


A Literature Review on the Management of Facilities and Infrastructure in Kindergartens

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Article Info	ABSTRACT
<p>Keywords: Literature review, Facilities and infrastructure management, Early childhood education, Inventory management, Kindergarten</p>	<p>The management of facilities and infrastructure in kindergartens or Taman Kanak-kanak (TK) plays a crucial role in supporting effective learning processes for early childhood. This article aims to present a literature review of several studies discussing the practices of facilities and infrastructure management in kindergartens. Data sources were obtained from ten scientific articles published between 2020 - 2025 and were analyzed using a qualitative approach. The review results indicate that the main aspects of facilities and infrastructure management include planning, procurement, recording, utilization, maintenance, disposal, and supervision. Discrepancies were found in implementation, particularly in inventory documentation and asset disposal procedures. Many institutions still rely on community involvement without standardized systems. These findings highlight the need for collaboration among stakeholders and proper documentation to support optimal management. This study is expected to contribute to improving the quality of early childhood education (ECE) services through better governance of facilities and infrastructure.</p>
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INTRODUCTION

Early Childhood Education (ECE) is a crucial initial stage of education as it serves as the main foundation for a child's development. At this stage, children undergo rapid growth and development, both physically and mentally. Therefore, ECE aims to provide educational stimulation that supports children's readiness to continue to the next level of education. The Government of Indonesia has recognized the importance of ECE as part of the national education system, which can be implemented through formal, non-formal, and informal pathways. In its implementation, ECE institutions play a significant role in creating enjoyable learning environments that are appropriate to children's developmental stages. The success of ECE cannot be separated from the quality of educators, the availability of facilities and infrastructure, as well as policy support from various stakeholders (Wasis, 2022).

Facilities and infrastructure play a vital role in supporting the smooth implementation of the learning process in educational institutions, including ECE. Facilities refer to everything directly used in the learning process, such as learning media, stationery, and teaching aids, while infrastructure includes supporting facilities such as buildings, classrooms, and libraries.

The availability of adequate facilities and infrastructure serves as an important indicator in creating a conducive and effective learning environment. An imbalance in their management and utilization can hinder children's learning processes, which should ideally be enjoyable and meaningful. Therefore, educational institutions require careful planning as well as sustainable maintenance to ensure that these facilities can be utilized optimally (Afriansyah, 2019).

The availability of adequate facilities and infrastructure greatly supports the smooth implementation of the teaching and learning process in ECE. However, conditions in the field show that not all ECE institutions have sufficient facilities and infrastructure. Many schools still lack appropriate play equipment, standard-compliant classrooms, and even proper toilets (Wahyuni, 2021). In addition, the main problems often encountered include budget constraints, educators' lack of understanding regarding the standards of facilities and infrastructure, as well as the absence of an orderly management system. These conditions certainly affect the quality of learning and the comfort of children in participating in school activities (Samsinar *et al.*, 2023)

In practice, the management of facilities and infrastructure in kindergartens includes the stages of needs planning, procurement in accordance with regulations, organization by the principal, and sustainable maintenance. Sandi and Fauzi (2023) emphasizes that systematic and procedure-based management can support the creation of effective, enjoyable learning that is aligned with the characteristics of early childhood.

Furthermore, the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014, Article 32, emphasizes that every ECE unit, such as kindergartens/Taman Kanak-kanak (TK), Raudhatul Athfal (RA), and Bustanul Athfal (BA), is required to meet the standards of facilities and infrastructure. These include a minimum land area of 300 m², a safe and healthy activity room for children with a minimum area of 3 m² per child, as well as sanitation facilities such as handwashing stations. In addition, institutions must also provide a teachers' room, a principal's office, and a school health unit equipped with first aid kits as a form of preparedness in providing initial medical assistance (Kementrian Pendidikan Nasional RI, 2014). Other required infrastructure includes clean toilets with easy access for children, as well as additional rooms tailored to the developmental needs of the students. In terms of facilities, ECE institutions must provide educational play equipment in accordance with the Indonesian National Standard for both indoor and outdoor use. These play materials must meet safety and health requirements. In addition, cleanliness management is also an inseparable part, with the provision of covered trash bins that are cleaned regularly every day to ensure a clean and healthy learning environment.

