

Analysis of the Creative Process of Elementary School Teachers in Tuban Regency in Creating Dance Choreography

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Abstract: This study is about the creative process of elementary school teachers in Tuban Regency in creating dance choreography. The purpose of this study is to determine the creative process of teachers in creating dance choreography that is in accordance with the characteristics of elementary school children. The research methodology used in this study is a qualitative descriptive analysis approach that describes the data accurately, with data collection techniques, namely: interviews, observations, and documentation. The results of this study teachers can create dance choreography by applying elements that must be prepared in the concept of creating dance works, namely movement, dance music, costume makeup and properties.

Keywords: Creative Process, Elementary School Children, Dance Choreography

PRELIMINARY

The development of science, art, and technology requires a person to be more competitive in order to develop themselves, meaning that a person must be more creative. Through education, a person can develop their potential according to their talents, in order to become a quality human being. An effort to become better is by learning. The learning process can be achieved through education. Education has several components that complement each other. One component in education is the teacher. Quality and creative education cannot be separated from the intervention of a teacher who is tasked with developing every potential in students. However, a teacher must be able to develop and improve the quality of their own potential first. A teacher cannot provide knowledge without mastering it (Annafia, 2016).

The quality of a teacher can be improved through the process of creativity. The creativity possessed by a teacher determines the quality of learning carried out. Teachers must be able to compete in order to develop their potential to become quality teachers with high learning creativity. Creative learning requires teachers to be able to stimulate students to bring out creativity, both in the context of creative thinking and in the context

of creative doing something. Creativity in thinking is an imaginative but rational ability (Supriatna, 2019). Elementary school level is an institution that organizes education to form the basis for the next level of education, so competent and professional teachers are needed. Teacher competence and professionalism are needed to be able to instill basic values as the foundation of students' future lives. Teacher creativity can be seen in the learning process. Fun, active, and creative learning is the obligation of every teacher as an educator (Undang-undang, 2003).

One of the learning materials that is very potential in developing teacher creativity is Art. Art education is the most effective in increasing creativity, besides that art education is a means of affective education in the framework of accommodating children's emotions and expressions. There are two kinds of art education concepts, namely the first concept of art in education, meaning as an enculturation process (a process of acculturation carried out by efforts to inherit or instill values from the older generation to the next generation). Thus, the art approach in education is an effort by educators to develop and preserve various types of existing arts to students (Sutini, 2018).

One of the branches of art that is the subject of this research is Dance. The important thing in teaching dance is the teacher's creativity process in creating the choreography. According to Pamungkas, choreographic aesthetics are used as a means of creative expression for children which is used to foster and develop creativity in children (Pamungkas, 2015).

Children's Creative Dance is an interesting subject in the context of arts education, especially at the Elementary School (SD) level. Children's development at this age includes a critical phase in the development of creativity and self-expression, which makes dance an effective tool in expressing their ideas and feelings. However, the right learning approach is needed to facilitate this creative process, considering the unique characteristics of children and their different learning needs (Multidisciplinary et al., 2024). Understanding this opinion, it can be said that students' creativity in the learning process is highly dependent on the creativity of teachers in developing learning materials and creating a conducive learning environment (Fitriyani et al., 2021). However, in reality, in elementary schools, dance learning is not fully provided. The lack of dance learning provided is due to the lack of development of teacher creativity in dance. In fact, dance learning can be used as a development of creativity for teachers and students

through the creation of dance movements. There are several factors that influence the lack of creativity development, namely internal factors such as lack of knowledge in creating dance, motivation in developing oneself and other factors such as lack of facilities and infrastructure in schools and teacher education that does not come from art education graduates.

