



Reading Learning Management Based on Flash Card Games in Improving the Quality of Students' Psychomotor Learning at PAUD Ar-Ridho

Teti Ratnawulan¹, Ahmad Rifandi², Ani Nuraeni³, Listia Rismayanti⁴, Sisca Rachmawati⁵,
Yudah Ardiansyah⁶, Imam Asrofi⁷

^{1,2,3,4,5,6,7} Universitas Islam Nusantara, Indonesia

*Corresponding email: imam_asrofi@uninus.ac.id

Receive: 12/06/2025	Accepted: 02/09/2025	Published: 01/10/2025
---------------------	----------------------	-----------------------

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan Manajemen pembelajaran membaca berbasis permainan flash card dalam meningkatkan mutu pembelajaran psikomotor siswa di PAUD AR-RIDHO. Latar belakang penelitian ini didasari oleh pentingnya kemampuan membaca awal pada anak usia dini yang tidak hanya mencakup aspek kognitif, tetapi juga aspek psikomotorik, seperti koordinasi tangan-mata dan keterampilan motorik halus. Flash card sebagai media pembelajaran visual dan interaktif dinilai mampu menarik perhatian anak dan mendukung perkembangan keterampilan psikomotor melalui kegiatan yang menyenangkan dan bermakna. Metode penelitian yang digunakan adalah pendekatan kualitatif dan deskriptif kuantitatif dengan teknik observasi, wawancara, dan dokumentasi. Subjek penelitian adalah guru dan siswa kelompok B di PAUD AR-RIDHO. Hasil penelitian menunjukkan bahwa penggunaan flash card secara sistematis dan terencana dalam kegiatan pembelajaran membaca mampu meningkatkan keterlibatan aktif siswa, memperkuat daya ingat visual, serta melatih koordinasi motorik halus siswa melalui aktivitas menjodohkan, mengangkat, dan menyebutkan huruf atau kata yang terdapat pada kartu. Selain itu, pembelajaran berbasis permainan flash card juga menciptakan suasana belajar yang menyenangkan dan tidak membebani anak, sehingga berdampak positif terhadap peningkatan mutu pembelajaran psikomotor secara keseluruhan. Dengan demikian, strategi ini dapat dijadikan alternatif efektif dalam pembelajaran membaca di jenjang PAUD. Rekomendasi dari penelitian ini adalah perlunya pelatihan bagi guru dalam merancang dan mengembangkan media flash card yang variatif sesuai dengan karakteristik siswa usia dini.

Kata kunci: *Manajemen pembelajaran, membaca awal, flash card, psikomotor, PAUD*

Abstract

This study aims to describe the implementation of a reading learning management based on flash card games in improving the quality of psychomotor learning among students at PAUD AR-RIDHO. The background of this research is based on the importance of early reading skills in young children, which involve not only cognitive aspects but also psychomotor aspects, such as hand-eye coordination and fine motor skills. Flash cards, as visual and interactive learning media, are considered effective in attracting children's attention and supporting psychomotor skill development through fun and meaningful activities. This research employs two methods are qualitative and descriptive quantitative approaches, with data collected through observation, interviews, and documentation. The subjects of the study were teachers and students of Group B at PAUD AR-RIDHO. The results showed that systematic and well-planned use of flash cards in reading activities increased students' active engagement, strengthened their visual memory, and trained fine motor coordination through activities such as matching, lifting, and pronouncing letters or words on the cards. Moreover, flash card-based learning created an enjoyable and stress-free learning atmosphere, positively impacting the overall quality of psychomotor learning. Therefore, this strategy can be considered an effective alternative for teaching reading at the early childhood education level. The study recommends that teachers receive training in designing and developing varied flash card media tailored to the characteristics of young learners.

Keywords: *learning of Management, early reading, flash cards, psychomotor, early childhood education*

INTRODUCTION

Early Childhood Education (PAUD) is a critical phase in child development that lasts from 0 to 6 years of age, where children begin to build social, emotional, and cognitive abilities. At this stage, reading ability is one of the fundamental skills that children must acquire as a foundation for learning at the next level. However, in practice, at PAUD Ar-Ridho, several challenges were found that hampered the effectiveness of the reading learning process.