A study by Sahroni et al. (Sahroni, Latifah and Muti, 2023) at TK Ananda, Sukabumi City, showed that the management of facilities and infrastructure was carried out through seven stages: planning, procurement, inventory, storage, maintenance, disposal, and supervision. Planning involved various stakeholders such as teachers, staff, and parents, while procurement was funded through School Operational Assistance and parental contributions. Although the available facilities had met the standards, the inventory process was not yet optimal because it had not been carried out systematically. In addition, maintenance was conducted independently by teachers without a specific schedule, and

disposal was done when facilities were deemed unfit for use. Supervision was carried out collaboratively by teachers, staff, and parents. The findings of this study emphasize that the success of facilities and infrastructure management does not only depend on the availability of funds but also on the active participation of all school elements, as well as the importance of orderly and structured management systems to support the quality of ECE services. However, according to a study conducted by Wahyuni (Wahyuni, 2021), revealed that conditions in the field show that not all ECE institutions manage their facilities and infrastructure optimally. Some institutions were found to lack inventory documents, did not carry out written needs planning, and had no regular maintenance schedules.

This study aims to examine how the management of facilities and infrastructure is implemented in kindergartens, particularly through a literature review approach. By reviewing various previous studies, it is expected to provide an overview of the ideal implementation of facilities and infrastructure management, the challenges encountered in the field, and the strategies that can be applied to enhance management effectiveness. Therefore, this study seeks to provide a synthesis of these diverse studies so that it can serve as a basis for developing a more systematic management of facilities and infrastructure in ECE settings.

METHODS

This study employs a literature review approach. The literature review was conducted by examining various sources, both primary and secondary. These sources were then categorized according to the research problems or research framework that had been established (Darmalaksana, 2020). This study discusses and examines the findings of various articles related to the management of facilities and infrastructure in kindergartens. Data were collected by reading, noting, and categorizing information obtained from the sources. The articles used consist of journal publications from the last five years, namely from 2020 to 2025, with the literature search focusing on the keyword "Kindergarten Facilities and Infrastructure Management." A total of 10 articles relevant to the research topic were obtained through Google Scholar (see Table 1). The collected data were then analyzed. This procedure allows replication by other researchers who may use similar sources and analytical techniques.

RESULTS AND DISCUSSION

Result

The planning of facilities and infrastructure is an initial process aimed at systematically identifying the needs of learning facilities in accordance with the number of students and the types of learning activities. The planning of these needs is carried out through various approaches, ranging from teacher discussions and needs analysis to work meetings. In addition, planning may also be conducted through work meetings involving the principal and teachers, taking into account the environmental conditions as well as the learning needs (Sugi Rahayu, Khosiah and Atikah, 2022). For example, at TK Ananda (Sahroni, Latifah and Muti, 2023) and TK Al Amin (Sandi and Fauzi, 2023), a participatory approach is implemented by involving teachers and parents on a regular basis, once every two years. Meanwhile, TK

Khalifah Aceh 2 (Hasliadi and Juwita, 2024) menonjol karena melaksanakan analisis kebutuhan melalui rapat kerja guru yang didukung dengan pertimbangan spesifikasi dan daya tahan alat. Menurut stands out for conducting needs analysis through teacher work meetings supported by considerations of equipment specifications and durability. According to Manik and Ramadhani (Manik and Ramadhani, 2024) fulfilling the minimum standards of facilities and infrastructure is intended to enhance children’s learning abilities by focusing on the provision of adequate infrastructure so that the learning process can take place effectively. However, TK PKK Dewi Sartika (Anggraini and Lestari, 2022) faced challenges due to the absence of a well-documented long-term planning system. The majority of institutions agree that planning should be adjusted to the number of students and the evolving learning needs.