The problems encountered by researchers in several districts and cities in East Java Province in several dance competitions, researchers found stories of complaints from teachers in participating in new dance work competitions for elementary school children, with a lack of ability to create new dance works because they do not master the knowledge of how to create. One of them is at the National Student Art Competition Festival which is held every year from Elementary School to High School level. This is a big problem for teachers who are not graduates of the School of Arts and do not have the skills to create a dance work of art. One of the areas, namely Tuban Regency, took a quick stance on the complaints of elementary school teachers submitted to the K3S forum to get follow-up. The results of the discussion were submitted to the relevant Agency to get good follow-up to improve teacher creativity in creating dance. The follow-up taken by the Tuban Regency Education Office is to hold a dance work workshop for Elementary School Teachers in the Tuban Regency area. The purpose of this study is to determine the process of teacher creativity in art learning in creating dance choreography from the workshop held by the Tuban Regency Education Office. By holding a workshop, it can provide benefits to elementary school teachers to have knowledge and practice in creating a dance work especially for elementary school children.

METHOD

This study applies a qualitative approach and the type of research used is descriptive qualitative research. Descriptive research is a research method used to develop theories that are built through data obtained from the field (Yanti et al., 2020). The researcher chose a descriptive qualitative approach with the aim of providing a factual picture of the situation related to the elementary school children's dance choreography process carried out by teachers as participants in the dance workshop. The stages carried out by the resource person began with providing basic theories of knowledge and creation to deepen knowledge about dance. The next stage is the practice of creating dance works

by first creating a concept to realize the next stage, namely: movement, costume make-up, properties and dance music. Furthermore, in the final stage, an evaluation is carried out to determine the success of the workshop that was carried out. These stages are clarified by the opinion of Rusandi & Rusli (in Fikri & Rukiyati 2022) descriptive qualitative research is a type of research that will produce a picture of data related to the words, writings, or behavior of a person that is observed and cannot be obtained through quantitative measurements.

Data sources were obtained from the implementation of dance workshops and literature relevant to the research topic. The research technique used is observation, interview and documentation guidelines. These guidelines help researchers to obtain accurate data. Researchers are directly involved in workshop activities as resource persons. Interviews were conducted with the Head of the Education Office, K3S and teachers involved in the dance workshop. Interviews were conducted to obtain information related to the research topic. Documentation in the form of data collection for the validity, transparency and reproducibility of research results.

RESULTS

The results obtained in this study are data documentation in the form of a description of the script during the assignment to create a concept and dance work created as material for analyzing the creative process of teachers in creating dance works. The assignment given is for participants to create dance choreography. With the division of the total number of participants divided into 2 groups totaling 40 people. In the dance work workshop process, participants not only create movements but also supporting elements in a dance work, namely: dance music, property design and costumes. A complete dance work has a harmonious harmony between the concept, movement, make-up and costumes, dance music, properties and all supporting elements of the dance presented in the dance work, so that it has integrity. So that teachers no longer have difficulty in creating dance choreography for their students. Choreography is used as an understanding of a dance arrangement that can be analyzed from the aspects of content, form, and technique; both for group dances and solo dances (solo dance).



Picture 1. Group 1

Figure 1 is the result of dance creativity created by group 1 with a game theme entitled Teplekan, the ideas chosen are based on traditional games. Using Javanese gamelan dance music with a duration of 6 minutes. The properties used are gedebog (banana stems), formed into masks and pletekan. The synopsis of the Teplekan dance is a form of regional game that is usually played in villages using debog (banana stems) which can be made into masks and ceplekan which if the sliced part is rubbed with the hand will make a loud sound because of the pile of stems that are cut on the right and left sides. With the vocal sound of the singer and the dynamics of the music can increase the enthusiasm of the dancers.