One of the main problems faced is the learning approach that tends to be conventional, where the methods applied are not always interesting to children. Monotonous learning activities, such as reading from textbooks without fun interactions, can make children lose interest and motivation to learn. This certainly has a negative impact on their reading ability. According to constructivist learning theory, children learn best when they are actively involved in the learning process in a fun and interesting way.

Early Childhood Education (PAUD) is an important stage in the education system that has the main goal of stimulating all aspects of child development as a whole, both in terms of cognitive, affective, social, and psychomotor. At this time, children are in the golden age, where the development of the child's brain develops very rapidly. Therefore, the learning approach in PAUD must be designed in an appropriate, fun way, and in accordance with the characteristics of the child's age.

Piaget (1973) stated that children at an early age learn more effectively through play exploration. A game-based approach provides a fun learning experience while simultaneously supporting cognitive and psychomotor development.

Learning Quality in Early Childhood Education According to NAEYC (National

Association for the Education of Young Children, 2009), the quality of learning in early childhood must support holistic development, including psychomotor aspects. Integration of game-based strategies such as flash cards is one recommended approach. One of the basic skills that is important to start instilling in early childhood is early literacy skills, especially reading.

Reading is not just a process of recognizing letters and words, but also involves the ability to understand the meaning of written symbols. At the PAUD level, reading learning must be done gradually and with full stimulation, because children are not yet fully able to think abstractly and are still very dependent on concrete experiences and motor activities.

However, in the implementation of reading learning in PAUD, various obstacles are often encountered. One of them is the lack of interest of children in participating in reading learning activities that are presented monotonously and are not interesting. Some teachers still use the lecture or drilling method repeatedly, which not only makes children bored quickly, but also does not involve the child's motoric aspects in the learning process. This can have an impact on the low quality of learning, especially in the psychomotor aspect, where children are not yet actively involved physically in the process of recognizing letters and words.

To overcome these problems, innovation is needed in learning strategies that not only focus on cognitive outcomes, but are also able to develop children's psychomotor abilities. One technique that can be used is game-based reading learning, such as flash cards. Flash cards are visual media in the form of picture cards or written letters, words, or simple sentences, which can be used in various structured play activities. The use of flash

cards not only helps children recognize the shape of letters and words, but also encourages children to actively move, point, choose, and arrange cards, all of which involve eye and hand coordination and fine motor skills.

PAUD Ar-Ridho as one of the early childhood education institutions has a commitment to improving the quality of holistic learning. However, based on the results of initial observations, it was found that the implementation of reading learning in PAUD Ar-Ridho still does not fully involve an active and fun approach, especially one that can develop children's psychomotor aspects. Therefore, a learning strategy is needed that is able to answer these challenges through an approach that is appropriate to the child's developmental stage. Through this study, the researcher wants to examine more deeply how a reading learning strategy based on flash card games can be implemented effectively in PAUD Ar-Ridho and to what extent it influences the improvement of learning quality, especially in students' psychomotor aspects. This study is expected to provide a positive contribution for PAUD teachers in designing innovative and fun learning, as well as being a basis for improving the quality of education at the early age level.

Based on the background above, the formulation of the problem in this study is as follows:

1. How is the planning of flash card-based reading learning in PAUD Ar-Ridho in accordance with the development of early childhood to improve the quality of psychomotor learning?
2. How is the organization of flash card-based reading learning in PAUD Ar-Ridho in accordance with the development of early childhood to

improve the quality of psychomotor learning?

3. How is the implementation of flash card-based reading learning in PAUD Ar-Ridho in accordance with the development of early childhood to improve the quality of psychomotor learning?
4. How is the evaluation of flash card-based reading learning in PAUD Ar-Ridho in accordance with the development of early childhood to improve the quality of psychomotor learning?
5. What are the obstacles to flash card-based reading learning in PAUD Ar-Ridho in accordance with the development of early childhood to improve the quality of psychomotor learning?
6. What is the solution to flash card-based reading learning in PAUD Ar-Ridho in accordance with the development of early childhood to improve the quality of psychomotor learning?

The general objective of this study is to identify and analyze flash card game-based reading learning in PAUD Ar-Ridho that is in accordance with early childhood development in order to improve the quality of learning. This study aims to find effective techniques that are in accordance with the stages of child development, so that it can improve children's flash card game-based reading skills and the overall quality of education in PAUD Ar-Ridho.

