



## Using Video to Increase Children's Knowledge About Healthy Food: Strengthening Teacher Teaching Skills

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**ABSTRACT:** The teaching skills of teachers at the early childhood education level are essential for the physical, motor, and psychological development stages of children. This research aims to increase children's knowledge about healthy food through video media to strengthen teachers' teaching skills. This research uses a qualitative approach with an exploratory type of research. The sample used was 10 early childhood educators. The findings in this research are the impact of using healthy food video media, namely helping children connect previous experiences with newly discovered knowledge. Then, in the core activity, serving healthy food according to recipes and food ingredients that have been watched on healthy food video media can improve students' psychomotor development and at the end, the teacher asks students about the feelings that arise during learning, which is the teacher's effort to accompany psychological development as an impact that arises. from learning activities using healthy food video media.

**Keywords:** video healthy foods, early childhood, teaching skills

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## 1 INTRODUCTION

Teachers have an important role in improving the quality of future human resources (HR), especially in the field of education. Teachers are one of the main factors in carrying out learning activities in schools, therefore teachers are expected to have professional competence in preparing students through the learning process. The teaching and learning process will determine whether a learning process is achieved by students (Fajrin & Ana, 2020). This cannot be separated from the teacher's teaching skills in carrying out an active learning process.

Teaching skills are a special ability that must be possessed by every teacher to carry out teaching duties effectively, efficiently, and professionally. Apart from that, teaching skills are related to several fundamental and inherent abilities that teachers must have and master in carrying out their duties. An educator must have teaching preparation, including mastering learning materials, skills in choosing strategies, approaches, methods, and learning media, being able to master the class, and designing appropriate assessments (Nasirun et al., 2023). Teacher capabilities such as selection, availability of media, and student abilities are important for quality learning. The quality of learning can be seen from the teacher's preparation before learning begins, namely by making an RPPH (Daily Learning Implementation Plan). The availability of daily lesson plans can make learning plans in the classroom systematic, interactive, fun, and effective, motivate students to participate actively, and bring out creativity and potential interests and talents, physical abilities, and psychological development (Sahyan et al., 2023).

Based on the results of research by Apriyanti et al., (2023) regarding the perceptions of Pamong Teachers regarding the teaching skills of PPL students in the ECE FKIP UNTAN Teacher Education Study Program in Pontianak City. This research measured the Pamong Teacher's perception of overall teaching skills at 60.87% in the good category. The aspects measured were seven skills, one of which was the skill of carrying out learning variations in the good category at 67.40%. However, qualitative data on teacher perceptions shows that prospective teachers need to maximize their abilities to become better, namely by increasing creativity in presenting material using varied methods so that students do not feel bored, and the learning process atmosphere becomes effective and comfortable (Apriyanti et al., 2023). The results of research by Renovia et al., (2018) show that there is an influence between teaching experience on ECE teachers' teaching skills, but there is no interaction between teaching experience, work motivation, and ECE teachers' skills. This shows that the teacher's teaching experience or length of time teaching can influence the teacher's teaching skills.

Students' perceptions of teachers' teaching skills using visual media, obtained qualitative data results, namely that students looked enthusiastic in participating in learning, more enthusiastic, easier to understand the lesson material, so the impact was that students studied diligently because of the pleasant atmosphere (Fajrin & Ana, 2020). Effectively, teachers' basic teaching skills can shape students' disciplinary attitudes, this is shown by research results (Elprida et al., 2018) which show that the application of

teachers' basic teaching skills influences the disciplinary attitudes of children in the Ganesha Kindergarten group in Denpasar. These two studies show that teachers' basic teaching skills can influence the cognitive and affective domains of ECE students.

Learning media is anything that is used in learning activities to stimulate the thoughts, feelings, interests, and attention of children aged 5-6 years so that the process of educational communication interaction between teachers (or media makers) and children aged 5-6 years can take place effectively. and useful. With the emergence of technological developments, learning media began to develop, one of which is video learning media. The video media used in the teaching and learning process has many benefits and advantages, including that video is a substitute for the natural environment and can show objects that students cannot normally see, such as material on the process of food digestion and breathing, video can describe a process accurately and can be seen directly. Repeated, videos also encourage and increase students' motivation to keep watching them (Batubara & Ariani, 2016).

