Copyright © 2026 The Author(s)
Didaktika: Jurnal Kependidikan Vol. 15 No. 2 Mei 2026

Improving Students' Reading Skills through '*Play while Learning'* Method: An Action Research

Ramadhan Jamhar[1], Rodhiyah Syafitri[2], Nasir Yusuf[3]
[1]Universitas Muhammadiyah Kupang, Indonesia
[2,3]SD Inpres Walangsawa, Indonesia

[1]ramadhanjamhar31@gmail.com
DOI: https://doi.org/10.58230/27454312.3802

Abstract

The fourth grade students of SD Inpres Walangsawa are found not to be fluent or even able to read. This Classroom Action Research (CAR) aims at improving the learning process and reading skills through 'Play while Learning' method. The study was conducted with 16 fourth-grade students at SD Inpres Walangsawa. The study was done in 2 cycles through 4 stages of planning, implementation, observation, and reflection. Research data were obtained through observation, tests, and documentation. The research data were then analyzed descriptive qualitatively and quantitatively. The study showed an improvement in the process and students' test results from cycle I to cycle II. The average score in cycle I was 59 with a percentage completeness of 37.5%, which increased in cycle II with an average score of 76 with percentage completeness of 93.75%. Additionally, students appear enthusiastic, interested and are pleased to participate in the learning. Students feel like they are not learning, making educational activities more adaptable. The educational setting becomes more welcoming to students, allowing them to feel at home. Hence, it can be concluded that Play while Learning method effectively improves the learning process and students' reading skills.
Keywords: *Method, Play while Learning, Reading Skills.*

Introduction

This study aims to evaluate the effectiveness of the 'Play while Learning' method in improving reading skills among fourth-grade students at Inpres Walangsawa Elementary School. The implementation of the 'Play while Learning' method is expected to address the issue of their low reading skills, specifically by improving their learning process and reading outcomes.

Early childhood possesses numerous characteristics as they undergo a rapid phase of physical and mental growth, namely the golden age. At this point, children require encouragement through a variety of positive experiences, including reading activities. Reading positively influence brain performance, enhance knowledge, sharpening memory, expand vocabulary, and deepen comprehension of meanings. The school setting is where children grow and gain knowledge along with their learning. They are encouraged to explore different types of knowledge, both spoken and written. They will have the opportunity to engage with others within the school setting, including both teachers and their friends. This process of interaction is crucial for their language development. Children's engagement with their social surroundings can enhance their initial language abilities. As stated by Anggraini et al., (2023), language development is crucial and must be nurtured during early childhood; it should be fostered and practiced from an early age to optimize and enhance children's potential.

At the elementary school, reading is a skill that needs to be mastered. Susanti (2022) states that reading is the skill to perceive and identify words, as well as engaging the mind to comprehend the word, ensuring that the intended message is understood. Consequently, reading involves interpreting the meaning of a text to grasp the message and/or information conveyed. Generally, each student's journey to learn reading does not consistently progress well. At times, students read fluently, yet others still struggle to master it. As children grow during this golden age, educators must support their development by implementing diverse and engaging learning methods in a fun classroom. A recommended method by the experts in child development psychology is to create creative play methods to enhance the cognitive, affective, and psychomotor development of early childhood. Play is one of the most important ways in which young children gain essential knowledge and skills (UNICEF, 2018)

According to Ardini, P. P., & Lestariningrum, A. (2017) play is an important part role in the development of children. Children will learn various things about life, gain direct experience with their surroundings to improve their ability in speaking, thinking, behaving, socializing, and working. Khadijah and Armanila (2017)stated that, children employ language during playtime to interact with their friends and express their ideas (thinking aloud). Children indirectly acquire language when they engage in play with peers, as they also communicate with one another in the child's language. Lai, N. K et al., (2018), play is never absent in human life, especially for children. The act of playing requires a game. One type of game includes non-digital games that might involve physical interaction and/or equipment that isn't digital devices. Agustina (2021) stated that the essential characteristics in elementary school years are playfulness and constant activity. Game-based learning methods can promote an active, innovative, creative, efficient, and enjoyable educational experience, thereby enhance student motivation and optimize the attainment of learning goals. This method will be more meaningful in nurturing and enhancing the student's knowledge.