Procurement

Procurement is the process of acquiring learning materials or facilities in accordance with the established planning, whether through purchase, grants, or donations. The funding sources for the procurement of facilities and infrastructure include Operational Assistance for Early Childhood Education, School Operational Assistance, foundation support, and parental contributions. For instance, at TK Al Fatah (Sari *et al.*, 2025) and TK Pelangi Anak Negeri (Binsa, 2021) has carried out procurement based on the principal’s decision or the urgency of the institution’s needs. However, at TK Al Amin (Sandi and Fauzi, 2023) implements a requisition form system to outline the needs prior to procurement. Meanwhile, TKIT Maulana Yusuf (Nabila, Farihin and Yuliana, 2023) prioritizes functional procurement, namely providing only the facilities that meet the functional needs of the classroom. Meanwhile, TK Khalifah Aceh 2 (Hasliadi and Juwita, 2024) stands out because procurement is carried out transparently, taking into account equipment specifications and durability. However, a common challenge lies in budget constraints, which prevent full optimization of the implementation.

Inventory Recording

Inventory is the process of recording, documenting, and classifying all institutional property systematically for the purposes of supervision, accountability, and replanning. Inventory practices vary the most across institutions. Some institutions, such as RA Rahmah El Yunusiyah (Wahyuni, 2021) and TKIT Maulana Yusuf (Nabila, Farihin and Yuliana, 2023) has already implemented fairly neat and regular recording. Items are documented by type and source, equipped with item codes, and inspected periodically. Meanwhile, TK Ananda (Sahroni, Latifah and Muti, 2023) does not yet have a complete recording system—there are no item codes, and the documentation is still done manually. TK PKK Dewi Sartika (Anggraini and Lestari, 2022) does not even have a specific inventory book, making the supervision of facilities and infrastructure less than optimal.

Table 1. Articles on Facilities and Infrastructure Management in Kindergartens

No	Author	Title	Year	Journal Name
1.	Sri Intan Wahyuni	Manajemen Sarana Prasarana di RA Rahmah El Yunusiyah Padang Panjang	2021	Jurnal Pendidikan Islam Anak Usia Dini

No	Author	Title	Year	Journal Name
2.	Syafiatun Nabila, Ahmad Farihin, dan Yuliana	Manajemen Sarana dan Prasarana di TKIT Maulana Yusuf	2023	Journal of Islamic Education Management
3.	Dewi Anggraini, Dyah Ayu Lestari	Manajemen Sarana dan Prasarana Pendidikan Di TK PKK Dewi Sartika Jabung Malang	2022	Indonesian Journal of Islamic Golden Age Education (IJIGAE)
4.	Rani Puspita Sari, Erni Munastiwi	Manajemen Sarana dan Prasarana di TK Al Fatah	2025	Indonesian Journal of Early Childhood: Jurnal Dunia Anak Usia Dini
5.	Unci Hidayah Binsa	Manajemen Sarana Prasarana Pendidikan Anak Usia Dini Di Tk Pelangi Anak Negri Yogyakarta	2021	JURNAL CARE Children Advisory Research and Education
6.	Dadang Sahroni, Aeni Latifah, Irma Muti	Manajemen Sarana Dan Prasarana Di Tk Ananda Kota Sukabumi	2023	Jurnal EI-Audi
7.	Sri Mulyani Manik & Rizki Ramadhan	Analisis Pengelolaan Sarana dan Prasarana PAUD di Kecamatan Pergetteng-Getteng Sengkut Kab. Pakpak Bharat	2024	Jurnal Pendidikan Tambusai)
8.	Nabila Hasliadi, Rani Puspa Juwita	Analisis Manajemen Sarana dan Prasarana di Taman Kanak-kanak	2024	Aulad : Journal on Early Childhood
9.	Qalka Sandi, Hairul Fauzi	Manajemen Sarana Dan Prasarana Dalam Meningkatkan Mutu Pembelajaran Taman Kanak-Kanak.	2023	DZURRIYAT: Jurnal Pendidikan Islam Anak Usia Dini
10.	Tiya Sugi Rahayu, Siti Khosiah, Cucu Atikah	Implementasi Manajemen Sarana Prasarana dalam Menunjang Mutu Pembelajaran di TK Insan Cita 1 Pandeglang-Banten	2022	Jurnal Amal Pendidikan

Utilization

Utilization refers to the optimal, efficient, and functional use of facilities and infrastructure to support an effective teaching and learning process. Facilities and infrastructure are generally used to support center-based or thematic learning activities.