The application of healthy food cooking videos can improve teachers' teaching skills which are then used as teaching material to increase children's knowledge about healthy food as well as children's fine motor skills in fun cooking activities for children aged 5-6 years. In line with research by Juniyanasari et al., (2015), there was an increase in the average percentage of fine motor skills of children in group B et ABC Kindergarten Singaraja in cycle I and cycle II by 11.2%. This research aims to improve teachers' teaching skills so that they can assist in the learning process through video media which affects fine motor skills, especially in children. Video media is very suitable to be used as a medium for the learning process.

Choosing the right learning strategies and methods will increase students' creativity in learning. The existence of methods and media is very important in the world of education, where the existence of methods will make it easier to achieve the desired goals. Therefore, a teacher must have a method to provide knowledge to his students (Andrini, 2016). The choice of a particular teaching method will influence the type of appropriate teaching media, although there are still various other aspects that must be considered in choosing media, including teaching objectives, type of assignment, and responses given. It is hoped that children can master it after the teaching takes place. However, it can be said that one of the main functions of teaching media is as a teaching aid which also influences the climate, conditions, and environment created by the teacher (Wuryanti, 2016). Based on previous research and facts in the field, it is necessary to strengthen teachers' skills to increase children's knowledge about healthy food by implementing a variety of video media about healthy food.

## 2 THEORETICAL STUDY

### 2.1 *Video Media Healthy Food for Children's Knowledge*

Learning media is a means used by educators to convey various materials and materials to students so that they are easier to convey (Batubara & Ariani, 2016). One of the learning media used is video media. The use of video media is an interesting medium because it displays various images and is accompanied by sound so it is hoped that it can add new insights and experiences and make learning activities more meaningful. Video media is best at presenting material that requires visualization that demonstrates things such as certain motor movements, facial expressions, or certain environmental conditions. There are several advantages of video media according to Kurniawan (2016), namely that videos can provide messages that can be received evenly by students, videos are very good for explaining a process, are more realistic, and can be repeated or stopped as needed.

Food is a basic need for human life. Eating healthy food is very important, especially to support children's growth and development. The function of food is not just to relieve hunger, but more importantly, it is to provide energy, repair damaged cells, increase the body's resistance to disease, and provide satisfaction and growth (Kurniawaty, 2017). Healthy food is food that meets health requirements and if eaten does not cause disease or poisoning. Apart from that, healthy food can be interpreted as food that is diverse, nutritious balanced, and safe to consume (Perdani & Hasan, 2016). Delicious food can attract family members to eat it, however, delicious food is not necessarily healthy food. The requirements for giving healthy food to children, according to Nurchayati & Pusari (2015), are not having thorns or small bones, the portion of food is not too large, the pieces of food and the size of the food are small enough, the food is quite wet because soup so that it is easy for children to swallow and little or no spicy, sour, or sharp smell.

### 2.2 *Teaching Skills of ECE Teachers*

Teaching or learning skills are quite complex pedagogical competencies because they are an integration of various teacher competencies completely and comprehensively. Teaching skills can be divided into eight types of skills, explanation skills, reinforcement skills, questioning skills, skills in using variations, skills in opening and closing lessons, small group and individual teaching skills, class management skills, and skills in guiding group discussions (Rahman et al., 2022). The relationship between teachers' teaching skills and students' learning outcomes was stated by Peter who stated that students' learning processes and outcomes depend on the teacher's subject mastery and teaching skills (Rahman et al., 2022). This is reinforced based on the results of research conducted by Juandi and Sontani (2017) which suggests that teaching skills and teacher creativity are two very important competencies in the learning process to achieve the expected learning effectiveness by the demands of learning objectives.

### 3 METHOD

This research uses a qualitative approach and the type of research used is exploratory. The research subjects were 10 early childhood teachers. Data collection techniques use observation techniques and documentation techniques. The instruments used in this research were observation sheets and assessment rubrics used to assess teachers' teaching skills. Meanwhile, documentation techniques aim to see student activities while learning activities are taking place. The observation sheet instrument was tested through content validity testing with expert lecturers. The tools and materials used are healthy food cooking demonstration video media, healthy food ingredients, and healthy food cooking tools.

#### 3.1 *Participant*

This research was carried out in three Kindergarten or ECE locations, namely Al-Mukhlisin Kindergarten, Amanah Kindergarten, and Aisyiyah Kindergarten in the City of Jakarta. The research subjects involved 10 ECE teachers from three different ECE foundations. The age range of the research subjects varied, 4 people were in the range 20 – 35 years, 3 people were in the range 36-45 years, and 3 people were over 45 years old. Meanwhile, the research subjects' final education was 2 high school graduates, 3 graduates of D2 Kindergarten Teacher Education, and 5 graduates of bachelor's degree.