Specifically, this study aims to examine and empirically find out about:

1. Planning reading learning based on flash card games at PAUD Ar-Ridho that is in accordance with the development of

early childhood to improve the quality of learning.

2. Organizing reading learning based on flash card games at PAUD Ar-Ridho that is in accordance with the development of early childhood to improve the quality of learning.
3. Implementation of reading learning based on flash card games at PAUD Ar-Ridho that is in accordance with the development of early childhood to improve the quality of learning.
4. Evaluation of reading learning based on flash card games at PAUD Ar-Ridho that is in accordance with the development of early childhood to improve the quality of learning.
5. Obstacles to reading learning based on flash card games at PAUD Ar-Ridho that are in accordance with the development of early childhood to improve the quality of learning.
6. Solutions for reading learning based on flash card games at PAUD Ar-Ridho that are in accordance with the development of early childhood to improve the quality of learning.

This research is expected to provide the following benefits:

Theoretical Benefits: This research is expected to provide significant contributions to the development of early childhood education theory and practice, especially in the context of reading learning. The theoretical benefits of this research include:

1. Expanding Academic Literature
2. Effective Learning Models
3. Understanding Child Development
4. Contribution to Learning Theory
5. Basis for Education Policy

Practical Benefits: This research is expected to provide practical benefits that can be directly applied by various parties involved in early childhood education, especially in PAUD Ar-Ridho. These practical benefits include:

1. Education Office

The Education Office can use flash card-based learning as a reference in compiling or strengthening PAUD curriculum policies, especially in designing learning activities that support children's psychomotor and early literacy development. b) Findings from the use of flash cards as a learning medium can be used as training or workshop materials for PAUD educators. This helps the government in compiling teacher competency improvement programs that are applicable and based on good practices. c) The Education Office can recommend this type of learning model to other PAUD units to create an active, creative, and enjoyable learning atmosphere according to the principles of early childhood education. d) Flash cards are a medium that is easy to make, cost-effective, but has a big impact. The government can encourage its use as an effective education solution in areas with limited budget or resources. e) The results of the implementation of this strategy can provide real input for the education office in evaluating the effectiveness of the PAUD program, so that the policies made are more targeted and in accordance with field needs.

2. Graduate Users

a. Graduates from PAUD Ar-Ridho who have participated in flash card-based reading learning will have a good foundation of psychomotor skills, such as eye-hand coordination,

agility, and dexterity needed in advanced learning activities.

- b. With a play-while-learning approach, students have initial skills in recognizing letters and words in a fun way, so that the process of learning to read and write at the next level becomes easier and more effective.
 - c. Students who are accustomed to game-based learning will have high enthusiasm for learning and are able to learn through exploration, which is an important capital for learning at the elementary level.
 - d. Graduate users will receive students who are accustomed to expressing themselves, are open in group activities, and have the courage to actively participate in various learning activities thanks to the interactive approach while in PAUD.
 - e. Teachers at the elementary school level will find it easier to design learning programs because PAUD graduates have readiness to learn both physically and mentally, especially in the fine motor aspect which is important in writing, drawing, and other practical activities.
3. Family
- a. By knowing the flash card game-based learning method, parents can more easily accompany their children to study at home in a fun and interactive way. This helps strengthen family involvement in the child's education process from an early age.
 - b. Flash card games can not only be used in schools, but can also be used as play activities while learning at

home. Families can create a supportive learning environment by providing space and time to play educationally with children.

- c. Flash card playing activities together can be a bonding moment between children and parents. This interaction not only has an impact on academic development, but also fosters emotional closeness and children's self-confidence.
- d. Through this approach, families can gain insight that learning does not have to be rigid and boring, but can be packaged in the form of effective and fun games, according to the characteristics of early childhood.

RESEARCH METHODS

This study uses a Mixed Method approach, which is a combination of qualitative and quantitative approaches. This approach was chosen to obtain a complete picture of flash card-based reading learning management in improving the quality of students' psychomotor learning.

Qualitatively, this study aims to describe the process of planning, implementing, and evaluating learning using flash card media. Quantitatively, this study measures the increase in students' psychomotor abilities before and after the application of the media.

This study uses a case study method involving in-depth observation, interviews, and document analysis. This method was chosen to obtain a comprehensive understanding of flash card-based reading learning strategies at PAUD Ar-Ridho, with a focus on interactions between teachers and children, as well as the application of strategies in daily activities.

