

## The Influence of Marching Practice Extracurricular Activities on Shaping Discipline in Kindergarten B Students at TK Kartika IX - 43

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### ABSTRACT

This study aims to identify the influence of Marching Practice extracurricular activities on shaping discipline among early childhood students, specifically Group B children at TK Kartika IX – 43. The background of this research stems from the issue of low discipline among kindergarten-aged children, as shown by behaviors such as lack of compliance with rules, disorganization in daily activities, and difficulty following teachers' instructions. This research employs a quantitative approach with a quasi-experimental design using the one-group pretest-posttest type. The sample consists of 30 children aged 5–6 years, randomly selected from a homogeneous population. The research instrument is an observation sheet covering six indicators of discipline: rule compliance, ability to follow instructions, orderliness, self-control, responsibility, and punctuality. Data were collected through observations conducted before and after the Marching Practice activities, which were carried out in a structured manner over four weeks. Data analysis using a paired t-test revealed a significant increase in children's discipline scores after participating in the Marching Practice activities. The statistical analysis results, with a significance value ( $p < 0.05$ ), indicate that Marching Practice activities have a positive and significant effect on improving children's discipline. Therefore, Marching Practice is proven to be effective as a means of developing discipline character in early childhood within the context of early childhood education (PAUD).

**Keywords:** Marching Practice, Discipline, Early Childhood, Extracurricular, Character Education.



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### 1. INTRODUCTION

Early Childhood Education (ECE is an educational level intended for children from birth to six years of age, aimed at optimizing their physical, cognitive, social, and emotional development (Kemdikbud, 2023). PAUD not only focuses on academic aspects but also emphasizes character building, including the development of discipline. At this age range, children are in a crucial developmental phase, during which they begin to learn about rules, responsibilities, and the importance of structure in daily life (Purwanti & Haerudin, 2024). Therefore, early childhood education plays a strategic role in instilling values of discipline that form the foundation of a child's future personality.

Discipline is an essential aspect of character development in early childhood. It not only reflects compliance with rules but also contributes to building positive habits that support children's social and emotional development (Purwanti & Haerudin, 2024). Children who develop a sense of discipline from an early age tend to be better at self-regulation, valuing time, and understanding the consequences of their actions (Ulfadhilah, 2024). Hence, instilling discipline early becomes a central focus in kindergarten education.

One effective method to instill discipline in children is through extracurricular activities. These activities provide a learning space outside the formal curriculum that not only enhances specific skills but also contributes to character development. In kindergarten settings, extracurricular activities include art, sports, and social skill development. One activity proven to foster discipline is Marching Practice (Latihan Baris-Berbaris, or Marching Practice). Marching Practice teaches children to follow instructions carefully, move in a structured manner, and work in teams (Mualifa, 2021). Children are trained to march, walk in formation, and respond to commands from instructors. This activity not only develops gross motor coordination but also instills values such as obedience, responsibility, and cooperation (Pangestu, 2022).

However, challenges are present in its implementation. Common issues include low compliance with rules, difficulty following instructions, lack of orderliness, weak self-control, and poor time management in task completion. The success of MARCHING PRACTICE in building discipline is also influenced by several factors, such as the teaching approach used by teachers, parental support at home, and children's enthusiasm

for the activity (Winarti, 2021; Lestari, 2022). Some children may feel bored with repetitive activities, so innovation is needed to keep the activities fun and engaging.

Research shows that active and consistent participation in structured extracurricular activities can significantly increase discipline levels. Hasanah (2023) found that children who regularly participate in extracurricular programs exhibit more disciplined behavior than those who do not. This is because such activities provide learning experiences about the importance of rules, time management, and teamwork.

The Marching Practice program is designed to instill discipline in Group B children. It introduces the importance of rules and order while providing real-life experiences that demand patience, perseverance, and cooperation. Through Marching Practice, children are trained to listen carefully, carry out instructions promptly, and maintain order throughout the activity (Suryana, 2020). Nonetheless, implementing this program also faces obstacles, including inconsistent child participation. Therefore, innovative teaching methods and support from teachers and educators are essential for the program to be effective (Lubis & Pasaribu, 2024).

Various studies further support that activities combining movement and coordination, such as Marching Practice, positively impact children's self-control development. Sriani et al. (2022) stated that children involved in structured motor activities show better rule-following abilities than those who are not. Thus, Marching Practice can be considered an effective strategy for developing discipline in early childhood.

