



DEVELOPING BOARD GAME-BASED LEARNING MEDIA TO ENHANCE EMOTIONAL RECOGNITION IN EARLY CHILDHOOD EDUCATION

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Abstrak

Masalah utama dalam penelitian ini adalah rendahnya kemampuan anak usia dini dalam mengidentifikasi ekspresi emosional serta minimnya variasi media pembelajaran interaktif di sekolah. Penelitian ini bertujuan untuk mengembangkan media *board game* yang layak dan cukup efektif dalam meningkatkan kompetensi pengenalan emosi anak Kelompok A di TK Negeri Pembina Samporoa. Metode yang digunakan adalah *Research and Development (R&D)* dengan prosedur model ADDIE (*Analysis, Design, Development, Implementation, and Evaluation*). Subjek penelitian melibatkan 12 anak didik. Hasil validasi menunjukkan tingkat kelayakan sangat tinggi, dengan skor 97,5% dari ahli media serta 92,5% dari ahli materi dan bahasa. Uji lapangan menunjukkan peningkatan kemampuan anak dengan rata-rata *pretest* 5,25 dan *posttest* 7,83. Nilai *N-Gain score* sebesar 0,45 mengonfirmasi peningkatan berada pada klasifikasi sedang. Kebaruan penelitian ini terletak pada integrasi narasi kontekstual media *board game* yang mentransformasi konsep emosi abstrak menjadi pengalaman konkret bagi anak. Penelitian menyimpulkan bahwa media board game ekspresi layak dan cukup efektif sebagai instrumen stimulasi perkembangan emosional anak. Implikasi penelitian ini memberikan alternatif media pembelajaran yang interaktif untuk mengoptimalkan aspek afektif anak usia dini.

Kata Kunci: *Anak Usia Dini, Media Board Game, Emosi Anak.*

Abstract

This study addresses children's limited ability to identify emotions and the lack of interactive media in schools. It aims to develop a feasible and effective board game for Group A students at Pembina Samporoa Public Kindergarten. Using the ADDIE R&D model, 12 students participated as research subjects. Validation results indicated high feasibility, with a score of 97.5% from media experts and 92.5% from content and language experts. Field testing revealed an improvement in the children's abilities, with an average pretest score of 5.25 and a posttest score of 7.83. An N-Gain score of 0.45 confirms that this improvement falls within the moderate category. The study's novelty lies in integrating contextual narratives that transform abstract emotional concepts into concrete experiences. It is concluded that the board game is feasible and effective as a tool for stimulating emotional development. This medium provides an interactive alternative to optimize the affective aspects of early childhood.

Keywords: *Early Childhood, Media Board Game, Children's Emotions.*

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A. INTRODUCTION

Early childhood education constitutes a pivotal formative period that establishes the fundamental trajectory of a child's development, wherein emotional aspects serve as a primary cornerstone.¹

The significance of cultivating children's ability to recognize emotions is rooted in the premise that self-awareness serves as the foundational cornerstone of emotional intelligence. Prior to developing the capacity for empathy or understanding the feelings of others within their social environment, children must first be able to identify and internalize their own personal emotional states.²

This developmental trajectory unfolds systematically in tandem with chronological age, whereby children

initially identify primary emotions before advancing to the comprehension of more nuanced and complex affective states.³ However, empirical evidence observed in the field indicates that these developmental milestones have yet to be fully realized.

Field observations conducted at TK Negeri Pembina Samporoa revealed that the majority of students continue to encounter significant challenges in accurately identifying emotions. This condition is manifested in children's tendency to withdraw socially or express distress through crying, coupled with a lack of adequate verbal communication skills to articulate their emotional states.

This gap is further exacerbated by the limited variety of instructional media, characterized by an over-

¹ Loeziana Uce, 'The Golden Age: Masa Efektif Merancang Kualitas Anak', *Bunayya: Jurnal Pendidikan Anak*, 1.2 (2017), p. 80.

² Risma Chintya and Masganti Sit, 'Analisis Teori Daniel Goleman dalam Perkembangan Kecerdasan Emosi Anak Usia Dini', *Absorbent Mind: Journal of Psychology and Child Development*, 4.1 (2024), p. 161.