Figure 2. Group 2

Group 2 created the dance work "Daud Pari" with the theme of community tradition. The tradition carried out is *wiwit tandur* which is carried out by children as a form of their devotion to their parents by helping to plant rice seeds in the rice fields in Bancar District, Tuban Regency. The property used is a rice pole to strengthen the symbol of farmers. The synopsis of the "Daud Pari" Dance is that the Bancar community depends on agriculture for its livelihood. This affects the daily lives of children who are used to playing in the rice fields. There is a tradition that is eagerly awaited by the children and residents of the village, namely the *wiwit tandur* tradition. *Wiwitan* comes from the word *wiwit* in Javanese which means to start. While *tandur* means to plant. So *wiwit tandur* means to start planting. Planting in question is spreading rice seeds in the rice fields that are ready to be planted. *Wiwit Tandur* is carried out at the beginning of the rainy season. This activity is not only carried out by parents. Many children are enthusiastic about helping their parents with the *Daud Pari* activity. They actively help collect rice seeds and then tie them. Occasionally, children play with mud in the rice fields with their friends. Children also help carry rice seeds, then play with their carrying sticks while dancing happily. Based on the results of interviews obtained from workshop participants, this dance creation workshop has provided a new color impact in practicing dance art creativity, especially for children. The novelty in question is in the aspect of working on floor patterns in group dances, how to transform ideas/concepts into forms of movement, adjusting the variety of movements with dance music, and how to determine movements that are in accordance with the character of elementary school children. Both works created by participants are dances intended for elementary school children, so they are adjusted to the characteristics of elementary school children who still like to play, imitate and manipulate. The character of the child greatly influences the dance that will be created by the teacher, so that it is in accordance with the child's age. Children are still children with their world, so teachers are asked to create a dance concept that is in accordance with the characteristics of children.

DISCUSSION

The development of science, art and technology becomes one of the driving tools for education to be able to follow it, so that it can be implemented well according to the development of the times. The school as a place of devotion is the frame of the teacher's

struggle in the nobility of intellect to pass on divine values and transform the multinorm of worldly and ukhrawi security to students in order to become human beings with noble character, intelligent, creative, and independent, useful for the development of the nation and the country in the future (Mustakim, 2017). Teachers in education must also be able to compete in order to be better by developing themselves as creative individuals. The main task and role of the teacher is to teach, but teaching is not just lecturing and standing in front of the class. Teachers should apply all their abilities in using creative learning methods and strategies in communicating teaching material. The use of creative methods and strategies will make students more interested in learning.

In Primary School education that requires the role of the teacher to be optimal, teachers are required to always develop their abilities and upgrade the development and innovation of science in the world of education. Elementary age children (6-12 years old) are referred to as children's time (middle childhood). At this time is called the age of maturity for children to learn. This is because children want to master new skills given by teachers at school (Sabani, 2019). Children's development can run optimally when their development takes place in accordance with the stages or phases and tasks of their development properly. Children aged 6 - 12 years old are included in the Primary School age group. In this age group, the development process experienced by an individual will take place very quickly (Syahriani & Santoso, 2024)

The optimization of children's development is influenced by qualified and creative teachers, as is the case with an opinion that states that developing students' creativity requires supporting things or conditions, namely creative teachers that include creative learning (creative teaching) (Fitriyani et al., 2021). The creativity of students in the learning process is highly dependent on the creativity of teachers in developing learning materials and creating a conducive learning environment. So it can be concluded that the teacher's role is very important in the scope of education. In general, the teacher's creativity has the main function of helping to complete the work quickly and efficiently. As for the importance of teacher creativity in learning, among others: (1) Teacher creativity is useful in the transfer of more complete information, (2) Teacher creativity is useful in stimulating students to think more scientifically in observing societal or natural phenomena that are the object of study in learning, (3) Teacher creativity products will stimulate student creativity (Oktaviani, 2014).

One of the learning activities that requires creativity for both teachers and students is Dance. Dance is the body movement of the dancer. The body movements that are performed have meaning or significance expressed by the human soul. Body movements that are completely a dance do not only function as entertainment or a means of performance, but a dance can function as an educational medium. Educational media through dance can be used as a development of creativity, both for teachers and students. Dance in its activities pays attention to the development of the dancer itself, both in terms of cognitive, affective and psychomotor.

In elementary schools, learning art, especially dance, teachers are required to be as creative as possible in creating movement. Movement is the main element of a dance. The dance movement material learned in elementary schools is still very simple according to their age. One of the goals of dance in elementary schools is to help the growth and development of students (Harini & Purwatiningsih, 2021). Through the dance movements that are learned, students are trained to be able to move according to the characteristics of their physical development and growth.

