

IMPLEMENTATION OF THE REGGIO EMILIA APPROACH IN DEVELOPING CREATIVE THINKING OF EARLY CHILDHOOD

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ABSTRAK

Creativity is very important for children, especially at an early age. This research wants to explain how the Reggio Emilia approach helps improve children's creativity. In this study, we used a systematic and qualitative method to collect data and information from 2019 to 2024. The results show that the Reggio Emilia approach is different from other approaches. One of the unique things is that children are given the freedom to explore and discover new things inside and outside the classroom. This helps to actively enhance children's creativity and allows them to be creative with their ideas. Therefore, the Reggio Emilia approach is considered an effective educational approach in enhancing early childhood creativity.

Keywords : Reggio Emilia, Creativity, Early Child.

INTRODUCTION

Education plays an important role in achieving a better living system. In assessing the progress of a country, education becomes the main key (Sutrisno 2023). The quality of education planned and implemented has a close relationship with educational expectations. Today's education focuses on producing individuals who are critical, innovative, and creative, so that they can meet the requirements of the demands of the times. To prepare themselves for the ongoing changes of the times, children must now have the ability to think critically and creatively. Creativity has become an important basis in the development and life skills of modern society, so children must be trained to think critically and creatively in order to face future challenges more effectively (Novita & Widya, 2021). Creativity itself is a high and complex thinking ability, which involves succession, discontinuity, differentiation, and integration between developmental stages. Creativity means having the ability to create or discover something new and original, which cannot be produced by simply following in the footsteps of others. In creativity, individuals must have the ability to think innovatively and create something different and valuable (Aizatul et al., 2022).

In keeping up with the times, individuals must develop creativity. The development of creativity is an important issue that needs attention. A study shows that creativity is not promoted by intellect, but by personality development that occurs through socialization and environmental adaptation. Early childhood needs a place for free expression and needs an environment that can provide stimulation of creativity without too strict rules, and provide freedom to develop self-confidence (Novita & Widya, 2021).

Children aged 3-6 years are included in the early childhood category, which is in the age range of birth to 6 years. They are also often referred to as pre-school age, as they have not yet entered formal school age (Rosmilawati et al., 2023). Nowadays, pre-school children's creativity is not optimally developed. This is because teachers usually provide certain limitations in play activities, so children tend to obey the teacher's will. Thus, children cannot express freely according to their imagination and creativity. Teachers do not provide varied experiences in learning activities and do not allow children to explore the surrounding environment freely. As a result, children cannot develop their creativity freely. Teachers must face great challenges in developing students' creativity (Novita & Widya, 2021). Creativity is considered a thought process that involves creating something original and has benefits for oneself and others.

The most effective approach to enhancing creativity in pre-school children is to allow them to develop their own knowledge through free exploration of the environment. For early childhood, the approach should take into account the developmental level of the child's interests and needs. The development of creativity requires sufficient space, appropriate tools and materials, sufficient time, and in line with each child's abilities, skills and needs. Teachers face challenges in enhancing creativity in today's early childhood. To overcome this, an approach that places freedom of exploration as a priority is needed. One effective approach is Reggio Emilia. By using Reggio Emilia, children can express and explore, learning about their surroundings freely without being bound by certain restrictions.

The results of the study stated that in implementing the Reggio Emilia model, teachers give children the freedom to be creative and express themselves freely. Teachers also provide supportive learning media facilities, so that children can utilize available resources to improve their abilities in the learning process (Atin, et al., 2021). Further research says that the Reggio Emilia approach in early childhood education gives children the freedom to explore the surrounding environment freely, actively building their creativity. In this process, children can also build positive social relationships with teachers and families, so they can learn more effectively and have more valuable experiences (Novita & Widya, 2021). Other research also says the Reggio Emilia approach can improve children's thinking creativity. Studies show that learning with the Reggio Emilia Approach is effective in increasing early childhood creativity in the context of Merdeka Belajar (Lenny & Sharina, 2020). The development of pre-school children's creativity through the Reggio Emilia approach is the main focus of this research. With this article, readers can understand that every child's activity is a manifestation of ideas and creativity that is free and comes from within the child, not just following the teacher's example or instructions.