³ Qomariyyah Yolanda Horin Sukatin, Alda Afrilianti Alivia, and Rosa Bella, 'Analisis Psikologi Perkembangan Sosial Emosional Anak Usia Dini', *Bunayya: Jurnal Pendidikan Anak*, 6.2 (2020), p. 164.

reliance on static Student Worksheets (LKA). Such conventional approaches often result in diminished student interest and a lack of active participation in the learning process.⁴ A lack of adequate stimulation in emotional recognition raises concerns regarding the potential for diminished self-confidence and the obstruction of a child's capacity to establish meaningful social interactions in the future.⁵

Numerous previous studies have examined the effectiveness of board games in stimulating various aspects of child development. For instance, Gemilang and Ningrum (2023) implemented 'Expression Chess' (Catur Ekspresi) as a medium for children

aged 5-6 years.⁶ Furthermore, Tenrisau et al. modified educational board games as instrumental tools within the context of sexual education,⁷ Meanwhile, Rizki Nur Aisah et al. utilized a monopoly-based game model to enhance student learning motivation.⁸

While the effectiveness of board games has been validated in previous studies, the majority of existing literature has yet to explore their application specifically for Group A learners (ages 4-5). The novelty of this research lies in the development of an expression-based board game specifically tailored for early childhood. This innovation integrates 'situation

⁴ Ifa Sunandari and others, 'Pengembangan Media Busy Board untuk Mengembangkan Kemampuan Motorik Halus Anak Usia 4-5 Tahun di TK Alkhairaat Malino Mamboro', *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 9.5 (2025), p. 1863.

⁵ Thiana Nurussakinah and Nur Faizah Romadona, 'Permainan Inklusif: Solusi untuk Anak dengan Keterlambatan Perkembangan Emosi', *Aulad: Journal on Early Childhood*, 7.3 (2024), p. 1030.

⁶ Annisabella Ananda Gemilang and Mallevi Agustin Ningrum, 'Pengembangan Media Catur Ekspresi untuk Menstimulasi Kemampuan Mengenal Emosi pada Anak Usia 5-6 Tahun', *Caksana: Pendidikan Anak Usia Dini*, 6.1 (2023), p. 44.

⁷ Afifah Thaliah Tenrisau, Tatiana Meidina, and Abdul Hadis, 'Pengembangan Media Game Edukasi Berbasis Board Game dalam Pengenalan Pendidikan Sex untuk Siswa Autis di SLB C-YPPLB Makassar', *Jurnal Metafora Pendidikan*, 2.4 (2024), p. 9.

⁸ Rizki Nur Aisah, Dian Nuzulia Armariena, and Marleni, 'Pengembangan Board Game untuk Meningkatkan Minat Belajar Siswa Kelas IV', *Jurnal Pembahsi (Pembelajaran Bahasa dan Sastra Indonesia)*, 14.2 (2024), p. 10.

cards' and 'expression cards' as interactive visual instruments designed to optimize children's emotional comprehension.

This study focuses on three primary indicators representing the research variables: the ability to recognize various types of emotions, the accuracy in expressing emotions, and the capacity of children to comprehend the situational triggers that elicit these feelings.

The delineation of these indicators aims to ensure that both the stimulation process and the measurement of research outcomes remain highly specific and explicitly measurable.⁹ Through this innovative media development, the present study seeks to evaluate the feasibility and effectiveness of the 'Expression Board Game' in optimizing emotional recognition skills among Group A learners at TK Negeri Pembina Samporoa.

⁹ Puja Maulana and Ratih Asmarani, 'Development of Board Game Media in Art Culture and Craft Learning at 5th Grade of Elementary School', *IJPSE Indonesian Journal of Primary Science Education*, 2.1 (2021), p. 88.

B. METHOD

This study employs a Research and Development (R&D) method by implementing the ADDIE development model. The developmental procedure was conducted through five systematic phases, encompassing analysis, design, development, implementation, and evaluation.¹⁰ This model was selected due to its measurable procedures, which ensure the validity and effectiveness of the developed product. The ADDIE developmental framework is illustrated in the following figure:

