A COMPARATIVE STUDY OF THE IMPLEMENTATION OF DEEP LEARNING IN INTERNATIONAL KINDERGARTENS IN INDONESIA AND SOUTHERN THAILAND

Vioren Irodatus Sakinah[1*], Muniroh Munawar[2*], Anita Chandra Dewi Sagala[3]

[1][2][3]Faculty of Education, Early Childhood Teacher Education, Universitas PGRI Semarang

[1] E-mail: viorensakinah@gmail.com
[2] E-mail:munirohmunawar@upgris.ac.id
[3] E-mail:anitachandra@upgris.ac.id

(*) Corresponding author
viorensakinah@gmail.com

ABSTRACT

Global educational developments require learning approaches that encourage meaningful understanding from an early age Although the concept of deep learning is increasingly discussed, research examining its implementation in a cross-cultural context in early childhood education is still limited. This study aims to compare the application of deep learning at PG-TK Semesta International School (Indonesia) and Satit Phatna Witya School (Southern Thailand). The study uses a descriptive qualitative approach with a comparative design through observation, interviews, and documentation, which are analyzed using the Miles and Huberman model (Agama et al., 2022) The results show that both schools apply deep learning principles with different strategies according to the cultural context and learning environment. PG-TK Semesta emphasizes project-based learning and environmental exploration, while Satit Phatna Witya integrates digital technology and cultural values into learning. Supporting factors include the role of teachers, a conducive learning environment, and a positive school culture, while obstacles include variations in children's abilities, teacher readiness, and limited learning resources. This research contributes to providing a comparative overview of the implementation of deep learning in early childhood education in Southeast Asia and emphasizes the importance of cultural context adaptation in its application.

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INTRODUCTION

The Minister of Primary and Secondary Education, Abdul Mu'ti, presented an idea regarding the application of the deep learning approach as a new direction in the development of learning in Indonesia. This approach aims to provide a more meaningful, enjoyable, and in-depth learning experience for students. Deep learning emphasizes three main elements, namely mindful learning, meaningful learning, and joyful learning, which are oriented towards active student involvement, strengthening conceptual understanding, and creating a positive learning atmosphere (Kompas, 2024).

Deep learning is not intended as a new curriculum, but rather as a learning approach that can be applied in various existing curriculum frameworks. Moreover, ffective learning encourages students to develop comprehensive understanding, not only through mastery of information, but also through the ability to analyze and apply knowledge in everyday life (Diputera, 2024) . This view is reinforced by the importance of developing critical thinking and problem-solving skills (Chen et al., 2024). In addition, deep learning plays a key role in 21st-

century competencies because it encourages deeper conceptual understanding, critical thinking skills, and the application of knowledge in real-world contexts (Jiang, n.d.)s

The implementation of deep learning concepts in Indonesia still faces various challenges. Some of these include limitations in training and teacher readiness, diversity in education systems across regions, and the need to adapt curricula to local contexts. However, if these challenges can be overcome, the deep learning approach has the potential to create a more immersive and enjoyable learning experience for students, thereby contributing to an overall improvement in the quality of education.(Putri et al., 2024).

In school learning practices, the deep learning approach can be implemented through various learner-centered learning strategies. One strategy that is relevant to this principle is differentiated learning. Unlike the Merdeka Curriculum, the learning model used is differentiated learning. Differentiated learning is a learning approach that adjusts the process, content, and learning outcomes according to the needs, interests, and abilities of students so that the learning needs of each student can be facilitated optimally. (Pendidikan, 2021). In addition, differentiated learning also takes into account the different characteristics and needs of students, thereby creating active learning through good cooperation between teachers and students. (Garut, 2023).