To achieve educational goals, Nurul (2022) emphasizes the importance of planning the right learning strategy. One effective step is to determine the appropriate learning method. Learning methods, as explained by Virdyna (2019), are learning plans made by educators and include material, learning resources, facilities, situations, time, and the ability of educators to deliver material so that the learning process runs smoothly and learning objectives are achieved.

Reggio Emilia learning management consists of four main components: teacher-initiated learning planning that focuses on children's interests and ideas; organizing that involves the roles of children, teachers, staff, parents, community and the surrounding environment; implementing learning that uses project activities; and monitoring that involves documentation for evaluation of learning processes and outcomes. In addition, child-centered learning management requires collaboration between educators, parents and children and prioritizes the nature of children as learners, the role of teachers, school organization, physical environment design and curriculum planning that guides shared experiences, open-ended discovery and constructive problem solving (Rina et al., 2021).

Learning with this project method allows children to complete the given project by using their creativity, as well as utilizing tools and materials available in the environment. Children are also trained to communicate the results with the teacher and others around them (Amal et al., 2019). In addition, this approach allows children to develop their own strengths by combining expressive, communicative and cognitive language skills. The teacher then documents the activity as a means of assessment and observation (Masturoh, 2020).

The Reggio Emilia approach in early childhood is very important for the development of children's creativity, because this approach emphasizes how children can develop creativity through exploration of the surrounding environment and freely communicate themselves. Thus, children can improve their creativity abilities naturally (Nuraeni & Sharina, 2020).

The process and strategy to prevent children from dropping out of school has been carried out systematically in Indonesia. However, when it comes to the strategy for children returning to school still have difficulties, as well as several obstacles and dilemmas to requires the right strategy. The purpose of this study is to examined the strategies of eradicating out-of-school children and the best practices of alternative schools to provide inclusive and free education Qualitative methods were chosen in the research process, primary data collection was carried out through in-depth interviews and focus group discussions (FGD) with 28 informants, includes policy makers, principals, teachers and students. The data was analyzed using thematic analysis (Rosmilawati, 2024).

Transformative learning is learning that can change students' perspectives in meaning life experience. This transformative learning lead students to have critical awareness in seeing, understanding, or make sense of life experiences or realities what is seen or felt. Transformative learning or transformative learning developed during this time focusing on efforts to resolve internal conflicts within oneself individual to achieve harmony, because the self is a central and integral part of totality of personality (Mustaqin, 2023).

RESEARCH METHODS

This scientific article was prepared using the Systematic Literature Review (SLR) method. In Indonesian, called systematic literature review, is a literature review method that identifies, reviews, evaluates, and interprets all available research. With this method, the researcher reviews and identifies journals in a structured manner in which each process follows predetermined steps. Thus, it can be concluded that the SLR method helps researchers understand the current status of knowledge, identify gaps in research, and provide a basis for further research. Thus, it can be concluded that the SLR method is an effective method in improving research quality (Triandini et al., 2019).

The stages of this research are the formulation of problems in the form of: 1) How is the implementation of the reggio emilia approach in the classroom; 2) How is the creativity of early childhood thinking after implementing the reggio emilia approach; 3) What is the role of parents in supporting children's creativity. To complete this research, researchers collected journal articles from Google Scholar, and SINTA. The articles collected were only articles published in the 2019 to 2024 timeframe. From the various articles, the researcher selected 15 articles that were closely related to the keywords used. In the next step, researchers grouped articles related to the Reggio Emilia approach and early childhood. Thus, it can be concluded that the researcher used a systematic method to collect and categorize articles relevant to the research topic. The selected keywords are Reggio Emilia, Early Childhood Creativity.

RESULTS AND DISCUSSION

Result

In this analysis, several relevant studies related to the topic of the problem were examined in detail and in depth. The results of the analysis were then processed into the essence that matches the predetermined search categories, namely the Reggio Emilia approach and early childhood creativity. In this process, 10 journals and 10 articles were selected for analysis. Furthermore, the results of the analysis were discussed in depth based on the available categories.