With this theoretical and practical foundation, the Marching Practice program at TK Kartika IX – 43 is expected to be a solution for shaping the discipline of Group B kindergarten children. Its benefits are not only seen in the short term—through improved order and obedience in school settings—but also in the long term as a foundation of the child's character. Therefore, further research is needed to comprehensively evaluate the impact of Marching Practice activities and to develop strategies that enhance the program's effectiveness.

Marching Practice extracurricular activities hold great potential in shaping the discipline of early childhood learners. Structured implementation, supported by the active involvement of teachers, parents, and child-friendly approaches, can make this activity an effective tool for character education at TK Kartika IX – 43. The main focus of this research is to examine the influence of Marching Practice activities on children's discipline and to identify the supporting factors that contribute to the success of its implementation.

## **2. DISCUSSION**

### **2.1 The Concept of Discipline in Early Childhood**

Discipline is an essential aspect of character development in early childhood. It is not merely about obedience to rules but a learning process that instills order and self-control (Pramono & Risnawati, 2023). In this process, children learn to understand social norms and boundaries in their lives.

Gunawan (2017) explains that discipline helps children develop self-control from an early age. Similarly, Gilbert (2003) defines discipline as an educational process to develop orderliness and behavioral control. Harita et al. (2022) add that discipline results from continuous learning and practice at home and school. Meanwhile, Ridwan (2023) defines discipline as an adult's effort to provide guidance and encouragement so that children can grow as socially developed individuals.

A child's discipline is influenced by internal factors such as age, temperament, and cognitive development level, as well as external factors including parenting style, family environment, school setting, and peer interaction. Consistent enforcement of rules, appropriate use of rewards and punishments, and the child's understanding of regulations are critical in shaping disciplined behavior (Lukitasari, 2017).

To foster discipline optimally, there must be synergy between family and school roles. At home, parents must consistently model appropriate behavior and establish age-appropriate rules. In school, teachers can promote discipline through positive routines such as arriving on time, maintaining cleanliness, and behaving orderly in social interactions. Desyanty (2024) emphasizes the importance of teacher role-modeling and consistency as key factors in nurturing children's discipline.

### **2.2 Indicators of Discipline in Children Aged 5–6 Years**

Discipline in children aged 5–6 reflects their readiness to enter primary education. At this stage, children are expected to understand and obey rules, control their emotions, and demonstrate responsibility for simple tasks. Sugiyono (2013) identified 18 early childhood discipline indicators, including punctuality, wearing neat uniforms, following play rules, tidying up toys, not disturbing peers, and listening to teachers' instructions.

According to Astuti and Nurhasanah (2021), these indicators remain relevant today. Discipline is not only about rule compliance but also about awareness of behavioral consequences in social and learning contexts. A disciplined child shows consistent behavior, such as completing tasks, following schedules, and respecting others' rights.

Rosyidah and Sari (2022) highlight the importance of teachers and a supportive learning environment in shaping discipline. Additional indicators in thematic learning include the ability to follow schedules, maintain cleanliness, and take responsibility for personal belongings. Fitriani (2023) states that a character-

based approach must integrate moral values such as honesty, obedience, and empathy. Here are the six discipline indicators according to Sugiyono (2013):

- a. Rule compliance: following teacher and parent rules, obeying classroom guidelines, and respecting boundaries.
- b. Ability to follow instructions: listening to commands, completing tasks correctly, and responding appropriately.
- c. Orderliness in activities: returning items, lining up properly, and maintaining cleanliness.
- d. Self and emotional control: staying calm, being patient, and avoiding aggression.
- e. Responsibility: completing tasks without reminders, organizing learning tools, and caring for personal and shared belongings.
- f. Punctuality: arriving on time, finishing tasks within the given time, and understanding time value.

These indicators serve as benchmarks for evaluating the effectiveness of extracurricular activities like Marching Practice (Marching Practice) in developing children's discipline.

### **2.3 Extracurricular Activities in Early Childhood Education (ECE)**

In kindergartens, extracurricular activities play a crucial role in supporting formal learning. These activities offer children the opportunity to explore interests and develop skills holistically—physically, cognitively, socially, and emotionally (Priandini et al., 2024). They are conducted outside of regular lesson hours and are designed to nurture children's potential according to their talents and interests.