Some institutions, such as TK Khalifah Aceh 2 (Hasliadi and Juwita, 2024) demonstrate the optimization of space and tools by grouping them according to type and function. Meanwhile, TK Pelangi Anak Negeri (Binsa, 2021) maximizes the use of facilities both inside and outside the classroom. However, TK PKK Dewi Sartika (Anggraini and Lestari, 2022) has to conduct learning in shifts due to limited space and learning media. Problems such as land constraints and damaged facilities hinder the optimal utilization of learning facilities, forcing children to study in inadequate classrooms (Manik and Ramadhani, 2024). Some schools also use learning facilities as part of accreditation and documentation activities.

Maintenance

Maintenance refers to efforts to preserve the physical condition and functionality of facilities and infrastructure so that they remain usable, through routine care and necessary repairs. Maintenance is carried out in two patterns: daily and periodic. For example, TK Al Fatah (Sari *et al.*, 2025) implements periodic reporting to the principal, while TK Khalifah Aceh 2 (Hasliadi and Juwita, 2024) schedules maintenance based on the results of needs evaluations. However, TK Ananda (Sahroni, Latifah and Muti, 2023) only conducts annual maintenance in the form of wall repainting. Most institutions rely on communal work involving teachers and parents because they do not have designated maintenance staff. The absence of schedules or Standard Operating Procedure (SOP) for maintenance leads to significant variations in standards across institutions.

Disposal

Disposal is an administrative process of removing damaged or unfit items from the inventory list so that they do not burden the institution's asset management system. Asset disposal is generally carried out when items are no longer usable, yet administrative procedures remain weak in most institutions. At TK Al Fatah (Sari *et al.*, 2025) and TK Al Amin (Sandi and Fauzi, 2023) damaged items are reported for disposal, while TKIT Maulana Yusuf (Nabila, Farihin and Yuliana, 2023) carries out administrative disposal in accordance with established procedures. However, TK PKK Dewi Sartika (Anggraini and Lestari, 2022) tidak memiliki sistem penghapusan yang sistematis dan memerlukan pengajuan ke dinas yang belum berjalan efektif. Hal ini berdampak pada penumpukan barang rusak yang seharusnya sudah dikeluarkan dari daftar inventaris does not have a systematic disposal system and requires submission to the local education office, a process that has not been effectively implemented. This condition results in the accumulation of damaged items that should have already been removed from the inventory list.

Discussion

The results of the analysis of nine scientific articles examining the management of facilities and infrastructure in kindergartens are presented in the form of a critical literature review, focusing on the main objectives of management aspects, namely: planning, procurement, recording/inventory, utilization, maintenance, disposal, and supervision.

Planning carried out collaboratively between teachers, principals, and parents, as seen in TK Ananda (Sahroni, Latifah and Muti, 2023) and TK PKK Dewi Sartika (Anggraini and Lestari, 2022), is consistent with the findings of Suban and Ilham (Suban and Ilham, 2023) who emphasize the importance of stakeholder participation in planning educational facilities.

However, unsustainable and poorly documented planning, such as that observed at TK Al Amin (Sandi and Fauzi, 2023) indicates that the formal role of the school committee has not been fully optimized. According to Sari (Sari, 2019) facilities planning should be data-driven and oriented toward long-term needs, rather than merely responding to emerging shortages.