Furthermore, Najuah, et al., (2022) said that one of the methods that teachers employ in schools to cultivate an engaging learning experience for students is playing games. Games as educational tools are specifically designed with learning content aimed at increasing student interest in learning, creating a more relaxed but definite learning process, and prevent learning from monotonous and dull to students. Through educational games, students have the opportunity to actively observe, hear, and interact, either independently (individual) or in groups (team). Nasir et al., (2022), the use of play while learning methods for enhancing intelligence in early childhood is highly effective regarding strategy implementation and its effectiveness. Playing possesses various qualities that can distinguish it from other activities. Play serves multiple purposes, roles, and advantages, particularly for children's growth, as it facilitates the development of different muscles and brain neurons through both active and passive activities. Children can gain new knowledge and experiences. In addition, the ability to think, to express thoughts, as well as the capability to imagine.

According to UNESCO, Indonesia has a very low interest in reading; Indonesia ranks second from the bottom in terms of world literacy. The Indonesian populace's reading interest is alarmingly low, at a mere 0.001%. In addition, Indonesia's adult literacy rate remains extremely low (Kompas.com, 2023). According to the Central Statistics Agency (BPS), around 48.41% of the Indonesian populace possesses adequate reading and writing abilities (Febriyanti, 2023). This is consistent with the findings of researchers at SD Inpres Walangsawa, Omesuri District, Lembata Regency, that students' reading abilities were significantly low. Students are found not to be fluent or even able to read, even though they are already at the fourth grade. Thus, this study tries to improve students' learning process and reading skills at SD Inpres Walangsawa through play while learning method.

Copyright © 2026 The Author(s)

Several previous studies have demonstrated the effectiveness of the play method in children's learning, including: Yovita, et al., (2022) in their research confirmed that educational games can be developed and applied to various aspects of the field of study in elementary school. Herniawati, A. (2023) said that play is the primary activity of early childhood. Unknowingly, children enhance their cognitive skills more effectively while engaging in play. Play can also develop various aspects, such as: moral, language, and social growth of children. Moreover, Sultonurohmah (2024) indicated that educational media and games can boost student motivation and assist teachers in explaining the material effectively. Educational media and games can enhance student motivation for learning in the classroom. Utilizing media and games can help prevent students from feeling bored during their concentration on learning. The use of learning media and games offers diverse learning activities that foster an enjoyable educational environment.

Hence, this study aims at improving the learning process and reading skills through the 'Play while Learning' method at SD Inpres Walangsawa. This study provides an effective learning method that caters to the needs of elementary school children, given that play characterizes their world. Essentially, children enjoy learning, as long as it is done in fun ways (Winarji, 2022). Due to the unique characteristics of the problems and research subjects compared to previous studies, this study will certainly provide different results, specifically the phases of applying the Play While Learning method.

Method

This research is a Classroom Action Research (CAR) that has been done in two cycles with the four stages: planning, implementation, observation, and reflection. Sutoyo (2021) defines Classroom Action Research as research conducted either individually or in groups (collaboratively), carried out in the classroom or outside the classroom, with the aim of overcoming learning problems. As a result, this study was conducted in collaboration with subject teachers, who observed students' activities and assessed their reading skills.

The data of the study were obtained through observation, tests, and documentation. The data were then analyzed descriptive qualitatively and quantitatively. Qualitative descriptive analysis was used to describe students activities during learning through 'Play while Learning' method. Qualitative data is in the form of observation sheets and documentation. Meanwhile, quantitative descriptive analysis was carried out to describe the results of students' reading skills test. Quantitative analysis in this study used descriptive statistics to find the average score as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Description:

$\bar{X}$ = Average Score

$\sum X$= Sum of all students' scores

N = Total number of students

The criteria of success of this study was indicated by an improvement in the learning process and students' reading skills. The success of the learning process is achieved if: (1) the learning process is carried out in an interesting and fun way, (2) students actively participate in the learning process, and (3) students are able to read through the Play While Learning method. While the improvement of students' reading skills is achieved if there is an increase in the score of reading skills reaching an average value of 65.00, based on the KTTP.

Results

Before carrying out the action in cycle I and II, initial observation was conducted as described before, that graders IV of SD Inpres Walangsawa still had low reading skills. The data showed that 16 students in grade IV, most of them were still not fluent in reading, there were students who still stuttered and had not mastered intonation in reading. This initial data collection is very important to determine students' learning outcomes before being given action, namely 'Play while Learning' method.

