey and understand meaning, be able to make some decisions about their own learning, have definite views about what they like and dislike, advance sense of fairness about what happens in the classroom and begin to question the schoolteacher's opinions, and be suitable to work with others and learn from others. Understanding the characteristics and learning needs of young learners is very important for teachers and educators so they can design and implement effective learning and support children's optimal development. In teaching English to young learners, there are several effective learning methods, including:

1. Game-Based Learning:

- a) Using games, both digital and non-digital, to convey English concepts.
- b) Games can include vocabulary games, grammar games, listening games, and others.

c) Games allow children to learn while having fun and increase their engagement.

2. Story-Based Learning:

- a) Using stories, picture books, or fairy tales as English learning media.
- b) Children can learn vocabulary, sentence structure, and other aspects of language through repetition and interaction with stories.

- c) Story-based learning can improve children's understanding, imagination, and language skills.
- 3. Multisensory Learning:
 - a) Involves the use of various senses in learning, such as seeing, hearing, and feeling.
 - b) Children can learn English through hands-on activities, movements, songs, and various visual media.
 - c) A multisensory approach helps children construct understanding and retain information better.
- 4. Project-Based Learning:
 - a) Children engage in interesting projects involving the use of English.
 - b) Projects may include creating posters, presentations, or crafts that integrate English language skills.
 - c) Project-based learning enhances children's creativity, collaboration, and communication skills.
- 5. Collaborative Learning (Collaborative Learning):
 - a) Children work together in small groups to complete English tasks.
 - b) Collaborative learning encourages interaction, sharing ideas, and helping each other in the use of English.
 - c) This method improves children's social skills, empathy, and sense of responsibility.

Applying English learning methods that are fun, interactive, and appropriate to children's developmental stages can help young learners to be more enthusiastic, motivated, and successful in learning English.

METHOD

This study used descriptive qualitative that describes the phenomenon being investigated (Creswell, 2012). The subjects of this study were three teachers at PIAUD Ummul Habibah, and the interviews were conducted in data collection. Moreover, the items of interviews were about the duration and the frequency of teaching at school, the importance of teaching English for young learners, the methods, the material, and the media of teaching English in the class, the importance of joyful learning in the class, the skills of English learning by using joyful learning, and the reasons of the importance of teaching English for young learners, using the method of teaching English in the class, giving the material of teaching English in the class, and using joyful learning in teaching English. Then the steps from Miles, Huberman, and Saldana (2014) were applied to data analysis consisting of data condensation, data display and data verification.

RESULT AND DISCUSSION

The data were taken from interviews with three teachers at PIAUD Ummul Habibah and can be described as follows:

1. Duration of teaching at school

All respondents had different length of teaching that respondent 1 had been teaching for 9 years, respondent 2 had been teaching for 9 years, and respondent 3 had been teaching for 5 years. The data could be seen as the following figure:

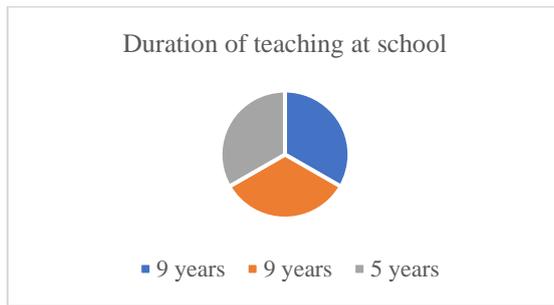


Figure 1

2. The frequency of teaching in a week

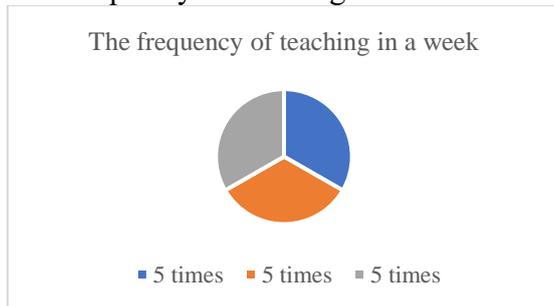


Figure 2

Figure 2 showed that all respondents taught five times a week at school.

3. The importance of teaching English for young learners

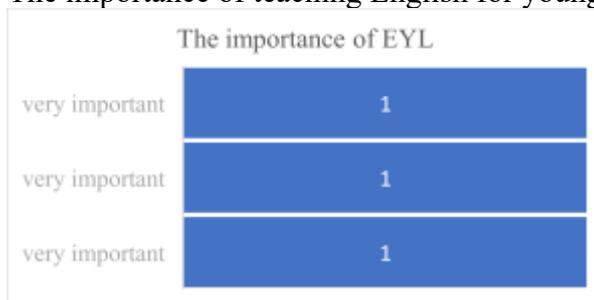


Figure 3

Figure 3 indicated that all respondents answered teaching English for young learners was very important.