#### 3.2 *Research Procedure*

This research procedure starts with observing the location of the research location and permission to carry out the research. Next, a research instrument was created in the form of an observation sheet along with an assessment rubric and validation of the instrument was carried out by an instrument expert. Observation techniques are used to observe teachers' teaching skills, and documentation techniques are used to see the conditions when the research takes place. After data collection, it was continued with qualitative data analysis using SWOT analysis. Finally, the discussion continues by synchronizing the research results and theoretical studies used.

### 4 RESULT AND DISCUSSION

#### 4.1 *Result*

##### 4.1.1 *Learning Activities with Video Media*

The use of video media is integrated into the My Needs theme with the food and drink sub-theme. The learning activity process in this research is divided into three, namely opening activities, core activities, and closing activities. The opening activities started with preparing the class, teaching materials in the form of lesson plans (Daily Learning Implementation Plan), video media for healthy food cooking demonstrations, healthy food ingredients, as well as cooking and serving healthy food. In the lesson plans there is also activity material, namely singing children's songs, praying before and after carrying

out activities, discussing healthy food, showing healthy food cooking demo videos, making healthy food according to the recipes and processing methods in the cooking demo video, and serving healthy food and sing songs about healthy and balanced food. Activity material is made as interesting as possible according to students' needs and integrated with play activities (see Figure 1).



Figure 1. Opening activities of Al-Mukhlisin Kindergarten

The first stage in the activity process begins with the opening activity. After the teacher prepares the class and learning media, prays, and checks attendance, the teacher provides apperception and motivation to students by inviting students to sing children's songs. Next, the teacher conveys the learning objectives, invites students to discuss or tell stories about their experiences with healthy food, and then introduces activities, namely watching healthy food video media and the rules during the learning process using video media.

The next stage is the core activities. In the core activity, the teacher invites students to sing together a song about healthy and balanced food. After that, show a demo video of cooking healthy food. In Figures 2 and 3, students can be seen focused on watching and sitting neatly and orderly. This shows that the use of video media can make students focus on learning. The next activity is for the teacher to invite students to make healthy food according to the recipe and processing method in the healthy food video.



Figures 2 and 3. Core activities of watching healthy food videos at Amanah Kindergarten and Aisyiah Kindergarten

Figures 4 and 5 show that students are very enthusiastic about making and serving healthy food. This activity is assisted by two to three teachers in the class. This activity not only trains students' focus but also trains students' creativity, neatness, and motor skills.



Figures 4 and 5. Core activities of making and serving healthy food at Amanah Kindergarten and Aisyiah Kindergarten

The final stage is a closing activity where the teacher asks students about their feelings during the learning activity. The teacher invites students to tell what they have done, and what difficulties they have experienced and provides messages and motivation to students related to today's activities. Next, the teacher informs about tomorrow's activities and then prays. Finally, students were invited to sing, greet each other, take photos together, and go home (see Figure 6 and 7).



Figures 6 and 7. Closing Activities and Group Photo

#### 4.1.2 Results of Observation Data on Teacher Teaching Skills

Observations were carried out on ten ECE teachers from three different foundations, namely Amanah Kindergarten, Aisyiyah Kindergarten, and Al-Mukhlisin Kindergarten. The observation technique uses observation sheet instruments and assessment rubrics that have been validated. The scale used is an ordinal scale of 1 to 3. The observation process is divided into three stages, namely observation at the opening activity which consists of 7 activity steps. The second observation process is at the core activity stage with 8 activity steps. Finally, the observation process in the closing activity consists of 6 activity steps.

The results of observations of ECE teachers' skills using video media about healthy food can be seen in Table 1, 2 and 3.