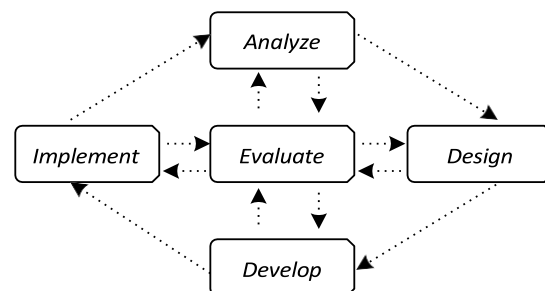


Figure 1.
The Stages of the ADDIE Model

The implementation of the research procedure commenced with the Analysis phase, which involved a needs

¹⁰ Fitria Hidayat and Muhamad Nizar, 'Model ADDIE (Analysis, Design, Development, Implementation and Evaluation) dalam Pembelajaran Pendidikan Agama Islam', *Jurnal Inovasi Pendidikan Agama Islam (JIPAI)*, 1.1 (2021), p. 31.

assessment of children aged 4-5 years at TK Negeri Pembina Samporoa to map emotional developmental barriers and the availability of existing media. This was followed by the Design phase, which encompassed the formulation of the initial board game prototype, the selection of emotional learning materials, and the development of adaptive game rules tailored for Group A learners.

In the Development phase, the physical production of the media was carried out, followed by a validation process conducted by two experts to assess the media, material, and linguistic aspects as a basis for product revision. The Implementation phase involved a limited field trial with 12 children to evaluate usability and subject response. Finally, the Evaluation stage was conducted by comprehensively analyzing the trial results to determine the achievement of the product development objectives.

The study was conducted at TK Negeri Pembina Samporoa during the 2025/2026 academic year. A total of 12 children from Group A were selected as research subjects through a purposive sampling technique. The primary criterion for sample selection was children who were in the early stages of identifying various emotional expressions.¹¹

Data were comprehensively collected through interview guides, observations, and documentation. The researchers employed an emotional development checklist utilizing a 4-point Likert scale (1-4) to measure children's ability to recognize, express, and understand emotional triggers. To ensure the consistency of field data, the reliability of the observational instrument was verified using an inter-rater reliability approach.

In this process, two observers simultaneously assessed the children's emotional behaviors using the developed instrument. The scores from

¹¹ Bianca Marella Angeling, Tsaniya Mahadiva, Challista Najwa Ghinarahima, Chiatha Destalova Azzura, and Rita Markus Idulfilastri, 'Flashcard: Pengenalan Jenis dan Regulasi Emosi pada Anak Usia Dini', *Innovative: Journal of Social Science Research*, 4.3 (2024), p. 14802.

both observers were then correlated to ensure that the observation sheet possessed robust stability and reliability prior to the implementation phase.

Data analysis was performed using a combination of qualitative descriptive techniques to process expert feedback and quantitative analysis to calculate the media feasibility scores.¹² The scores were calculated using the following formula:

$$V = \frac{TSEV}{S_{\max}} \times 100\%$$

Keterangan:

- V : Validation percentage
- TSEV : Total empirical score from validators
- S_{max} : Maximum possible score
- 100% : Constant

The resulting percentages were subsequently converted into qualitative

data to determine the media's feasibility, based on the criteria presented in the following table:

Table 1. Media Feasibility Criteria

Percentage Range	Feasibility Category
76% - 100%	Very Feasible
51% - 75%	Feasible
26% - 50%	Moderately Feasible
0% - 25%	Infeasible / Poor

Ethical considerations in this study were maintained by securing formal permission from the school authorities and the Group A classroom teacher. Given that the participants were young children, the researchers prioritized the protection of their rights and privacy through informed consent procedures. This consent was obtained from parents or legal guardians before the data collection process commenced.

¹² Moh. Farid Nurul, Ruminati, and Suharjo Anwar, 'Pengembangan Modul Pembelajaran Tematik Terpadu Berbasis Kearifan Lokal Kabupaten Sumenep Kelas IV Subtema Lingkungan Tempat Tinggalku', *Imajiner: Jurnal Matematika dan Pendidikan Matematika*, 2.5 (2017), p. 1293.

C. RESULTS AND DISCUSSION

This research and development study produced an educational board game designed to assist young children in recognizing emotions. The developmental process was executed following the ADDIE model stages, as detailed below:

1. Analysis

Initial observations revealed that children's limited ability to recognize emotions stems from the use of non-varied and static learning media, such as Student Worksheets (LKA). This condition creates a significant gap between the children's need for concrete learning and the field reality, given that paper-based media are unable to accommodate in-depth emotional exploration.