After giving action, the students' learning outcomes in cycle I and II have increased. Based on the results of the data analysis in cycle I, the average score in cycle I was 59, with a passing percentage of 37.5%, meaning only 6 of 16 students met the minimum criteria. This because students remained uncomfortable with a method that was unfamiliar to them. The discomfort was noticeable when asked to jump into words, some students appeared hesitant to participate. The students' discomfort persisted when they were requested to read, marking the last phase of the word jumping game. Students' reading voices remain slow and stiff, which also affects their reading intonation.

The various shortcomings of the reflection results in cycle I ultimately provided useful feedback for cycle II. The more time they spent engaging with the game, the less strict the students became in playing jumping words. The learning process turned out to be more comfortable and adaptable. Students possess a spirit that, even in a formal school setting, maintains an atmosphere of play. These had an impact on the improvement in cycle II, reflecting an average score of 76 and a passing rate over 50%. The total number of students achieving the minimum criteria score was 15 (93.75%), while 1 student scored below the minimum criteria (6.25%).

Table 1. Students' Learning Outcomes in Cycle I

Students	**Assessment Criteria**				**Total**	**Score**
	Pronunciation Accuracy	Fluency	Voice Clarity	Intonation Accuracy		
A	3	2	3	1	9	75
B	1	1	1	2	5	42
C	3	2	3	2	10	83
D	1	1	1	1	4	33
E	2	1	2	1	6	50
F	2	1	2	1	6	50
G	3	2	3	2	10	83
H	2	1	2	1	6	50
I	2	1	1	1	5	42
J	3	2	3	2	10	83
K	2	1	2	2	7	58
L	3	2	3	1	9	75
M	2	1	2	1	6	50
N	3	2	3	2	10	83
O	2	1	2	1	6	50
P	2	1	1	1	5	42

Copyright © 2026 The Author(s)

Table 2. Students' Learning Outcomes in Cycle II

Students	Assessment Criteria				Total	Score
	Pronunciation Accuracy	Fluency	Voice Clarity	Intonation Accuracy		
A	3	2	3	2	10	83
B	3	2	2	2	9	75
C	3	2	3	2	10	83
D	2	1	1	1	5	42
E	2	2	2	2	8	67
F	2	2	3	2	9	75
G	3	3	3	2	11	92
H	2	2	3	2	9	75
I	2	2	2	2	8	67
J	3	2	3	2	10	83
K	2	2	3	2	9	75
L	3	3	3	2	11	92
M	2	2	3	2	9	75
N	3	3	3	2	11	92
O	2	2	3	2	9	75
P	2	2	2	2	8	67

The reading skills assessment criteria in Cycle I and II

The improvement of students' learning outcomes in cycle I and II can be seen in the table below.

Table 3. Students' Learning Outcomes in Cycle I and II

Test Results	Action	
	Cycle I	Cycle II
Passed	6	15
Failed	10	1
Average	59	76
Passing percentage	37,5 %	93,75%

The improvement in cycle I and II was marked by the improvement of the learning process and the improvement of students' reading skills scores after 'Play while Learning' method was applied. The following are the steps of 'Play while Learning' method that has a positive impact on improving the process and students' reading skills:

a) prepare a 20cm x 20cm square of colorful cardboard paper on which words have been written;
b) arrange the words according to the grouping of words (subject, predicate, object, adverb);
c) divide students into groups, each group of 4;
d) the first student stands in front of the group of words (subject), then jumps over and steps on one of the words;
e) the second student jumps over and steps on one of the set of words (predicate);
f) the third student jumps over and steps on one of the words (object);
g) the fourth student jumps over and steps on one from the set of words (adverb);
h) each student takes the cardboard paper containing the word that has been stepped on and then joins the group to compile it into a sentence; and

i) after the students can compose a sentence, the students are asked to read the sentence in a loud voice.



Picture 1. Word Jumping Game Process.

This game is known as 'Word Jumping', where students organize various words into straightforward sentences and then read the constructed sentences aloud. This game can enhance reading skills and simplify the process for students to construct a sentence by first arranging words to form the correct sentence. Applying this game can stimulate students' thoughts, feelings, attention, and abilities or skills, thereby improving the learning experience.

Copyright © 2026 The Author(s)

This method positively influences the learning process of fourth-grade students at SD Inpres Walangsawa. Students appear enthusiastic, interested and are pleased to participate in the learning. Students feel like they are not learning, making educational activities more adaptable. The educational setting becomes more welcoming to students, allowing them to feel at home. In addition, applying this method also has an impact on the students' reading skills outcomes. Their reading skills scores improved from cycle I to cycle II.