Active student involvement is one of the important aspects in the application of the deep learning approach. Through this approach, students are guided not only to passively receive material, but also encouraged to examine, reflect, and relate the learning material to their personal experiences and daily life contexts. This view is in line with the constructivist theory proposed by Piaget and Vygotsky, which emphasizes that the process of knowledge formation occurs through direct experience and social interaction. (Vygotsky et al., n.d.). In addition, deep learning also emphasizes the importance of collaboration among students, where the process of discussion and problem solving together can enrich understanding and the quality of learning. (Garrison & Akyol, 2015).

Although the deep learning approach has great potential to improve the quality of education, its implementation still faces various challenges, particularly in the context of the Indonesian education system, which has diverse backgrounds and conditions. (Sope & Susanti, 2024) states that the success of implementing a learning approach is greatly influenced by its suitability to the local context, as well as the readiness of educators and the available educational support system. Therefore, the implementation of deep learning requires careful adjustment to the characteristics of students and the learning environment in each region.

Furthermore, the deep learning process in early childhood is also greatly influenced by direct and contextual learning experiences. Real-life experiences enable children to build understanding through direct interaction with objects, events, or learning situations. Similar findings were also reported by Suryaningsih. (Made et al., 2024) where real-life, hands-on learning experiences can improve children's focus, motivation, and reflective skills. Therefore, providing learning activities that allow children to observe, experiment, and practice directly is an important foundation for building deep learning in ECE.

Most teachers are still accustomed to conventional methods that emphasize memorization rather than deep understanding, whereas teachers should consider their students' learning preferences when delivering lessons in class. Teachers have control over four different elements of learning: the classroom environment or climate, the process, the outcomes, and the material. The integration of these four components into classroom teaching depends on the teacher. With proper management, teachers should be able to deliver meaningful, attentive, and enjoyable learning so that children can be more actively involved in the learning process.

The effectiveness of learning is greatly influenced by the ability of educators to adapt learning strategies to the characteristics of each student (Tzenios, 2022). The appropriate approach makes students feel valued and encourages their active involvement in the learning process. This is related to the development of emotional intelligence, which, according to (Wahidah & Latipah, 2021) plays an important role in supporting independent learning and the ability to work with others.

Furthermore, joyful learning, which is one of the components of the deep learning approach, also contributes significantly to learning success. Learning that takes place in a pleasant atmosphere can increase motivation to learn and help students understand the material more deeply.

In the context of ECE in Indonesia, efforts to implement deep learning are still relatively limited, both in terms of learning strategies and teachers' skills in designing learning activities that are appropriate to children's characteristics. Through this comparative study, researchers attempt to analyze and compare the implementation

practices of deep learning in international kindergartens in Indonesia and Southern Thailand, with a focus on learning strategies, teacher roles, and child engagement in the learning process. This topic is compelling to study, considering the cultural, social, and educational system differences that can influence the implementation of this approach. Thus, the results of this study are expected to contribute to the development of learning approaches that are more adaptive, contextual, and appropriate to the needs of students at the ECE level. Furthermore, this research is also expected to enrich the literature on deep learning practices in the Southeast Asian region, while also serving as a reference in formulating more innovative learning policies and practices in Indonesia.

This study aims to describe the implementation of deep learning at PG-TK Semesta International School (Indonesia) and Satit Phatna Witya School (South Thailand); analyze the similarities and differences in learning strategies, teacher roles, and children's involvement in the deep learning process at both schools, and identify supporting and inhibiting factors of deep learning implementation at each school.

RESEARCH METHODS

This study uses a descriptive qualitative approach with a comparative research design. It was conducted as field research, focusing on an in-depth examination of phenomena in their natural environment. The research respondents were two international kindergartens: Satit Phatna Kindergarten SatitPhatna Witya in Southern Thailand and Semesta International School Semesta in Semarang, Indonesia. The subjects were selected using purposive sampling, considering that both schools implement deep learning. The informants involved in this study consisted of four teachers and two principals from both institutions.

The instruments used included observation guidelines, interview guidelines, and documentation sheets. These three instruments were developed based on deep learning implementation indicators relevant to the context of early childhood education. The observation guidelines also included experiential learning indicators, such as the child's level of engagement in direct experiences, reflective skills, and interaction with real-world objects and situations in the classroom.