Arosyidah et al. (2024) note that participation in extracurricular activities supports the development of social skills such as communication and cooperation, while also fostering creativity and self-confidence. Structured activities help children understand the importance of responsibility and discipline. Types of extracurricular activities suitable for kindergartens include:

- a. Art and creativity: painting and crafts, which enhance expression and precision.
- b. Music and dance: improving coordination and artistic appreciation.
- c. Sports: promoting physical health and sportsmanship values.
- d. Language and literacy: expanding vocabulary and nurturing a love for reading.

At TK Kartika IX - 43, activities such as arts, sports, literacy, and scouting greatly contribute to character and skill development. Active participation strengthens self-confidence and instills values like order and responsibility.

### **2.4 Marching Practice Activities**

Marching Practice is a structured group activity aimed at instilling discipline, enhancing motor coordination, and fostering teamwork and camaraderie (Aulia et al., 2024). Through this activity, children are trained to listen, follow instructions, and move systematically with peers (Musyahadah, 2022).

Zahara et al. (2023) state that Marching Practice is effective in shaping rule-following abilities and improving concentration. It requires children to focus, understand commands, and act promptly. Rachmat et al. (2024) recommend implementing Marching Practice in kindergartens with a fun approach, incorporating music, and rewarding children for their efforts.

When carried out consistently and aligned with children's developmental stages, Marching Practice can help foster discipline and social skills essential to building their character.

### **2.5 Benefits of Character Education Training (Marching Practice)**

Character Education Training (Marching Practice) is a character-building approach that teaches moral values and good habits through routine practice. Marching Practice activities such as marching, singing, praying, and greeting help children understand the importance of order from an early age (Handayani & Prasetyo, 2021).

Fauziah and Lestari (2022) found that children who regularly engage in Marching Practice show better time discipline and polite behavior. Furthermore, Marching Practice fosters moral values like honesty and responsibility. Kartika and Munawaroh (2023) emphasize that group activities such as communal work encourage empathy and social awareness in children.

Marching Practice also strengthens the teacher-child relationship. Positive emotional connections foster children's sense of security and confidence in interactions (Nurlaila & Hidayati, 2021). With consistent and enjoyable implementation, Marching Practice becomes an effective means of character development.

### **2.6 The Function of Character Education Training (Marching Practice)**

Character Education Training (Marching Practice) is not merely a supplementary activity, but an integral part of character education that instills moral values and ethics in children's daily lives. Its primary function is to build positive habits and establish a foundation for discipline, responsibility, and social skills (Fitriyah & Suharyanto, 2021).

According to Wulandari and Akbar (2022), Marching Practice functions as effective social learning by providing children with real-life experiences in applying social values. Activities such as greeting, praying, and maintaining cleanliness help children internalize values cognitively, affectively, and psychomotorically.

In addition, Hidayat and Rahmawati (2023) argue that Marching Practice has a strong character-building function because it involves hands-on practices that shape children’s personalities from an early age. Sari and Mulyani (2021) add that Marching Practice also strengthens social skills such as cooperation and tolerance.

### 3. RESEARCH METHODOLOGY

The research was conducted at TK Kartika IX – 43 and TK Kartika IV – 24, located in Ngawi Subdistrict, Ngawi Regency, East Java. The Marching Practice activity has been regularly integrated into the learning process as part of a character-building program to instill discipline. This study took place from December 2024 to May 2025. A quantitative approach was employed using a quasi-experimental design, specifically a one-group pretest-posttest model. The research subjects were Group B kindergarten children who were assessed before and after participating in the Marching Practice activity for four weeks, twice a week. Data were collected using structured observation sheets focused on children’s disciplinary behavior. The population consisted of all Group B students at TK Kartika IX – 43 during the 2024/2025 academic year, with 30 children selected through simple random sampling due to the homogeneity of the population. Data collection techniques included structured observation of children's discipline-related behaviors and documentation review, such as attendance and developmental records. The observation instruments were based on 18 discipline indicators proposed by Sugiyono (2013), and data were recorded using a 4-point Likert scale observation sheet. The validity of the instrument was tested using the Pearson Product Moment correlation, and reliability was assessed using Cronbach’s Alpha, with results indicating that all items were valid and reliable. Data analysis was conducted using a paired sample t-test to determine differences between pretest and posttest scores, supported by descriptive analysis to observe trends in changes in discipline scores.