Table 1. Observation Results at Opening Activities

| Activity Steps | Percentage of Respondents (%) | Quantitative Assessment | Qualitative Assessment  |
|----------------|-------------------------------|-------------------------|---|
| 1              | 90% (9 people)                | Score 3                 | The teacher prepares the entire class and learning devices  |
|                | 10% (1 person)                | Score 2                 | The teacher prepares some of the classes and learning tools   |
| 2              | 100%(10 people)               | Score 3                 | The teacher invites everyone to pray before the activity begins   |
| 3              | 50% (5 people)                | Score 3                 | The teacher checks all students' attendance   |
|                | 50% (5 people)                | Score 2                 | The teacher checks some of the students' attendance   |
| 4              | 100% (10 people)              | Score 3                 | The teacher carries out perception and motivation by inviting children to sing songs                        |
| 5              | 90% (9 people)                | Score 3                 | The teacher conveys the learning objectives clearly   |
|                | 10% (1 person)                | Score 2                 | The teacher conveys the learning objectives less clearly  |
| 6              | 70% (7 people)                | Score 3                 | The teacher invites discussion about the activities that will be carried out with all the children          |
|                | 30% (3 people)                | Score 2                 | The teacher invites discussion about the activities that will be carried out with only some of the children |
| 7              | 70% (7 people)                | Score 3                 | The teacher introduces all the activities and rules used in playing and learning                            |
|                | 30% (3 people)                | Score 2                 | The teacher introduces some of the activities and rules used in playing and learning                        |

Table 2. Observation Results on Core Activities

| Activity Steps | Percentage of Respondents (%) | Quantitative Assessment | Qualitative Assessment   |
|----------------|-------------------------------|-------------------------|--|
| 1              | 70% (7 people)                | Score 3                 | The teacher invites students to sing the song about healthy, balanced food together with the children                              |
|                | 30% (3 people)                | Score 2                 | The teacher invites students to sing the song about healthy balanced food with only some of the children                           |
| 2              | 70% (7 people)                | Score 3                 | The teacher shows a video demonstration of cooking whole healthy food  |
|                | 30% (3 people)                | Score 2                 | The teacher shows a short video demonstration of cooking healthy food  |
| 3              | 70% (7 people)                | Score 3                 | The teacher invites students to make healthy food according to the recipe and processing method in the cooking demonstration video |
|                | 30% (3 people)                | Score 2                 | The teacher invites students to make healthy food according to the recipe and processing method in the cooking demonstration video |
| 4              | 60% (6 people)                | Score 3                 | The teacher invites students to present healthy food in an attractive way  |
|                | 40% (4 people)                | Score 2                 | The teacher invites students to serve less attractive healthy food   |
| 5              | 60% (6 people)                | Score 3                 | Questions and answers about healthy food with all children   |
|                | 40% (4 people)                | Score 2                 | Questions and answers about healthy food only some children  |
| 6              | 40% (4 people)                | Score 3                 | Instructs to organize materials and tools properly   |
|                | 60% (6 people)                | Score 2                 | Instructs to tidy up materials and tools incorrectly   |

|   |                |         |  |
|---|----------------|---------|--|
| 7 | 70% (7 people) | Score 3 | Discuss what activities you have done today, what foods you like best with all the children            |
|   | 30% (3 people) | Score 2 | Discuss what activities have been done today, what foods they like most with only some of the children |
| 8 | 90% (9 people) | Score 3 | The teacher invites all students to pray after studying  |
|   | 10% (1 person) | Score 2 | The teacher invited some students to pray after studying   |

Table 3. Observation Results in Closing Activities

| Activity Steps | Percentage of Respondents (%) | Quantitative Assessment | Qualitative Assessment   |
|----------------|-------------------------------|-------------------------|--|
| 1              | 40% (4 people)                | Score 3                 | The teacher asks all the children how they felt during the day                                   |
|                | 60% (6 people)                | Score 2                 | The teacher asks some of the children how they felt during the day                               |
| 2              | 70% (7 people)                | Score 3                 | The teacher invites discussion about what activities have been carried out with all the children |
|                | 30% (3 people)                | Score 2                 | The teacher invites discussion about what activities have been carried out by some children      |
| 3              | 20% (2 people)                | Score 3                 | The teacher tells short stories that contain clear messages                                      |
|                | 80% (8 people)                | Score 2                 | The teacher tells short stories that contain unclear messages                                    |
| 4              | 80% (8 people)                | Score 3                 | Inform all children of tomorrow's activities   |
|                | 20% (2 people)                | Score 2                 | Informing only some children about activities for the next day                                   |
| 5              | 100% (10 people)              | Score 3                 | Everyone prayed after the activity was finished  |
| 6              | 100% (10 people)              | Score 3                 | Everyone sings, greets, goes home  |

#### 4.2 Discussion

Based on the presentation of the results of the documentation and observation research above, the use of video media is one of the teacher's teaching skills that can help in the teaching and learning process in the classroom. The existence of stages in class activities helps teachers teach more systematically and target learning objectives. Activities that are systematic and lead to learning targets can be seen in Tables 1, 2, and 3. These stages are organized into RPPH (Daily Learning Implementation Plan). The impact of using video media and the arrangement of activity stages that are right on target with the learning objectives outlined in the RPPH can be seen in Figures 1, 2, and 3 where students show a disciplined and focused attitude when given the activity of watching video media about healthy food. These findings support the statement put forward in research results (Sahyan et al., 2023) that the impact of the output from preparing the RPPH produced in the learning process is better so that students can understand learning by the objectives that have been created.