4. The reasons of the importance of teaching English for young learners

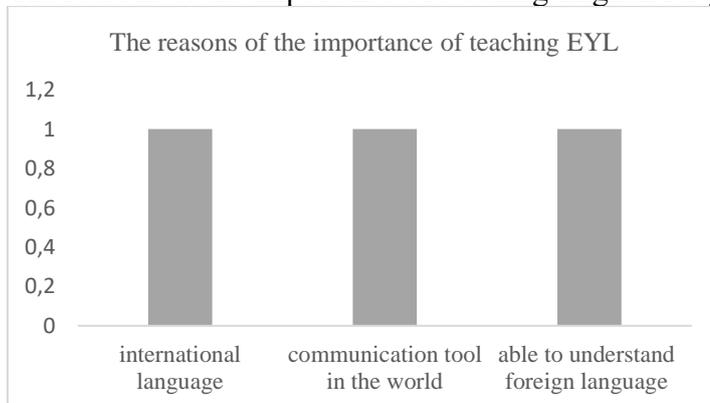


Figure 4

Figure 4 described the reasons of teaching English for young learners that it was very important since it was international language, as communication tool in the world and to be able to understand the foreign language.

5. The method of teaching English in the class

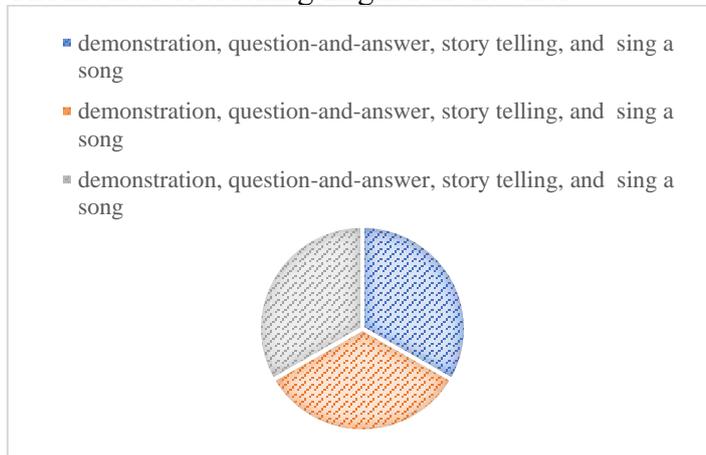


Figure 5

Figure 5 showed that all respondents applied demonstration, question-and-answer, storytelling, and sing a song as the method of teaching English for young learners.

6. The reasons of using the method of teaching English in the class

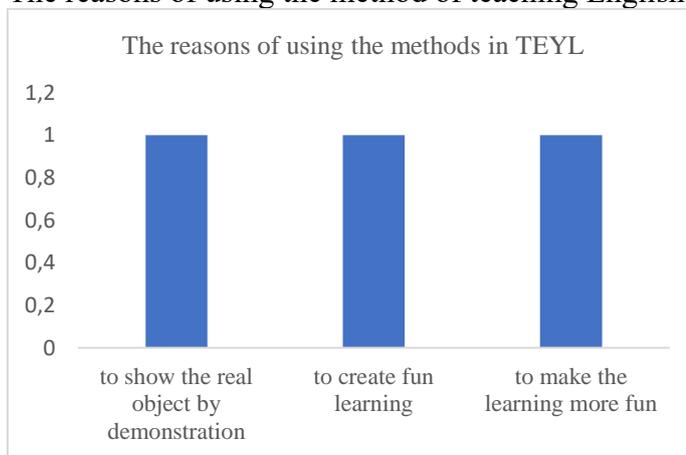


Figure 6

Figure 6 described the reasons of using the methods in teaching English for young learners were to show the real object by demonstration, to create fun learning, and to make the learning more fun.