Discussion

The findings support the research hypothesis and research question that the "Play while Learning" method can improve the learning process and the reading skills of the students. The success of the method lies in the fact that young learners learn more efficiently when they are actively engaged in fun activities. The "Play while Learning" method encourages interaction, cooperation, and active participation, which are important factors in language learning and reading development.

The study first indicates that the "Play while Learning" method can be an effective strategy to improve elementary school students' reading skills in the classroom. The evidence showing that students become more involved, more motivated, and read better suggests that play-based learning activities that mix instruction with play create a more stimulating and fun learning atmosphere. Therefore, teachers are advised to use games, movement activities, and interactive learning media in reading instruction so that students can understand the texts and actively participate in the learning process. Secondly, the findings suggest that the method may help teachers to take better control of classroom interaction. During the implementation, students were more enthusiastic, cooperative, and confident in the learning activity. The results suggest that play-based activities might help to reduce students' boredom and anxiety, which are common problems in traditional reading lessons. Therefore, the method can be considered another way of teaching young learners who usually learn better through fun and active experiences. Third, the results may offer helpful insights for schools and curriculum developers. Schools can support creative and student-centered learning by providing learning media, training programs, and chances for teachers to use innovative methods in the classroom. The success of this approach also highlights the value of integrating active learning into elementary education.

In a broader educational context, the results imply that teachers should consider using creative, student-centered approaches to teaching reading, especially for young learners. Traditional teaching methods that only emphasize repetition and memorization might not fully involve students. Conversely, the "Play while Learning" method creates a supportive and motivating environment that enables students to develop literacy skills in a natural and meaningful way. Therefore, the study contributes to educational practice by demonstrating that the integration of play in classroom instruction can improve students' academic achievement and their motivation and participation in learning activities.

The findings of this study align with Jennifer M. Zosh, et.al. (2017) that learning through play is more than an enjoyable experience; it is also proving to be an effective and worthwhile pedagogical technique for teaching in the 21st century. Besides, Taufik, et.al. (2019) stated that the children would be more focused on the learning if the method had been conducted in a playing nature.

Additionally, a study entitled *"The Impact of Play-Based Learning Settings on Reading, Writing, Listening, and Speaking Skills"* found that students who learned through play-based activities were more enthusiastic and more confident in literacy activities than those taught

through traditional methods. The study also noted that play-based learning lowered students' anxiety and boosted their motivation to read and take part in class (Tekman & Yeniasir, 2023).

Research on the application of play-based learning with puzzle media in elementary school showed a steady increase in students' reading achievement from Cycle I to Cycle II. The percentage of students reaching learning mastery increased significantly after introducing game-based activities (Neftihana et al., 2025). Another relevant study investigated the use of role-playing techniques to improve reading ability among elementary school students (Trisnawati & Fathoni, 2023). The findings showed significant gains in students' reading scores after they participated in interactive and fun learning activities. This similarity suggests that enjoyable, student-focused learning environments help learners understand reading materials better.

However, not all previous studies produced the same results. One study on constructive-active play found that the children involved did not show a significant improvement in reading ability (Pertiwi & Sugiyanto, 2007). This difference may have been caused by variations in research design, types of games used, duration of treatment, or students' characteristics. Compared to that study, the present research showed more positive outcomes because the "Play while Learning" activities were closely connected to reading objectives and implemented systematically through classroom action research cycles.

Theoretically, the results support theories of play-based learning and constructivist learning, which highlight that children learn more effectively when they are actively engaged in meaningful and enjoyable activities. The students' improvement in reading performance is consistent with the idea that the "Play while Learning" method can enhance cognitive development, motivation, and language acquisition among young learners. The research reinforces that reading instruction should not be limited to memorization and mechanical activities but should incorporate interactive activities that promote students to be actively involved in the learning process. The results showed play-based approaches benefit not only social and emotional development but also academic achievement, especially reading skills. As a result of this study, this study supported the idea that young learners do have greater learning when they are engaged in fun, interesting, and interactive tasks. In addition, the present study adds to the expanding literature base indicating that play-based education is appropriate and effective for teaching literacy in the elementary school classroom.