The subjects of this study were early childhood children at PAUD Ar-Ridho, teachers, principals, and parents of students. The selection of subjects was done purposively to ensure the relevance and depth of the data obtained. While the objects of this study are flash card game-based reading learning management and students' psychomotor quality in reading learning.

The study was conducted at PAUD Ar-Ridho located on Jl. Mariwati, Kp. Kawungluwuk Tengah, Kawungluwuk Village, Sukaresmi District, Cianjur Regency on the grounds that this institution has a good reputation in implementing flash card game-based reading learning strategies and has supporting facilities.

Qualitative data collection techniques in this study were interviews conducted with the principal and teachers to obtain information regarding the planning, implementation, and evaluation of reading learning. Furthermore, observation, direct observation of the learning process using participatory observation sheets. The last is documentation or collecting documents such as lesson plans, photos of activities, and student work.

The first quantitative data collection technique in this study was the Psychomotor Test. Pretest and posttest were used to measure students' psychomotor abilities before and after the flash card game was implemented. The second is the Questionnaire. The questionnaire was given to teachers to assess the effectiveness of the method and changes in students' psychomotor behavior.

Qualitative Data Analysis: Qualitative data is analyzed using several steps, consisting of three stages:

- a. Data Reduction: Filtering data from observations and interviews according to the focus of the research.
- b. Data Presentation: Presenting data in narrative or matrix form.
- c. Conclusion Drawing: Conclude learning management patterns and the effectiveness of flash card media.

Quantitative data were analysed using descriptive statistics to compare the results of the pretest and posttest:

1. Calculating the mean value, standard deviation, and percentage of increase in psychomotor abilities.
2. Determining the significance of changes in students' psychomotor abilities after treatment.

Data Validity and Reliability

1. Triangulation of Sources and Techniques is used to increase the validity of the data, namely by comparing the results of interviews, observations, and documentation.
2. Quantitative instruments are tested for validity and reliability through limited trials before being used in full.

Research Procedure

1. Preparation Stage: a) Compiling a proposal and research instruments, b) Taking care of research permits, c). Compiling an implementation schedule
2. Implementation Stage: a.) Conducting interviews, observations, documentation, b) Conducting pretests and posttests, c) Implementing flash card-based learning methods.
3. Analysis and Reporting Stage: a) Analyzing data, b) Compiling research report results, c) Drawing conclusions and providing recommendations.

Result And Discussion

Result

The results obtained in the research on the development of flash card media to improve the reading ability of children aged 5-6 years were carried out using the development procedure taken according to Borg & Gall. The procedures carried out by the researcher were: 1). Potential and problems;; 2) data collection; 3) product design; 4) design validation; 5) Product revision; 6) description of product use; 7) trial use.

1. Potential and problems

The study conducted interviews, documentation of learning outcomes, and identification of problems in PAUD Ar-Ridho Jln. Kubang Village Sukaresmi Regency Cianjur, namely that in improving children's reading skills in the school did not use media, but only by using story books and whiteboards. The presence of media makes children more confident, dare to ask questions, and increase broader insights regarding the material presented by the teacher in learning.

2. Data collection

The collection of data obtained is used as reference material or complementary data through data and learning outcomes of children's reading abilities and interviews with teachers related to problems in PAUD Ar-Ridho, as well as plans to make flash card media to improve reading skills. In addition, it is carried out by conducting a literature review of various existing literature. Data collection is also carried out using a questionnaire or questionnaire filled out by experts, namely media experts

and child development experts.

Table 1 Results of Reading Ability of 5-6 Year Old Children at PAUD Ar-Ridho Using Flash Cards

NO	Nama Peserta Didik	Indikator Penilaian				Skor	%	Ket
		1	2	3	4			
1	Arkan Mubarak Lubis	3	3	3	3	12	75%	BSH
2	Asyifah Putri Lestari	3	3	3	3	12	75%	BSH
3	Dicky Al-Fatih	2	2	3	3	10	62,50%	BSH
4	Dika Alfareza	3	3	4	3	13	81.25%	BSB
5	Fairel Athariz Putra	2	2	3	3	10	62,50%	BSH
6	Imam Al-Ghazali	3	3	4	2	13	81,25%	BSB
7	Kanaya Rafifah Zahra	3	3	3	3	12	75%	BSH
8	Khanza Zahira R	3	3	3	2	11	68.75%	BSH
9	Mutiara Lestari	3	3	3	3	12	75%	BSH
10	Zakaria Akbar	3	3	3	3	12	75%	BSH