### 4. RESULTS AND DISCUSSION

#### 4.1 Data Description

This study aimed to determine the extent to which the extracurricular Marching Practice activity influenced the improvement of discipline among Group B kindergarten children at TK Kartika IX - 43. A quantitative approach was employed using a quasi-experimental design with a one-group pretest–posttest model. This design was chosen as it is considered suitable for observing behavioral changes within the same group after receiving a specific treatment, without involving a control group for comparison. The research subjects were Group B kindergarten children who were first given a pretest to assess their initial level of discipline, followed by participation in the Marching Practice activity over several weeks, and then a posttest to measure any changes that occurred. The Marching Practice activities were designed as structured physical exercises, such as marching, responding to commands, and maintaining formation. These activities were conducted twice a week, lasting approximately 30–45 minutes per session over a four-week period. The activities were designed to be engaging and developmentally appropriate for early childhood, with the goal of not only enhancing motor skills but also fostering disciplined behavior, including obedience, orderliness, responsibility, and self-control. The data collection instrument used was a closed-ended questionnaire based on an observation sheet. This questionnaire contained 18 indicators developed based on the theory of early childhood discipline by Sugiyono (2013), covering aspects such as rule compliance, ability to follow instructions, orderliness in activities, self-control and emotional regulation, responsibility for tasks and roles, and punctuality in completing activities.

#### 4.2 Instrument Validity and Reliability Test

Before being used, the instrument was tested for validity and reliability with the assistance of SPSS version 20. The validity test was conducted using Pearson Correlation with an *r* table value of 0.576. The results indicated that all items in the questionnaire were valid (*r* calculated > *r* table and Sig. < 0.05). The reliability test showed that all items had Cronbach’s Alpha values above 0.6, indicating that the instrument was reliable.

#### 4.3 Descriptive Statistics

The following are the descriptive statistics of the children’s discipline scores from the pre-test and post-test:

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	44,80	15	3,052
	Post-test	81,67	15	1,676

Source: Data processed by the researcher using SPSS version 20 (2025)

The descriptive analysis in this study indicates that the extracurricular Marching Practice had a positive and significant impact on improving the discipline of Group B kindergarten children at TK Kartika IX – 43. This is evident from the comparison of the average discipline scores before and after participating in Marching Practice activities. Before the treatment, the average pre-test score was 44.80. After several weeks of structured Marching Practice sessions, the score significantly increased to 81.67 in the post-test. This significant increase shows that the Marching Practice activity effectively promoted positive behavioral change toward greater discipline.

The Marching Practice sessions were designed as systematic and structured physical activities, such as marching, following commands, maintaining formations, and moving in unison as a group. These activities required the children to listen attentively, follow instructions, wait for their turn, and align their behavior with the group's rhythm and rules. The consistent repetition of these enjoyable activities allowed the children to learn discipline through concrete experiences, aligning with early childhood learning approaches based on physical engagement and active play (Kusuma & Sutapa, 2020).

A notable change was also found in the standard deviation values between the pre-test and post-test. The standard deviation in the pre-test was 3.052, while in the post-test it decreased to 1.676. This reduction indicates that after participating in the Marching Practice activities, children's discipline levels became more uniform across the group. This means the behavioral improvement toward greater discipline was not limited to certain individuals but occurred broadly across almost all participants. These findings demonstrate that Marching Practice was effective in developing collective and consistent discipline.

This result supports the view of Ngaisah and Aulia (2023), who stated that early childhood discipline can be fostered through positive habits, consistent reinforcement, and engaging activities. Marching Practice fulfills all three components. It not only enhances motor skills but also develops five key discipline aspects: rule compliance, ability to follow instructions, self-control, task responsibility, and punctuality. These are essential indicators of discipline that must be instilled from an early age as part of building strong character.

Given the proven effectiveness of this activity, Marching Practice is recommended as a strategic method for implementing character education in kindergartens (Kusumastuti, 2020). Beyond shaping disciplined behavior, this activity offers a positive and enjoyable learning experience while strengthening social skills through group cooperation. Therefore, Marching Practice should be continuously developed and integrated as part of a holistic approach to early childhood education focused on character development.

#### 4.4 Normality Test

Residual normality is important because parameter estimation in linear regression using the Ordinary Least Squares (OLS) method assumes that the error or residuals are normally distributed. If this assumption is not met, the results of statistical tests such as the t-test or F-test may become invalid or misleading. Therefore, in this study, the normality test was conducted as a preliminary step before performing regression analysis to ensure that the data met the required statistical assumptions.