The creative process in question is the teacher's ability to create a dance work. Dance works in their choreography can be interpreted as a basis for the creator's thinking in expressing ideas. Talking about the basic elements of choreography cannot actually be separated from the unity of the elements of movement-space-time (energy-space-time) (Hadi, 2014). Thus, a dance work can be created that is in accordance with the creator's soul. And efforts to realize it require several elements. Such as, Movement is a means of realizing or realizing an idea of thought in visual form. And form as a complement to the beauty created by arranging it into a beautiful unity (Syafina, 2020). In creating a work, creativity is required so that the work that is born is of quality. The quality in question is a work of art that is creative, innovative and has never been realized before and can be accepted by the community. Art is the result of human work created by feelings and ideas that contain values of beauty (aesthetics) and are integrated into the daily lives of humans themselves and in community life (Silalahi, 2018). Creative dance is created from the support of dance teachers who can understand dance learning for educational purposes. The implementation of the dance work workshop for elementary school teachers in Tuban Regency was held on April 29-May 3, 2024 at the Tuban Regency Education Office with a total of 40 participants. The attached schedule is as follows:

JADWAL KEGIATAN
 WORKSHOP KARYA TARI JENJANG SEKOLAH DASAR
 DINAS PENDIDIKAN KABUPATEN TUBAN
 TAHUN 2024

NO	HARI, TANGGAL	WAKTU	ACARA	MATERI	PIC	KET
1	SENIN, 29 APRIL 2024	07.00-08.00 08.00-08.30 08.30-09.30 09.30-09.45 09.45-12.00 12.00-13.00 13.00-15.00	- Registrasi - Pembukaan - P5 - Break - Workshop hari ke 1 - Ishoma - Workshop hari ke 1	- - Ruang lingkup P5 - Pengertian karya Tari/ Iringan dilanjutkan tugas karya 1 dan 2. - Lanjutan tugas karya 1 dan 2.	Panitia Panitia Kasmulik, M. Pd/ Panitia Panitia - Wahyudi, M.Sn - Ayu Titis Rukmana Sari, M.Sn Panitia - Wahyudi, M.Sn - Ayu Titis Rukmana Sari, M.Sn	
2	SELASA, 30 APRIL 2024	07.30-12.00 12.00-13.00 13.00-15.00	- Workshop hari ke 2 - Ishoma - Workshop hari ke 2	Lanjutan tugas karya 1 dan 2. - Lanjutan tugas karya 1 dan 2.	- Wahyudi, M.Sn - Ayu Titis Rukmana Sari, M.Sn Panitia - Wahyudi, M.Sn - Ayu Titis Rukmana Sari, M.Sn	
3	KAMIS, 2 MEI 2024	07.30-12.00 12.00-13.00 13.00-15.00	- Workshop hari ke 3 - Ishoma - Workshop hari ke 3	Lanjutan tugas karya 1 dan 2. - Lanjutan tugas karya 1 dan 2.	- Wahyudi, M.Sn - Ayu Titis Rukmana Sari, M.Sn Panitia - Wahyudi, M.Sn - Ayu Titis Rukmana Sari, M.Sn	
4	JUMAT, 3 MEI 2024	07.30-09.30 10.00-10.30 10.30-11.00	- Workshop hari ke 4 - -Penutupan	Lanjutan tugas karya 1 dan 2. - Penyajian karya 1 dan 2. -	- Wahyudi, M.Sn - Ayu Titis Rukmana Sari, M.Sn Panitia Panitia	

Figure 3. Activity Schedule

The purpose of the workshop is to provide solutions to the problems that arise. The hope of this activity is to bring benefits so that teachers no longer have difficulties in the process of creating dance works. This workshop activity began by providing theoretical knowledge as a scientific basis to participants about dance and dance music with two speakers who have expertise in creating dance and dance music. After participants understand the basic theory of creation, it is continued with practical assignments by being divided into 2 groups, each group creates dance and one creates dance music. With assistance from the 2 speakers.