Table 1 Indexed Journal Publications

Age	Journal Name	Number of Articles	Publication Type
2024	<i>Jurnal Pendidikan dan Pembelajaran Anak Usia Dini</i>	1	Google Scholar
2023	<i>AL HIKMAH: INDONESIAN JOURNAL OF EARLY CHILDHOOD ISLAMIC EDUCATION</i>	1	Google Scholar
2023	<i>JIMPS: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah</i>	1	Google Scholar
2022	<i>Jurnal Pendidikan Anak Usia Dini</i>	1	Sinta 4
2022	<i>Jurnal Pendidikan dan Perkembangan Anak</i>	1	Google Scoolar
2022	<i>Jurnal Abdimas Siliwangi</i>	1	Google Scholar
2021	<i>Jurnal Smart Paud</i>	1	Google Scholar
2021	<i>Al-Muaddib Jurnal Kajian Ilmu Kependidikan</i>	1	Google Scholar
2021	<i>Jurnal Sinda</i>	1	Google Scholar
2020	<i>Jurnal Tunas Siliwangi</i>	1	Google Scholar

Discussion

Various research results that are relevant to the topic of the problem are analyzed in detail and in depth. Then, the core of the analysis is adjusted to the predetermined search categories, namely the Reggio Emilia approach and early childhood creativity. Furthermore, a deeper discussion is carried out based on the available categories.

Table 2 Authors, Methods, and Findings

Author	Type of Research	Findings
Lathipah, H., Faliza, A, I., Fina, H., Nurul, S., Shinta, A, H.	Literature study	The application of the Reggio Emilia learning method can help in improving early childhood creativity. This method allows children to express themselves, explore and communicate with their surroundings, including parents, teachers and peers. With this approach, children can learn according to their interests and talents without strict time limits.
Puput, N., Hibana, Adelia, T, F	Literature study	The Reggio Emilia approach can encourage early childhood creativity through several aspects, namely the personal aspects of the child, the driving aspects that are well programmed and coordinated, the creative process aspects from the preparation stage to improvement, and the product aspects as a result of creativity which are the

		hallmarks of the Reggio Emilia approach system.
Sulikah, S, H., Buyung, S.	Qualitative	The implementation of the Reggio Emilia curriculum at Permata Bunda Kindergarten is based on several basic principles that allow the child to be the center of attention. The teacher acts as a companion, while the environment is used as a learning resource. Documentation is used as an evaluation tool, and projects are used as a learning strategy. Collaboration is also integrated as an educational culture that allows children to learn actively and effectively.
Sri, L., Kartika, N, F.	Qualitative descriptive	Teachers start the learning process by referring to the school curriculum. Next, teachers create a daily activity plan in accordance with the learning theme to be delivered. The lesson plan is adapted based on the child's developmental level and the subject being studied on that day.
Indah, N, I	Class Action Research	The project had a significant impact on improving children's creativity at Tarbiyatul Athfal 02 Sinanggal Mlonggo Jepara Kindergarten. Teachers have begun to be able to create a conducive learning environment from the beginning of the learning process, so that students can understand and understand the examples well.
Sharina, M, W., Lenny, N.	Service through online counseling	The Reggio Emilia approach can be an effective alternative learning approach in schools. By using this approach, children are given the space and opportunity to explore and think creatively. Two important components that support this approach are teachers as facilitators and parents who play an important role in achieving optimal child development. KoBer teachers can utilize this approach to share knowledge and information more effectively with children.
Novita, E, N., Widya, D, H.	Systematic literature review	Reggio Emilia is one of the most effective strategies to help children's creativity to develop optimally. The reggio emilia approach gives early childhood the freedom to explore the surrounding environment without certain restrictions, so that children become more active and able to think innovatively and creatively by building their knowledge through something new found in the surrounding environment.
Atin, R., Hibana,Susilo, S.	Descriptive Qualitative Field	In the learning process, the teacher acts as a facilitator, guide, and director for children. The teacher has acted as a facilitator and guide for children, which can be seen from the teacher's activities to come to children and guide children who have difficulty in forming plasticine, but the child's will determines what kind of plasticine will be formed. The teacher applies this Reggio Emilia model by giving freedom to children in creativity, but the teacher also provides learning media facilities that support the learning process.
Rina, I, S., Dessy, F., Zahro, M, L.	Descriptive Qualitative	Reggio Emilia principles can be applied in interactions with students, teachers and community members while

		developing curriculum content and project management during the learning process.
Lenny, N., Sharinna	Statistical methods	Children are taught to express their understanding through the use of one of the symbolic languages, such as drawing, painting, acting and writing. They work together to solve problems that arise. The teacher facilitates and then observes the children's problem-solving skills. The teacher is involved in the process of exploration and evaluation, and pays attention to all the results of children's development in solving problems that match their understanding.