To test the normality of residuals, the researcher used the One-Sample Kolmogorov-Smirnov Test, a non-parametric technique commonly used in quantitative research. This method compares the sample data distribution to a standard normal distribution. One of its advantages is that it does not require a very large sample size and is effective in detecting deviations from normality. The analysis was performed using SPSS version 20, which provided significance values (Sig. or p-values) as output.

The decision-making criteria for this test are as follows: if the significance value is greater than 0.05, the residual data are considered to be normally distributed. However, if the significance value is less than 0.05, the data are not normally distributed, and the normality assumption is not fulfilled. The results of this analysis are presented in Table 4.5, which shows that the Sig. value from the Kolmogorov-Smirnov test is greater than 0.05. Therefore, it can be concluded that the regression model residuals are normally distributed. With this, the assumption of normality is met, and multiple linear regression analysis can be conducted using parametric methods accurately and validly.

**Tabel 2. Kolmogorov-Smirnov Normality Test  
 One-Sample Kolmogorov-Smirnov Test**

Unstandarized Residual	
N	15
Normal Parameters	
Mean	0E-7
Std. Deviation	1.55248286
Most Extreme Differences	Absolute 0.114

	Positive	0.096
	Negative	-0.114
Kolmogorov-Smirnov Z		0.441
Asymp. Sig. (2-tailed)		0.990

- a. Test distribution is Normal.
- b. Calculated from data.

(Source: Data processed by the researcher using SPSS version 20, 2025)

Based on the results of the Kolmogorov-Smirnov normality test, the Asymp. Sig. (2-tailed) value was 0.990, which is greater than the significance level of 0.05. This indicates that the data are normally distributed and thus fulfill the assumption of normality, allowing the use of the paired sample t-test (Gujarati & Porter, 2020).

#### 4.5 Hypothesis Test Result (T-test)

The t-test was conducted using a Paired Sample T-Test. The Sig. (2-tailed) value obtained was 0.000 (< 0.05), leading to the rejection of  $H_0$  and acceptance of  $H_a$ . This means that there is a significant effect of the Marching Practice extracurricular activity on improving discipline among Group B kindergarten children at TK Kartika IX – 43.

#### Discussion

The findings of this study demonstrate that the Marching Practice activity had a positive and significant impact on enhancing discipline in early childhood. All measured aspects of discipline rule compliance, ability to follow instructions, orderliness, emotional control, responsibility, and punctuality showed improvement following the implementation of Marching Practice. The effectiveness of Marching Practice lies in its structured, enjoyable format, which aligns with the developmental stages of young children. These results support the theory that consistent physical routines involving clear rules and instructions can foster the development of disciplined character. Furthermore, these findings are consistent with previous research by Musyahadah (2022), Zahara et al. (2023), and Rachmat et al. (2024), who asserted that activities like Marching Practice are effective in enhancing social, emotional, and behavioral discipline aspects through regular group-based physical training.

## 5. CONCLUSION

Based on the analysis and discussion, this study concludes that the extracurricular Marching Practice activity has a significant positive effect on improving discipline among Group B kindergarten children at TK Kartika IX – 43. The results of the paired sample t-test showed a significance value of 0.000 (< 0.05), confirming a significant difference between the pretest and posttest discipline scores. The average discipline score increased from 44.80 to 81.67, indicating the effectiveness of Marching Practice in fostering structured and developmentally appropriate disciplined behavior.

Beyond these statistical findings, the study contributes to the field of early childhood education by highlighting the role of structured physical activities as a practical approach to character education. The integration of Marching Practice into early education not only improves behavioral discipline but also enhances social skills, such as cooperation, patience, and responsibility, which are essential in children's holistic development.

Future research can build upon this study by examining the long-term impact of Marching Practice on other character traits beyond discipline, such as empathy, leadership, and resilience. Moreover, comparative studies involving diverse educational settings or integrating digital media into Marching Practice may provide deeper insights into optimizing character development strategies in early childhood learning environments.

#### ACKNOWLEDGEMENT

The author would like to express sincere gratitude to all those who have supported the completion of this research. Special thanks are extended to the principal, teachers, and staff of TK Kartika IX – 43 and TK Kartika IV – 24 for their cooperation and assistance throughout the study. The author is also grateful to the parents and children who participated with enthusiasm and commitment. Appreciation is given to the academic advisors and lecturers at STKIP Modern Ngawi for their guidance and valuable insights. Lastly, heartfelt thanks go to the author's family and peers for their constant encouragement and moral support during the entire research process.

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