Keterangan :

0% - 25%	= BB	: Belum Berkembang
26% - 50%	= MB	: Mulai Berkembang
51 % - 75%	= BSH	: Berkembang Sesuai Harapan
76% - 100%	= BSB	: Berkembang Sangat Baik

Assessment Indicators

- Children are able to show the correct forms of letter symbols
- Children are able to mention letter symbols according to sound
- Children are able to recognize the initial letter sound
Children are able to mention groups of images that have the same initial sound/letter

From the table above, it can be seen that the reading ability of children aged 5-6 years using flash card media has increased where 8 children got a percentage score of 65% and two children got a percentage score of 81.25% and it is stated that the use of this flash card media can improve the reading ability of children aged 5-6 years.

3. Flash Card Learning Media Effectiveness

Test

The results of the research from the trial using flash cards at the stage before using and after using can be seen in the following table:

Table 2 Research results on the development of flash card learning media to improve reading skills in children aged 5 to 6 years

Penggunaan Media Pembelajaran	Sebelum	Sesudah
<i>Flash Card</i>		
BB	0	0
MB	16	0
BSH	6	24
BSB	0	16
Total Skor	22	40
Rata-rata	2	3
Persentase	50%	75%

From the table above, we can test the effectiveness of flash card learning media to improve the reading skills of children aged 5-6 years using the gain score formula, namely:

$$\text{Gain skor} = \frac{\text{nilai sesudah} - \text{nilai sebelum}}{\text{nilai maksimum} - \text{nilai sebelum}} \times 100$$

$$\frac{30-20}{40-20} \times 100 = \frac{10}{20} \times 100 = 50$$

From these results, the effectiveness of developing flash card learning media to improve the reading skills of children aged 5-6 years obtained an average gain score of 50, which means $X > 29$. With a very high classification.

Discussion

Research and product development were carried out with an initial planning stage, namely observation to schools at PAUD Ar-Ridho, Sukaresmi District. From

the results of observations in improving Reading skills at PAUD Ar-Ridho Sukaresmi, only worksheets were used and learning media had not been provided. The next step was to design a flash card learning media design.

The finished product was then validated by several experts before being tested. Product validation was carried out by two experts, namely a media expert and a material expert in the field of literacy for children aged 5-6 years.

1. Media Expert Validation Results

In the assessment by media experts, it can be seen that the average score of the assessment indicators is 3 with a total score of 18 out of 24 and received a percentage score of 75% feasibility. With this score, it is known that this learning media is declared "feasible".

2. Material Expert Validation Results

In the assessment by material experts, it can be seen that the average score of the assessment indicators is with a total score of 16 out of 16 and received a percentage score of 100% feasibility. With this score, it is known that this learning media is declared "very feasible".

3. Product Trial

The product trial was conducted in two stages, namely the first stage of product assessment by PAUD Ar-Ridho Sukaresmi teachers, obtained a percentage of feasibility for product design of 91.66%. in the material aspect, a percentage of feasibility was obtained of 93.75%. The average score for the product assessment was 185.41%. So it can be concluded that this product is "very feasible". While in the trial stage on children, the BSH percentage was 100%. In the test stage, the

effectiveness of reading ability development had an average gain score of 50 with a very high classification.

CONCLUSION AND SUGGESTIONA

Based on the results of the study conducted at PAUD Ar-Ridho, it can be concluded that the flash card game-based reading learning strategy is an effective method in improving the quality of students' psychomotor learning. This strategy is able to create a fun, interactive learning atmosphere and motivate children to be actively involved in reading activities.

Through the use of flash cards, students not only get cognitive stimulation in recognizing letters and words, but are also trained in psychomotor skills such as eye-hand coordination, precision of movement, and dexterity in holding and moving cards. Teachers also become more creative in designing learning that is in accordance with the characteristics of early childhood development.

Thus, the implementation of this strategy has a positive impact on improving the quality of learning as a whole, especially in the psychomotor aspect, and can be used as an alternative strategy for fun and effective reading learning in early childhood education environments.