In fact, the developmental characteristics of young children require more vibrant stimulation through interactive teaching aids. This is emphasized in Riska Mulyani's

theory regarding the importance of emotional representations that resonate with their world. This concept is reflected in the joyful expressions of the character Rara in the *Nussa Season 1* animated series, which serves as a vivid visualization to help children recognize emotional manifestations more accurately than simply viewing static images.¹³

2. Design

This phase resulted in a product design in the form of a board game that integrates a game board, situation cards, expression cards, and pawns into a cohesive unit. The primary design focus lies in the use of vibrant colors and clear expression icons to capture children's attention. The design specifically emphasizes visual elements, such as character expressions and contrasting colors, tailored to the developmental characteristics of Group A learners. Through this design, children are positioned to perceive the

¹³ Rizkia Mulyani, Kamilatun Nabilah, and Sundawati Tisnasari, 'Representasi Emosi Kegembiraan Tokoh Rarra dalam Serial Animasi *Nussa Season 1* (Sebuah Kajian Psikolinguistik)', *DEIKTIS: Jurnal Pendidikan Bahasa dan Sastra*, 5.2 (2025), p. 1206.

activity as play rather than formal learning, thereby reducing their cognitive load.

This approach aligns with the principles of educational media, which dictate that instructional tools for children aged 4-5 years must be capable of simplifying abstract concepts into symbols that are easily recognizable within everyday interactions.¹⁴

3. Development

This approach aligns with the principles of educational media, which dictate that instructional tools for children aged 4-5 years must be capable of simplifying abstract concepts into symbols that are easily recognizable within everyday interaction:

Table 2. Media Feasibility Validation Results by Experts

No	Product Validation Results	
	Validation Component	Percentage and Feasibility
1.	Media Expert	97,5% Very Feasible
2.	Material and Language Expert	92,5% Very Feasible
	Average Score	95% Very Feasible

¹⁴ Een Sukainah et al., 'Meningkatkan Kemampuan Kognitif melalui Alat Permainan Edukatif Tutup Botol Angka pada Anak Usia 4-5 Tahun', *Irfani*, 21.2 (2025), p. 722.

An average score of 95% indicates that this board game is 'Very Feasible' in terms of both physical design and material depth. The 97.5% score achieved in the media aspect signifies that the visual design, material durability, and safety standards of the teaching aids have met the technical requirements for children aged 4-5 years. Meanwhile, the 92.5% score from the material expert confirms that the content within the situation cards possesses a strong relevance to the children's real-life daily experiences.

The high feasibility results of this media are consistent with the research direction established by Tenrisau et al., which demonstrates that board game formats serve as effective educational instruments through structured visual presentations.¹⁵ Although that study primarily focused on special education, the fundamental principles regarding the use of image cards as stimulants within a game possess strong relevance to the development of emotional

¹⁵ Andi Tenrisau, Tuti Meidina, and Abdul Hadis, 'Pengembangan Media Game Edukasi Berbasis Board Game dalam Pengenalan Pendidikan Sex untuk Siswa Autis di SLB C-YPPLB Makassar', *Afifah: Jurnal Metafora Pendidikan*, 2.4 (2024), p. 10.

recognition media at TK Negeri Pembina Samporoa. This confirms that simple and interactive board game mechanisms serve as a vital foundation for children to internalize abstract learning materials, such as the recognition of emotions.

Despite the validation results falling into the 'Very Feasible' category, the researchers conducted further refinements based on the qualitative feedback provided by the validators. These improvements included numbering the board tiles to clarify the gameplay flow, simplifying the language on the cards to enhance communicative clarity, and precisely adjusting the storage box dimensions. The specific revisions are detailed in the following table:

Table 3. Refinements of the Expression Board Game Media

Before	After



4. Implementation

Field testing involving 12 children from Group A showed a significant behavioral shift, progressing from passive involvement to a more confident communication of emotions. During a simulation of the 'toy borrowed without permission' scenario, subjects were able to select the 'angry' expression card and verbally state, 'I am angry if my toy is taken.' This active engagement demonstrates the effectiveness of the situation cards in stimulating children's emotional responses, as documented in the following figures:



Figure 2. Implementation of the expression board game media in stimulating emotional recognition skills among Group A children.