7. The material of teaching English in the class

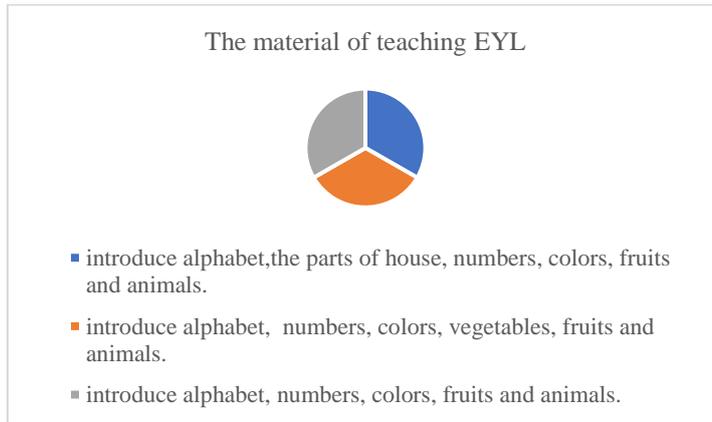


Figure 7

Figure 7 indicated that all respondents taught nouns for young learners such as introduced alphabet, parts of the house, numbers, colours, fruits, vegetables and animals.

8. The reasons of giving the material of teaching English in the class

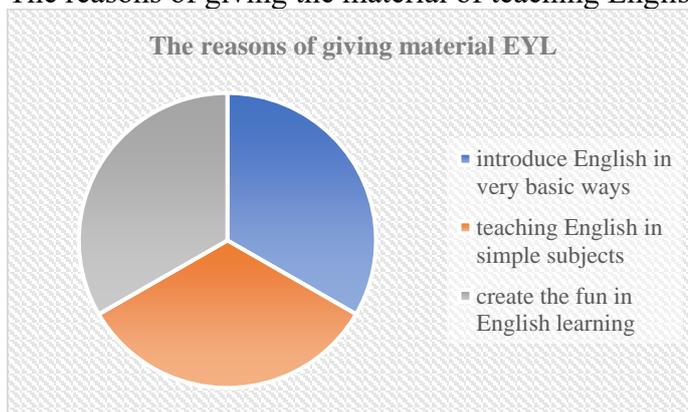


Figure 8

Figure 8 showed that the reasons of giving the material of teaching English for young learners were to introduce English in very basic ways, teach English in simple subjects and create the fun in English learning.

9. The media of teaching English in the class

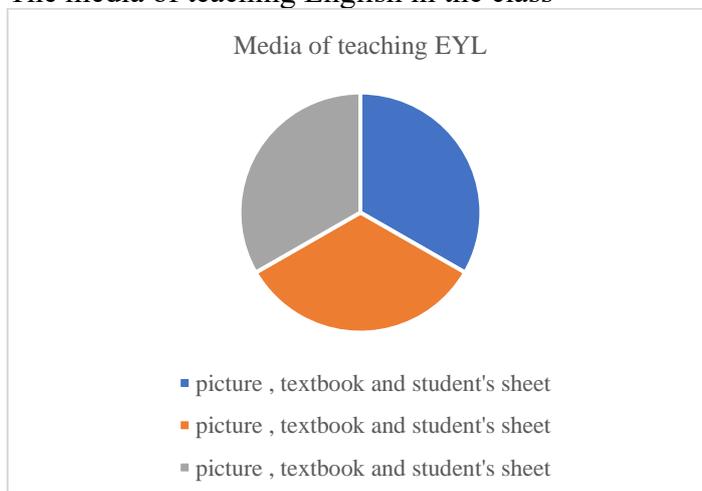


Figure 9

Figure 9 showed that all respondents used the media of teaching English in the class such as picture, textbook, and student's sheet.

10. The importance of joyful learning in the class

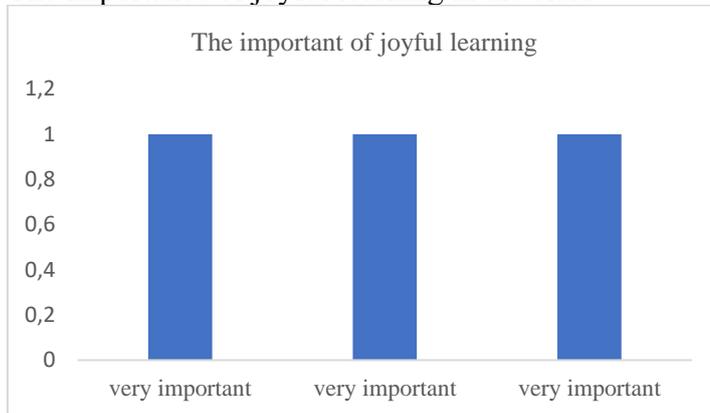


Figure 10

Figure 10 indicated that all respondents answered teaching English by using joyful learning for young learners was very important.