A. Implementation of the Reggio Emilia Approach in the Classroom

In the learning process, the teacher acts as a guide who directs and assists students in carrying out activities and completing tasks, and allows children to focus on their talents and interests without time constraints. The Reggio Emilia approach in early childhood is very important for the development of children's creativity, because this approach emphasizes how children can develop creativity through exploration of the surrounding environment and freely communicate themselves. Thus, children can improve their creativity abilities naturally (Nuraeni & Sharina, 2020). Below are the components of the reggio emilia approach:

a. Reggio Emilia Learning Curriculum

The Reggio Emilia approach describes the curriculum as a journey to discover fundamental values for life. It is a flexible curriculum, initially knowing the child's interests and prioritizing the child in the learning process. The purpose of this is to allow children to explore and be hands-on, so that it can affect children's development in other aspects, not only in knowledge. Thus, it can be concluded that the Reggio Emilia curriculum allows children to develop optimally (Setyowati, Farantika, & Lutfi, 2021). The Reggio Emilia curriculum, which is supported by Fraser's findings, has several distinctive features. First, learning plans for children are made flexibly and pay attention to children's ideas in the learning process. In this curriculum, children can direct their learning according to their interests. Process notes with specific objectives are also included in the curriculum, but they are not limited by a specific scope or sequence. Reggio Emilia teachers do not provide standardized and conventional instruction but rather follow the interests of the children. Learning takes the form of projects rather than time-limited themes. These projects are carried out in collaboration between the child, parents and the wider community. Thus, it can be concluded that the Reggio Emilia curriculum allows children to develop optimally.

In project planning, all activities aim to improve children's thinking process, problem-solving skills, and social-negotiation skills. Teachers can create the Mind Map method by considering components such as what the child already knows, what the child wants to know, and what ideas the teacher has. In preparing the Mind Map, teachers should pay attention to nine learning focuses, namely math, language, science, art, physical, social-emotional, community engagement, social learning, and family engagement. Here is an example of a Mind Map on a project activity that has a stone theme. Thus, it can be concluded that project planning can help improve children's abilities in various aspects. Thus, it can be concluded that project planning can help improve children's abilities in various aspects (Rina et al., 2021).

b. Learning Methods

Learning methods are the steps that must be taken to achieve the goals that have been set in the learning setting. Learning methods are ways that teachers apply to students in the classroom to achieve learning objectives. Setting learning objectives is an absolute requirement for teachers to choose how to present material. Learning objectives are the goals that must be achieved at the end of the lesson and the skills that students must have. These objectives can be achieved by using learning methods that are in accordance with previous planning. Thus, learning methods are ways that teachers or educators use in presenting material to students to achieve learning objectives effectively and efficiently. Thus, it can be concluded that learning methods are an important part of achieving learning objectives (Lathipah et al., 2023).

Reggio Emilia uses the project method as a learning approach. This method gives children the freedom to do what they want freely. Children are given the opportunity to construct their own knowledge in their own way (Setyowati, et al., 2021).

c. Learning Resources

In this learning approach, the environment serves as an effective third teacher. This is because the environment can be used as a very useful learning resource for students. The main goal is for children to become active and creative learners. In addition, the environment helps children create an extensive social network, including relationships with teachers, parents, peers and the surrounding environment, thus influencing children's social development (Setyowati, Farantika, & Lutfi, 2021).

d. Evaluation and Assessment

In evaluating and assessing children, teachers make detailed observations by attaching documentation, daily notes, examples of time, events experienced, and anecdotal notes. Thus, teachers can monitor children's development more effectively and obtain more accurate data to assess children's progress in various aspects, such as religious and moral values, motor, cognitive, language, and social-emotional, as well as art.

B. Early childhood thinking creativity after implementing Reggio Emilia learning

Creativity is the most valuable ability in cognitive development, as it allows children to think innovatively and solve problems in new and effective ways (Kurniawan & Dagustani, 2021). The reggio emilia approach is understood as an approach that focuses on listening to and valuing children's potential by paying attention to children's creative ideas as a way to develop creativity through artwork to express their feelings and promote the development of communication and social skills. Reggio Emilia can be an effective alternative approach to learning in schools. With this approach, children are given the space and opportunity to explore and think creatively. Two important components that support this approach are teachers as facilitators who help children in the learning process, and parents who play an important role in achieving optimal child development. Teachers and parents work together to provide an environment that supports balanced and optimal child development (Sharina & Lenny, 2022).