Since the study was conducted with a small number of students in a single classroom, future studies could include larger samples and other educational settings to obtain more generalizable findings. Researchers might also examine the long-term effects of the Play while Learning method on students' reading development and learning motivation. In addition, the other research may investigate the effectiveness of this method in strengthening the other English skills. Comparative studies of play-based learning and other teaching methods could further clarify effective strategies for teaching young learners.

The researcher proposes that consistently applying the "Play while Learning" method ("Word Jumping") can yield several long-term advantages: (a) Increased reading motivation and engagement: play helps students feel less bored and anxious, which eventually increases their willingness to engage in reading activities; (b) Improved foundational reading skills: decoding, fluency, and comprehension can be improved by repeated exposure to words and sentence structures in interactive environments; (c) Better learning retention: active, experiential learning tends to be more memorable than passive instruction, supporting long-term mastery; (d) Positive attitudes toward learning: early enjoyable experiences with reading can build lifelong learning habits; and (e) Enhanced social and cognitive development: group-based play fosters collaboration, communication, and problem-solving skills alongside literacy.

Copyright © 2026 The Author(s)

Conclusion

The analysis results indicate 'Play while Learning' method improves the learning process and students' reading skills. The study showed an improvement in the process and students' test results from cycle I to cycle II. The average score in cycle I was 59 with a percentage completeness of 37.5%, which increased in cycle II with an average score of 76 with percentage completeness of 93.75%. Additionally, students appear enthusiastic, interested and are pleased to participate in the learning. Students feel like they are not learning, making educational activities more adaptable. The educational setting becomes more welcoming to students, allowing them to feel at home. Hence, it can be concluded that 'Play while Learning' method effectively improves the learning process and students' reading skills. The researcher further suggests that if the learning setting is unfamiliar to students, then it may be viewed as a phobia and burden for them. Children's world is play, so teachers should realize this natural characteristic as an enjoyable learning process.

Acknowledgment

The author would like to express his deepest gratitude to all those who helped, guided, and contributed to the research and writing this article. Hopefully, the findings of this study will have theoretical implications in the field of Indonesian language instruction.

References

Agustina, Indah. (2021). The Effectiveness of The Play While Learning Method In Elementary Student's Learning. *Workshop Penguatan Kompetensi Guru 2021*. SHEs: Conference Series 4 (5): 642– 647. https://jurnal.uns.ac.id/SHES/article/download/66067/37173.

Anggraini, Ririn, Risnita, and Fridiyanto. (2023). Melalui Kegiatan Bermain dan Bernyanyi dapat Mengembangkan Bahasa untuk Anak 5-6 Tahun. *Jurnal Obsesi : jurnal Pendidikan Anak Usia Dini* 7 (3): 2939-2950. https://doi.org/10.31004/obsesi.v7i3.2922.

Ardini, Pupung Puspa and Lestariningrum, Anik. (2017). *Bermain dan Permainan Anak Usia Dini (Sebuah Kajian Teori dan Praktik)*. Nganjuk: Adjie Media Nusantara. https://repository.unpkediri.ac.id/2535/1/Buku%20PUPUNG%20PUSPA%20ANDINI_ANIK%20LESTARININGRUM%20FILE_9786025605239.pdf.

Herniawati, Ani. (2023). Metode Bermain: Upaya Mengembangkan Kemampuan Kognitif Anak di Era Kurikulum Merdeka. *Jurnal Intisabi* 1(1):10–18. https://doi.org/10.61580/itsb.v1i1.2.

Ira Listy Febriyanti. 19 September, 2023. Mengungkap Kenyataan: Tantangan Rendahnya Minat Baca di Indonesia. Kumparan.com. https://kumparan.com/ira-listy-febriyanti/mengungkap-kenyataan-tantangan-rendahnya-minat-baca-di-indonesia-21CCc7TPkh5/full.

Jennifer M. Zosh, et.al. (2017). *Learning through Play: a Review of the Evidence.* https://cms.learningthroughplay.com/media/wmtlmbe0/learning-through-play_web.pdf.

Khadijah and Armanila. (2017). *Bermain Dan Permainan Anak Usia Dini*. Medan: Perdana Publishing.

Kompas.com, 2023, 11 Agustus. Minat Baca Masyarakat Indonesia Hanya 0,001 Persen, Dosen Unesa Beri Solusi. https://www.kompas.com/edu/read/2023/08/11/130000771/minat-baca-masyarakat-indonesia-hanya-0-001-persen-dosen-unesa-beri-solusi?utm_source=chatgpt.com.