11. The reason of using joyful learning in teaching English

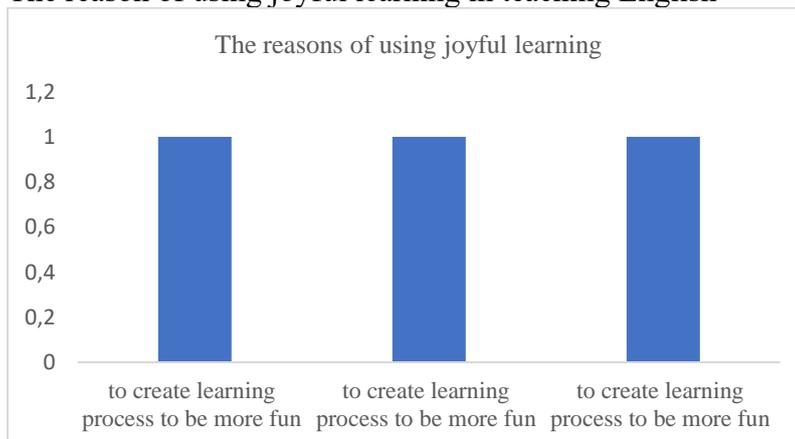


Figure 11

Figure 11 showed that all respondents answered the reason of giving the material of teaching English by using joyful learning for young learners was to create the learning process to be more fun.

12. The skills of English learning by using joyful learning

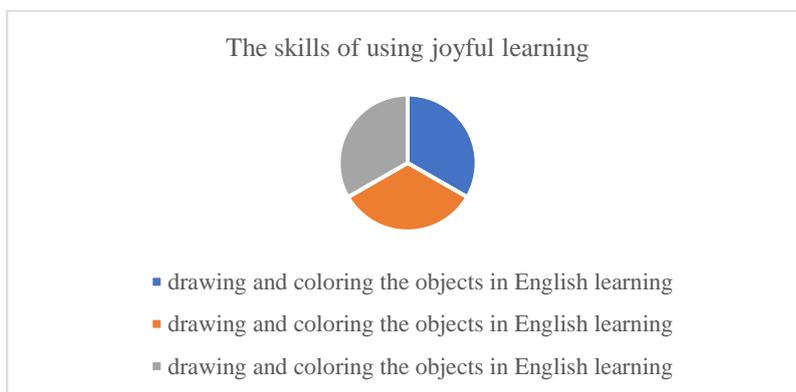


Figure 12

Figure 12 described that all respondents answered the students could improve their skills by using joyful learning such drawing and colouring the objects in English learning.

After analysing the data, it could be found out that the teachers have positive perception in teaching English for young learners by using joyful learning since it could create the learning process to be more fun and enjoyable. Moreover, they also agree that learning English as foreign language is very important since it is a tool for communication internationally in the world.

Moreover, learning English for early childhood students is a challenge for teachers. Children have unique characteristics and are different from adults, so teachers must be able to adapt appropriate learning methods. One approach that is often used is joyful learning, which is learning that is fun and prioritizes the aspect of student excitement. According to the study, teachers generally have a positive perception of the use of joyful learning in teaching English to early childhood students.

Furthermore, they feel that joyful learning is effective in increasing students' interest, motivation and engagement in the learning process. Children tend to be more enthusiastic and active when learning is designed to be fun. Teachers consider that joyful learning is in accordance with the characteristics and needs of early childhood students who still like to play and need a carefree atmosphere. Then, they also agree that the use of joyful learning can improve students' learning outcomes, both in terms of mastery of the material and overall English language skills. Although their perceptions are generally positive, there are some challenges faced in implementing joyful learning, such as the availability of resources, longer preparation time, and their ability to design fun activities.

CONCLUSION

Teaching English for young learners becomes very important since learning foreign or second language should be acquired from early years or in golden age. Furthermore, a way to increase in learning English for young learners is joyful learning since it is a learning which emphasizes creating a learning environment that is fun, meaningful, and supports children's holistic development. Using joyful learning, it is hoped can increase children's motivation, involvement, and learning outcomes in learning English. Moreover, the teachers consider positively that teaching English for young learners needs creativity and fun learning environment so that the students enjoy and have

fun when they are learning English at school. It is suggested to the teachers to improve their comprehension and implementation of joyful learning in teaching English for young learners, and it is hoped that the result of this study will improve and give the contribution to English learning for young learners in the future.

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Proceeding Article

- Fatima, W.Q., Khairunisa, L., Priatna, D.C., and B. Prihatminingtyas. (2019). Pembelajaran Bahasa Inggris Melalui Media Game Pada Panti Asuhan Al Maun di Desa Ngajum, *Seminar Nasional Sistem Informasi*, September, p. 1728
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