In the Reggio Emilia approach, the teacher ensures that the child's play environment is equipped with flexible spaces, transparency of objects and materials used for play activities. This environment functions as a "third teacher" that gives children the freedom to explore and investigate objects by conducting simple experiments. Thus, children can discover new things independently and develop creativity through an active and interactive learning process (Novita & Widya, 2021).

The development of creativity is done through project activities that allow children to work together in a team. In this method, children are allowed to choose a topic that they will work on in groups, select the necessary materials, work on project activities, and complete the project. Thus, they can develop deeper involvement in several aspects, such as project selection, material selection, project implementation, and project completion (Indah, 2022).

C. Parents' Role in Supporting Children's Creativity

Reggio Emilia is an effective approach to learning in schools, providing space for children to explore and think creatively. Teachers act as facilitators who support children in the learning process, while parents play an important role in promoting optimal child development. Thus, children can develop creative thinking skills and explore freely (Sharina & Lenny, 2022).

Not all parents have the ability to provide effective guidance and inspiration to their children. Many parents put too much pressure on children to comply with their wishes, so that children do not have the opportunity to think and take initiative. Therefore, it is important to avoid this kind of behavior and find other ways to build effective cooperation and communication within the family (Harahap and Hasanah 2022).

Parents should be careful to develop children's creativity by avoiding some ineffective behaviors. One example is scaring or threatening children if they do not comply. This can trigger fear in children and make them timid. Such fear can hinder the development of children's creativity. In addition, parents should also be careful in restraining or limiting their children's activities. They should allow their children to be as creative as possible, as long as it is still within a reasonable stage. If parents are constantly restrictive, children will not have the opportunity to create freely, so their creativity may decline (Handayani et al. 2018).

If parents can avoid ineffective behaviors, children will feel free in developing their creative ideas. Thus, their creativity will increase automatically. In addition, guidance and direction provided by parents are also very important in enhancing the development of children's creativity. Therefore, with the right guidance, children can develop their creativity well and optimally (Wajdi, 2021).

Parents have an important role to play in inspiring and developing children's creativity. They can be an inspiring example by behaving creatively and giving children the opportunity to develop their creative ideas. A good example is parents who participate in children's learning and playing activities at home, so that children can learn and develop their creativity directly from parents who are a good example for them. (Mahmudin, 2021).

Parents give the child the opportunity to activate freely in the things he likes, so that the child's creative abilities increase and develop. To boost children's creativity, parents need to take effective developmental measures. One such step is a balanced education, which increases children's motivation through dialogue and discussion, not just by command or listening. In this approach, the main thing given to parents is a sense of security and freedom to choose, which is seen as a brake point in the development of children's creativity. (Khusnul & Dwi, 2022).

Offering a variety of simulations can increase the opportunity to create. One way to do that is by giving a variety of suitable toys, doing entertaining games with parents, and watching children's stories. In developing a research interest in children, it was found that research interests in children were linked to increased interest in their children. Therefore, a variety of simulations can directly support the development of children's creativity. (Hasanah, 2021).

To boost the child's creativity, parents must commit themselves to positive activities and give real attention to the child. They should do good without prioritizing their own ego or desire, but preempting the desire of the child by giving strong motivation. In case the child can perform activities according to his or her ideas, the parents should give reward or appreciation for his/her ability in creating new activities or creativity according to their own ideas (Ma'arif & Kartiko 2018).

CONCLUSIONS

The curriculum is designed to fulfill the child's developmental and learning goals, as well as to create meaningful experiences when the child reaches the goal. Teachers and parents need the material included to the goals and implement the curriculum. Reggio Emilia is committed to early childhood education by creating a learning-supporting environment that enhances and facilitates the formation of a child's thinking power through expression, communication, language, and cognitive.

ADVICE

The Reggio Emilia approach enables project-based learning, thus becoming a popular model among educators and parents to enhance the creativity and potential of children. Thus, it is expected that this research can be further developed to reach broader and more diverse aspects of child development.

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