Figure 4. Dance Choreography Process

In the process of creating dance works, it begins with providing body exercises to prepare, recognize the body so that it is ready and mature in moving and provide ease in exploring movement. The main purpose of body exercises is as a dance mediator to prepare the body as a tool, so that the body is ready to carry out dance movement activities, and at the same time make the body a good material for expression. Body exercises are the most important thing in dance learning as an effort to improve the quality of dance movements (Sugianti, 2019). As according to Setianingsih, the body movements that are used as media start from head to toe. These body movements must be trained routinely through regular body exercises, so that the resulting movements can be in accordance with the dance that will be performed. The body exercise program should be designed to build body strength, develop physical flexibility, and can change body shape, burn fat, tighten muscles, and appear beautiful and attractive (Setianingsih, 2014).

With the maturity of body techniques, it is easier for teachers to be ready to explore movements and perform movements to provide to their students. In the creation of dance works, the methods that must be taken to carry out the creative process include: a) The theme has been determined; b) Understanding the big theme; c) Critical thinking; d) The creative process of the body; and e) Growing imagination. Creating methods in the design process includes: a) Analyzing the process; b) Formation of the work; c) Performance of the work; and d) Evaluation of the performance (Silalahi, 2018). As Silalahi said in this dance work workshop, after determining the theme and understanding the big theme, it is continued with the exploration of movement in accordance with the ideas or ideas of each group. Group 1 with ideas that come from traditional games in exploring movement adjusts to the form of the game chosen by using banana leaf stem properties. Group 2 with ideas that come from the traditions of local farming communities is related to the relationship between children in the activity, so that the teacher adjusts to the observation of the activities carried out by the children so that the process can be carried out to the stage of movement exploration. The use of supporting properties as one of the growth of imaginative ideas in the development of works so that the dance work is more interesting and the ideas of the choreographer can be conveyed to the audience.



Figure 5. The Process of Creating Dance Music

In the process of creating dance music, the resource person asked participants to choose the musical instruments used to adjust to the concept of the dance work in each group. The function of music in dance is as an aspect to emphasize the atmosphere, emphasize the meaning of the movement and provide aesthetic stimulation to the dancer in harmony with the expression of the soul according to the meaning of the work being performed (Sarifah & Indriyanto, 2018). So that the music created is the soul of the dance work. After the dance movements and music have been created, it is continued with consultation on the design of the costume make-up. The function of dance clothing is to support the theme or content of the dance, and to clarify the roles in a dance presentation. Dance clothing does not require good materials, let alone expensive (Sarifah & Indriyanto, 2018). The make-up and clothing in elementary school children's dance works, in addition to adjusting to the concept of the dance, must also be adjusted to the characteristics of the child. The characteristics of elementary school children are first playing, second enjoying activities, third enjoying working in groups, fourth enjoying demonstrating or doing something independently (Syahriani & Santoso, 2024). The last stage is an evaluation to assess the teacher's creative ability in understanding the creation of elementary school children's dance works that have been given by the resource person both from the scientific theory of dance choreography creation and in practice. The evaluation in this dance work workshop is that the teacher has understood the results of the work created by each group. In accordance with several opinions, evaluation is a tool or procedure used to find out and measure something in an atmosphere with

predetermined methods and rules (Muryadi, 2017). The word evaluation (assessment) is a program that is usually carried out at a certain time or at a certain stage by comparing the real situation with the expected situation in the program (Kantun, 2017).

CONCLUSION

Conclusions based on the research results obtained after the dance creation workshop, teachers can exercise creativity through the creation of dance works by understanding the initial stages that must be done by looking for ideas/concepts first to determine the concept that produces the theme. Furthermore, teachers can go to the search stage, namely: movement, dance music, costume and properties. From the 2 groups that produced 2 new dance works, the workshop was said to be successful and the teacher can be said to be a creative teacher. The creativity possessed by teachers can make the learning process interesting so as to stimulate students' interest in learning seriously.

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