Lai, N. K., Ang, T. F., Por, L. Y., and Liew, C. S. (2018). The Impact of Play on Child Development - A Literature Review. *European Early Childhood Education Research Journal* 26(5): 625–643. https://doi.org/10.1080/1350293X.2018.1522479.

Najuah, Sidiq, Ricu, and Simamora, Reny Sabrina. (2022). *Game Edukasi: Strategi Dan Evaluasi Belajar Sesuai Abad 21.* Penerbit Yayasan Kita Menulis. https://digilib.unimed.ac.id/id/eprint/51618/1/Book.pdf.

Nasir, Gamar Abdul & Jamhar, Ramadhan. 2023. Improving Students Early Reading Abilities through Paikem Approach in Second Grade of SDN Wowong. *Jurnal Eduscience (JES)* 10 (1): 62-74. DOI: https://doi.org/10.36987/jes.v10i1.3765.

Nasir, Muhammad, Husin, Ulfah, Maria, and Aziz, Abdul Rashid bin Abdul. (2022). Application of the Principles of Play while Learning in Developing Multiple Intelligence in Early Children's Education. *The International Conference on Education, Social Sciences and Technology (ICESST)* 1(1): 77–85. https://ijconf.org/index.php/icesst/article/view/171.

Neftihana, et al. (2025). Penerapan Metode Pembelajaran Play Based Learning dengan Media Puzzle dalam Meningkatkan Keterampilan Membaca Permulaan SD. *Jurnah Ilmiah Pendidikan Dasar* 10(4): 390-400. https://journal.unpas.ac.id/index.php/pendas/article/view/34913.

Pertiwi, Pradytia P. & Sugiyanto. (2007). Efektivitas Permainan Konstruktif-Aktif untuk Meningkatkan Kemampuan Membaca Siswa Kelas 2 Sekolah Dasar. *Jurnal Psikologi* 34(2): 151-163. https://journal.ugm.ac.id/jpsi/article/view/7094.

Sultonurohmah, Nina. (2023). Peran Media Pembelajaran Dan Permainan Dalam Meningkatkan Motivasi Belajar Siswa Sekolah Dasar. *Basica: Journal of Primary Education* 3(2): 107-116. https://doi.org/10.37680/basica.v3i2.4632.

Susanti, Elvi. (2022). *Keterampilan Membaca*. Bogor: In Media. https://repository.uinjkt.ac.id/dspace/bitstream/123456789/66899/1/Keterampilan%20Membaca%20Elvi%20Susanti.pdf.

Sutoyo. (2021). *Teknik Penulisan Penelitian Tindakan Kelas*. Surakarta: UNISRI Press. https://sirisma.unisri.ac.id/berkas/1Siap%20CETAK_Pak%20Sutoyo%20PTK_April%202020.pdf.

Taufik, et.al. (2019). Learning through Play: Improving the Reading Skills through the Joyful Phonetics of Pre-School Children. *The Open Psychology Journal* 12, 188-196. http://dx.doi.org/10.2174/1874350101912010188.

Tekman, T. K., & Yeniasır, M. (2023). The Impact of Play-Based Learning Settings on Reading, Writing, Listening, and Speaking Skills. *Sustainability* 15(12), 9419. https://doi.org/10.3390/su15129419.

Trisnawati, Oppy Eria & Fathoni, Achmad. (2023). The Role-Playing Method on the Reading Ability of Elementary School Students. *Jurnal Ilmiah Sekolah Dasar* 7(1): 142–149. https://ejournal.undiksha.ac.id/index.php/JISD/article/view/56643.

UNICEF. (2018). Learning through Play: Strengthening Learning through Play in Early Childhood Education Programmes. UNICEF. https://www.unicef.org/sites/default/files/2018-12/UNICEF-Lego-Foundation-Learning-through-Play.pdf.

Winarji, B. (2022). Penerapan Bermain Sambil Belajar Pada Pendidikan Anak Usia Dini Di Tk Widyaputra DWP UNS. Proceeding Senadimas Undiksha, 7, 2205-2208. https://lppm.undiksha.ac.id/senadimas/2022/prosiding/.

Yovita, Qomariah, Winda Fajar, and Syafaren, Alaniyah. (2022). Efektivitas Penggunaan Game Edukasi di Sekolah Dasar: Sistematis Literatur Review. *Milenial: Journal for Teachers and Learning* 3(1): 1-8. https://doi.org/10.55748/mjtl.v3i1.126.