Procurement based on Operational Assistance for Early Childhood Education and School Operational Assistance, has become the primary solution in most ECE institutions. However, budget constraints have prevented schools such as TK PKK Dewi Sartika (Anggraini and Lestari, 2022) from meeting the minimum standards stipulated in Permendikbud No. 137 of 2014. This reveals a gap between national policy and local implementation capacity. A study by Marie (Marie, 2021) highlights that strict administrative procedures in procurement often pose challenges, particularly for schools with less established management systems.

Inventory practices show significant variation. Some institutions, such as TKIT Maulana Yusuf (Nabila, Farihin and Yuliana, 2023) and RA Rahmah El Yunusiyah (Wahyuni, 2021) have implemented systematic recording through inventory books. In contrast, other institutions, such as TK Ananda and TK PKK Dewi Sartika, lack a comprehensive recording system and have not yet designated item codes or documented the sources of facilities.

Several institutions demonstrate efficient utilization of resources through the grouping of teaching aids and the rotation of classroom use (Binsa, 2021). This aligns with the principle of efficiency articulated by Sari (Sari, 2019) who argued that ECE institutions must be able to manage facilities functionally, even with limited assets. However, conditions at TK PKK Dewi Sartika (Anggraini and Lestari, 2022) where classes are still conducted in shifts due to limited space, highlight the need for more concrete policy interventions.

The aspect of disposal is often not carried out in accordance with administrative procedures, such as reporting to the education office, even though such procedures are crucial for ensuring institutional asset accountability (Suwignyo, 2022). Di sisi lain, pengawasan yang efektif ditemukan pada lembaga yang melibatkan partisipasi aktif orang tua, sebagaimana diuraikan oleh On the other hand, effective supervision has been observed in institutions involving active parental participation. As noted by Neneng et al. (Neneng *et al.*, 2024) , community involvement can provide significant support in policy development, program enhancement, and quality improvement, as well as strengthening the relationship between educational institutions and the surrounding community in the management of ECE quality.

This review provides an important contribution to understanding the variations in the implementation of ECE facility and infrastructure management in Indonesia, particularly in the context of nonformal institutions and small schools in regional areas. Unlike previous studies, which focused more on formal schools or urban settings, this article presents a cross-institutional comparison that illustrates the diversity of practices and real challenges. By highlighting often-overlooked aspects such as disposal and inventory, this article is expected to serve as a foundation for policymaking and the development of facility management models that are more inclusive and adaptive to local conditions.

CONCLUSION

Based on the analysis of nine scientific articles, it can be concluded that the management of facilities and infrastructure in kindergartens is strongly influenced by local contexts, managerial capacity, and support from policymakers. Each aspect of management—from planning to supervision—shows variations in implementation that reflect a gap between the ideal concepts and the realities in the field. The main findings indicate that most institutions do not yet have proper inventory and disposal systems, and remain heavily dependent on community participation for maintenance and evaluation activities. The originality of this study lies in its integrated approach to kindergartens, with a focus on actual practices in the field, showing that the success of facilities and infrastructure management depends not only on the availability of funds but also on effective, collaborative, and context-based management systems. This makes an important contribution to the development of ECE management studies in Indonesia. Based on the discussion, several recommendations can be offered for future improvement. For school principals, it is expected that greater attention will be given to planning and managing facilities and infrastructure more comprehensively. It would be more effective if all needs were properly documented and if teachers and school committees were involved in decision-making, ensuring that provisions truly match the needs of children. For policymakers, such as local education offices and regional governments, closer attention is needed in the form of direct assistance and budgetary support. Many early childhood institutions still face shortages, particularly in terms of maintaining or replacing damaged facilities. For teachers, it is hoped that they will be more creative in utilizing the available tools and facilities. If there are damages or shortages, they should be reported immediately so that appropriate follow-up actions can be taken. In addition, caring for the tools and facilities used is also crucial to ensure their durability and long-term use. Finally, for future researchers, it is recommended to continue this study by exploring in greater depth the actual conditions in the field. Further research may also examine the relationship between the availability of facilities and children's development, or propose a suitable management model for early childhood institutions in specific regional contexts.

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