Data was collected through observation, semi-structured interviews, and documentation. Observations were conducted in a participatory manner to observe children's behavior and learning activities, as well as teachers' strategies in implementing deep learning. The observation process was conducted for 3 weeks at each school to capture consistent learning patterns and interactions. To capture the immediate and contextual nature of the learning process, observations focused on experiential learning activities such as hands-on practice, environmental exploration, use of concrete media, and reflective discussion. This approach was chosen because experiential learning can only be deeply understood through direct observation of children's interactions with the learning environment. (Made et al., 2024). Semi-structured interviews were conducted with teachers and principals to explore their understanding, strategies, and challenges in implementing deep learning. The interviews were recorded in field notes. The documentation obtained consisted of photos, videos, and documents such as the curriculum, lesson plans, and media used in the learning process. During the data collection process, researchers recorded findings in field notes that covered descriptive aspects (what was seen, heard, and experienced) and reflective aspects (comments, interpretations, and follow-up plans).

Data analysis was conducted interactively according to the Miles and Huberman model (2020), which includes three stages: data reduction, data presentation, and conclusion. Data reduction involved selecting important data such as teacher statements, children's responses, and findings from the habituation process. Categories were compiled, such as habituation methods, obstacles, and child development. Data were presented in the form of descriptive narratives, child behavior tables, interview excerpts, and field findings. Conclusions were drawn after identifying the following: patterns of habituation implemented by teachers, children's evolving responses, and the meaning of adab education in the context of Islamic learning.

Data validity was done through source and method triangulation. Source triangulation was conducted by comparing the results of interviews with teachers and principals, while method triangulation was conducted by comparing observational data, interviews, and documentation. Researchers also applied diligent observation and double-checked interview transcripts to ensure data credibility. Ethical approval was obtained from the respective schools, and informed consent was secured from all participants before data collection.

RESULT and DISCUSSION

RESULTS

Comparison of deep learning implementation in international kindergartens in Indonesia and Southern Thailand

The findings from observations and interviews show that both international schools apply the principles of deep learning, but with different approaches based on their respective cultural contexts, values, and curricula.

1. Implementation of Deep Learning at Semesta Internasional Preschool and Kindergarten (Semarang, Indonesia)

   Observations show that PG-TK Semesta Internasional implements project-based learning and play-based learning. Learning activities are designed to encourage children to actively engage in exploring their surroundings. In the theme "My Environment," children are invited to make direct observations in the school garden. Children are then asked to make a simple journal about their observations. This activity encourages children to observe, ask questions, and recount their learning experiences.

   Teachers act as facilitators by providing guidance through open-ended questions and accompanying children throughout the activity. Learning focuses on direct experience (learning by doing) and simple reflection on the activities that have been carried out.

2. Implementation of Deep Learning at Satit Phatna Witya (Southern Thailand)

   Observations at Satit Phatna Witya show that the school implements a more structured yet contextual learning approach. Learning emphasizes the strengthening of local cultural values and the use of technology in children's learning activities. Children use tablets to document the learning process, such as taking pictures of activities and sharing their learning outcomes with teachers. In addition, teachers encourage children to reflect through simple discussion sessions after activities.

   Learning is also enriched with character-based activities and Islamic values that are applied in daily routines, such as instilling discipline, manners, and religious practices in everyday life.

3. Comparison of Implementation Findings

   The difference in the implementation of deep learning is evident in the focus of learning activities. PG-TK Semesta Internasional emphasizes environmental exploration and project-based activities, while Satit Phatna Witya focuses on technology integration and cultural values reinforcement.

Despite their different approaches, both schools share similarities in creating an active, reflective, and meaningful learning process for children. Both institutions encourage children's engagement, curiosity, and active participation in learning activities.