Flash card-based reading learning strategies at PAUD Ar-Ridho have proven effective in increasing children's interest in learning, active involvement in the learning process, and accelerating early understanding of letters and words. Children are more focused, less bored, and show progress in following instructions through a play-while-learning approach.

Teachers and educators have a positive view of this strategy. They consider flash cards to be a simple but very useful medium for creating an interesting

and enjoyable learning atmosphere. This strategy is also considered to make it easier for teachers to guide children in reading while still developing children's motor aspects.

Obstacles that arise such as differences in student abilities, limited media, and implementation time are overcome in several ways, such as:

1. Grouping students heterogeneously for more intensive guidance.
2. Making flash cards that are more varied (colorful, textured, upper and lower case).
3. Arranging learning time in the form of alternating sessions to avoid student fatigue.

The flexible and creative approach of teachers is very helpful in overcoming existing obstacles.

The implementation of this strategy has a positive impact on improving the quality of learning, especially in terms of active student involvement, increasing learning motivation, and achieving reading development indicators. Learning becomes more lively, child-centered, and integrated between cognitive and psychomotor aspects. After implementing this strategy, children showed significant psychomotor development.

They were more skilled in hand movements when pointing, sorting cards, pinching, and holding learning aids. Hand and eye coordination improved, and children appeared more confident in participating in learning activities actively and independently according to their developmental stages.

REFERENCES

- Aida Siti. 2018. *Meningkatkan Keterampilan Membaca Awal Melalui Metode Struktural Analitik Sintetik*

- Dengan Memggunakan Media Audio Visual*. Vol 3.
- Butter Amy. 2013. *Aktivitas Permainan Dan Strategi Penilaian Untuk Kelas Bahasa Asing*, Jakarta : Permata Putri Media.
- Andini Umar. *Hubungan Penggunaan Flash Card Dengan Kemampuan Membaca Permulaan Anak Usia 5-6 Tahun di Tk Al- Hijriah Bandar Lampung*. Skripsi Ilmu Pendidikan-FAkultas Keguruan dan Ilmu Pendidikan -Universitas Lampung 2016: Lampung
- Arsyad. 2010. *Media Pembelajaran* . Jakarta: PT Rajagrafindo Persada.
- Arsyad Junaidi. 2017. *Metode Pendidikan Rasulullah Saw*. Medan : Perdana Publishing.
- Asmonah Siti. 2019. *Meningkatkan Kemampuan Membaca Permulaan Menggunakan Model Direct Instruction berbatuan Media Kartu Bergamnar*. Vol 8.
- Christina. 2019. *Mengajar Membaca itu Mudah*. Yogyakarta. Cv Alat Media.
- Departemen Agama Ri. 2011. *Al quran dan Terjemahan*. Jakarta : Bintang Indonesia.
- Dwirja Utama. 2019. *Jurnal Penelitian Forum Komunikasi Pengembangan Profesi Pendidikan Kota Surakarta*. Surakarta: Forum Komunikasi Guru Pengawas Surakarta.
- Fadilah. 2017. *Bermain dan Permainan Anak Usia Dini*. Jakarta : Prenada Media.
- Hamka. 1985. *Tafsir Al-Azhar*. Jakarta : Pustaka Panjimas.
- Khadijah. 2015. *Media Pembelajaran Anak USia Dini*. Medan : Perdana Publishing.
- Khadijah. 2016. *Pendidikan Prasekolah*. Medan ; Perdana Publishing
- Kurnia Rita. 2019. *Bahasa Anak Usia Dini*. Yogyakarta: Penerbit : Deeplish.
- Madyawati Lilis. 2017. *Strategi Pengembangan Bahasa Pada Anak*. Jakarta : PT Kharisma Putra Utama.
- Mentari Nugraha. *Peningkatan Kemampuan Membaca Permulaan Menggunakana Media Flash Card Pada Anak Kelompok B di Tk Atap Jogoboyo Purwodadi Purworejo*. Skripsi Pendidikan Prasekolah dan Sekolah Dasar – Fakultas Ilmu Pendidikan -UNG 2014: Yogyakarta.
- Nuhammad YAumi. 2018. *Media dan Teknologi Pembelajaran*. Jakarta : Prenada Media
- Mulyadi Seto. 2012. *Sekolah anak-anak Juara*. Bandung. PT: Mizan Pustaka Muslih