Further observations indicate that the use of facial icons on the cards assists children in distinguishing the physical characteristics of each emotion. This aligns with Ekman's theory of basic emotions, which posits that facial expressions such as joy, sadness, and anger possess universal characteristics that are recognizable across cultures. Echoing this sentiment, Hasna emphasizes that anger has a distinct physical and visual representation that serves as a form of non-verbal communication in human interaction.¹⁶

The effectiveness of these behavioral shifts is supported by the quantitative improvement in pre-test and post-test scores, as presented in the following table:

Table 4. Media Effectiveness Test Results

No	Effectiveness Test Results	
	Analysis Indicators	Score /Category
1.	Skor <i>Pre-test</i>	5,25 Starting to Develop (MB)
2.	Skor <i>Post-test</i>	7,83 Developing as Expected (BSH)
3.	<i>N-Gain Score</i>	0,45 Medium Effectiveness

¹⁶ Salsabila Nur Hasna, 'Silent Treatment sebagai Bentuk Ekspresi Emosi Marah Silent', *Jurnal Penelitian Psikologi*, 12.01 (2025), p. 124.

Based on the field trial data, the N-Gain score of 0.45 confirms an improvement in children's abilities within the 'Medium' category. The researchers argue that this achievement still provides a tangible positive impact on children's affective development, considering that emotional understanding is a gradual process that requires continuous internalization.¹⁷ The increase in scores from 5.25 to 7.83 reflects a transition in the children's abilities, moving from initial recognition toward a more consistent identification stage. The visualization of this competency improvement is presented in the following chart.

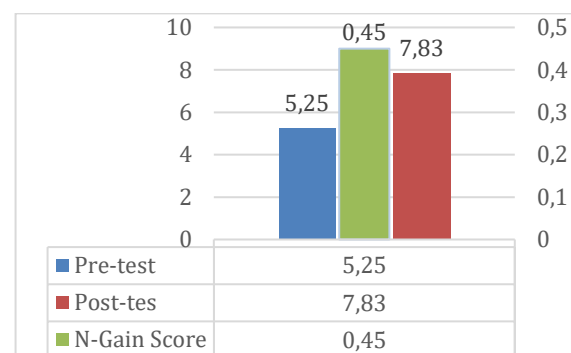


Figure 3. Comparison of Pre-test, Post-test, and N-Gain Scores for Children's Emotional Recognition Ability

¹⁷ Irfa Irfa Nur Amalia, Fajar Indarsih, dan Fatqurhohman, 'Character Education and Socio-Emotional Development of', 1.2 (2025), p. 69.

5. Evaluation

Based on the field trial results and expert feedback, minor revisions were made to the card dimensions to ensure they are more ergonomic for children's hands. This evaluation ensures that the final product is not only superior in terms of content but also physically safe and comfortable for early childhood use. Furthermore, the interactions during the gameplay were proven to train children's emotional regulation, such as developing patience while waiting for their turn.

Overall, the results of this study demonstrate that stimulation through the expression board game significantly contributes to enhancing children's emotional recognition skills. This finding aligns with the premise that play-based media serve as vital instruments in simplifying the learning process for early childhood [1]. The use of interactive media has proven effective in transforming abstract emotional concepts into tangible play

experiences. Practically, the implementation of this media provides an opportunity for teachers to create a learning environment that is more responsive to children's affective needs through a wider variety of instruments compared to conventional methods.¹⁸

D. CONCLUSION

This study concludes that the 'Expression Board Game' is a feasible and effective medium for enhancing the emotional recognition abilities of Group A children at TK Negeri Pembina Samporoa. Validation results from media experts (97.5%) and material/linguistic experts (92.5%) indicate a very high level of feasibility. Field testing demonstrated a significant improvement in children's competence, with average scores rising from 5.25 to 7.83. Furthermore, the N-Gain score of 0.45 confirms that the improvement in children's competency falls within the 'Medium' classification. Practically, this media has successfully transformed

¹⁸ Suyadi Sari and Bela Mayang, 'Permainan Interaktif sebagai Media Pembelajaran pada Anak Usia Dini', *Jurnal Pendidikan Anak*, 5.1 (2024), pp. 2050-2051.

abstract emotional concepts into tangible play experiences, while simultaneously providing teachers with the means to create a more responsive and varied learning environment.

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