Table 1 presents a comparison of deep learning implementation in both schools based on observation and interview results.

No	Indicator	PG TK Semesta	Satit Phatna Witya (Thailand)
1	Opening	Circle Time, greetings in English, prayer, then dancing.	Every teacher has a different method; some use icebreakers followed by prayer, others go straight to the lesson material.
2	Teaching methods	Storytelling, videos, flashcards, life skills, projects, Montessori.	Lectures, whiteboards, module assignments, and several hands-on exercises.
3	Icebreakers	Only at the beginning of learning.	every teacher or subject changes.
4	Teacher modeling	Greetings, independence, hand washing, eating by oneself, and permission.	Toilet training, hand washing, feeding oneself, and brushing teeth.
5	Rewards	Verbal praise such as "good job."	High fives and words of encouragement.

6	Variety learning	Thematic learning, motor activities, in projects, qiroaty, sensory play, bilingual (English–Indonesian).	Five languages (English, Thai, Arabic, Mandarin, Malay) and Qiroaty every Monday.
7	Active questioning	Children actively ask and answer questions.	Some children are still shy and quiet.
8	Enthusiasm in practice	Very enthusiastic.	Enthusiastic, but some children are passive.
9	Foreign languages	Some children can communicate in both directions.	Some children can speak English and Malay.
10	Helping friends	Some children helped their friends during the project.	Children often ask teachers questions; some doodle on the modules.
11	Teacher instructions	Some children are still confused because they lack focus when studying.	Children generally follow instructions, but sometimes still ask for help from others.
12	Initiative	The children show initiative.	The children show initiative.
13	Life skills	Eat and tidy up independently.	Eat and tidy up independently.
14	Social interaction	The children recount their own experiences.	Some children like to talk to teachers or strangers and communicate easily in their own language.
15	Friendly attitude	Eat and tidy up independently.	The children greet each other.
16	Qiroaty religious learning	Twice a week.	Qiroaty every Monday.
17	Instilling	Islamic values. Islamic cartoon videos about etiquette.	The Stories of the Prophets.

DISCUSSION

The results of the study show that a deep learning approach in early childhood education can be implemented through various child-centered learning strategies. Although the forms of implementation differ, the objectives remain the same, namely to build an active, reflective, and meaningful learning process. The learning approach at PG-TK Semesta Internasional, which emphasizes environmental exploration and project-based learning, demonstrates the importance of direct experience in building children's understanding. The school has implemented a project-based learning strategy combined with a play-based learning approach, emphasizing children's active involvement in the exploration process. Teachers design various activities that encourage children to relate new knowledge to their previous experiences. For example, in the theme "My Environment," children are invited to make direct observations in the school garden and compile a simple journal based on their findings. Through these activities, children have the opportunity to connect real experiences with the learning concepts being studied.

This learning practice is in line with the principle of deep learning, which emphasizes the process of meaning formation and the interconnection between learning experiences.(Fitrah et al., 2025) explains that deep learning occurs when learners can construct knowledge through reflection on their direct experiences. Thus, contextual learning experiences are an important factor in deepening children's understanding. Meanwhile, the learning practices at Satit Phatna Witya, which integrate technology and cultural values, show that deep learning can also be developed through a more structured and contextual approach. The use of technology as a medium for documentation and reflection supports the formation of a more personal and meaningful understanding, as explained by (Jiang, n.d.) that deep learning encourages students to understand concepts in depth and apply them in everyday life.

The findings of this study also reinforce the view that early childhood education should not only focus on introducing letters and numbers, but also on developing critical thinking skills, creativity, and social-emotional skills as a foundation for future learning (States, n.d.) The deep learning approach allows children to learn in a reflective, contextual, and experience-oriented manner.

The results also show that environmental exploration activities in the context of early childhood education can encourage children to learn actively through direct experience, observation activities, and social interaction. This process contributes to strengthening children's conceptual understanding. (Mufid et al., 2023). In addition, the application of project-based learning within the framework of deep learning has been proven effective in developing creativity, collaboration skills, and critical thinking skills in children from an early age(Bungsu & Jayawardana, 2025).

In addition, the role of teachers is an important factor in the successful implementation of deep learning. Teachers not only function as conveyors of information, but also as facilitators who design transformative learning experiences, as stated by (Nadar et al., 2021). This is reinforced by findings (Handoko & Sakti, 2023) which emphasizes the importance of the role of teachers in creating a learning environment that supports children's active participation. This study also identifies supporting and inhibiting factors in the implementation of deep learning. Supporting factors include active teacher involvement, a positive learning environment, integration of technology and learning media, and reinforcement of cultural and spiritual values. These findings are in line with (Sando et al., 2023) which states that the learning environment and use of media play a significant role in supporting deep learning in early childhood.

The inhibiting factors found include limited understanding of the concept of deep learning among some teachers, differences in children's abilities and levels of focus, limited individual learning media, and language barriers in multilingual environments such as in Southern Thailand. These findings support the results of the study. (Munawar et al., 2025) which states that teacher readiness and resource availability are key factors in the success of deep learning.

Further, (nujma kamila, ahmad rizaldi, 2025) revealed that the uneven distribution of teacher training and the inflexibility of the curriculum pose challenges in implementing innovative learning approaches in early childhood education institutions. (Fitrah et al., 2025) also emphasized that the limited readiness of educators and ethical issues surrounding the use of technology, including the protection of children's data, could be obstacles to the implementation of innovative learning. (Outhwaite et al., 2023).

Overall, the results of the study show that deep learning is flexible and can be adapted to the local social and cultural context. The differences in implementation focus between Indonesia and Southern Thailand, namely project-based exploration and environment in Indonesia and integration of technology and cultural values in Southern Thailand, indicate that the success of deep learning depends not only on learning strategies, but also on contextual suitability and school environment readiness. These findings reinforce the view that (Jiang, n.d.) emphasizing the importance of cultural context adaptation in the implementation of deep learning in the Southeast Asian region.

CONCLUSION

This comparative study shows that the application of deep learning in early childhood education (ECE) in Indonesia and Southern Thailand has the same goal, namely to build an active, meaningful, reflective, and

contextual learning process. However, the implementation strategies are tailored to the cultural background, curriculum, and characteristics of each educational institution. At PG-TK Semesta International School (Indonesia), deep learning is realized through project-based learning and environmental exploration activities that encourage children to relate real-life experiences to new concepts. Meanwhile, at Satit Phatna Witya School (Southern Thailand), the learning approach is more structured with an emphasis on strengthening Islamic cultural values, learning reflection, and the use of digital technology to support documentation and personalized learning.

The results of the study show that the success of deep learning implementation in ECE is influenced by several key factors, including the role of teachers as learning facilitators, the creation of a positive learning environment, the integration of technology and learning media, and the reinforcement of cultural and spiritual values. On the other hand, this study also identified a number of obstacles, such as teachers' limited understanding of the concept of deep learning, differences in children's abilities and levels of focus, limited availability of digital learning resources, and language barriers in multilingual environments. Overall, the findings confirm that deep learning has significant potential in developing critical thinking skills, creativity, and children's ability to relate learning experiences to everyday contexts. Therefore, optimizing the implementation of deep learning requires improving teacher competence, providing adequate learning facilities, and adjusting the curriculum to be more flexible and contextual in accordance with children's needs.

As a follow-up, further research is recommended to specifically examine the long-term impact of deep learning on early childhood development, particularly in cognitive, social, and emotional aspects. Further research should also focus on developing a standardized yet culturally adaptive model or framework for deep learning in ECE. In addition, in-depth studies on teacher professional development, improving digital literacy, and the ethical and effective use of educational technology in deep learning are important to support the sustainable, inclusive, and relevant implementation of deep learning in various educational contexts, especially in Southeast Asia.

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