In Table 1, there are stages in the opening activity where the teacher also explains the learning objectives concretely by adjusting the development stages of ECE students. The teacher invites students to sing songs that match the learning theme and provides apperception in the form of inviting students to discuss by providing stimulation in the form of short stories, this is to bring out students' experiences about healthy food. In Table 2, you can see the stages that utilize video media in the core activities, namely the teacher

invites students to watch healthy food video media. The impact of singing activities at the beginning of learning and then watching videos on making healthy food is that it helps students connect the experiences they have with the new knowledge. This finding is in line with research results by Fajrin and Ana (2020) that the teacher's teaching skills using visual media, obtained from qualitative data, namely that students look enthusiastic in participating in learning, more enthusiastic, easier to understand the lesson material, so the impact is that student's study diligently because of the good atmosphere. pleasant.

The core activity stages in Table 2 show the teacher's initiative in inviting students to make and serve healthy food according to the recipes and food ingredients that children have watched on healthy food video media displays. This activity aims to improve students' psychomotor development by observing, imitating, and modifying something abstract (knowledge gained from watching video media) into real situations (making healthy food directly) to shape students' learning experiences. These findings are recorded in Figures 4 and 5 which support the statement in research by Wuryanti (2016) namely that the main function of teaching media is as a teaching aid which also influences the climate, conditions, and environment created by the teacher. Thus, this function can be achieved using healthy food video media for ECE students in this research.

Table 3., there are stages in the closing activity, namely the teacher asks each student about the feelings experienced during the lesson. Teachers provide feedback by conveying motivation and messages through short stories. This activity is the teacher's effort to accompany students' psychological development. Students can convey feelings of happiness, sadness, and fun, and the reasons why these feelings arise are the impact of learning activities using video media about healthy food.

According to Pramana (2020), early childhood is an individual who is experiencing a process of growth and development which is very fundamental for the continuation of life in the future. At the early childhood stage, children will experience quite a lot of physical and mental development and growth. At this age, children will respond and manage various things they receive quickly. Early childhood is the golden age, which is the most appropriate and more effective stage in stimulating children with elements of goodness, so appropriate learning media are needed. Video media is one of the learning media that can be used in children's learning development. This is in line with research by Shofiyah et al., (2021), where video media is media that has audio (sound) and visual motion (moving images) elements. As a learning medium, video acts as an introduction to information from teachers to students. Video media is very important in learning because it can provide more sophisticated and faster information. Apart from that, it will also be easier for instructors or teachers to convey material via video media. In line with the results of research by Suryani and Seto (2020), which states that using videos as a learning medium found an increase in environmental love behavior after children saw a video learning about environmental love behavior by 45%.

The use of video learning media is effective because videos are simple tutorials that have several advantages when compared to direct learning methods carried out by

teachers using pictures, namely: (1) attractive video displays accompanied by music make students more motivated to learn, (2) students can easily repeat parts that they consider unclear so that students can learn independently, and (3) this video tutorial is also easy to use (user friendly) because students do not need a special application to be able to use it. The teacher's skills are not only seen in how the teacher delivers learning material, but the teacher's skills in choosing the right learning media can divert students' attention so that students do not only focus on the explanations given by the teacher which causes boredom. This is in line with research by Mulyawati dan Purnomo (2021), which states that teachers' teaching skills in providing variety in learning are something that must be done because it prevents students from becoming bored with learning.

Apart from that, improving teachers' teaching skills can be done by utilizing learning resources, broadening horizons, and suiting learning models that suit the character of students (van de Grift et al., 2019). This is in line with research from Hardiyanti et al., (2020), which states that video-making training for ECE teachers is also able to increase self-confidence and motivation in using technology. Several findings in this research and several opinions from previous research that have been expressed above support each other. Therefore, the use of learning media can be implemented by teachers in the classroom. The use of learning media is an effort by teachers to strengthen teaching skills, especially at the ECE level, namely in the form of video media about healthy food to increase the knowledge of ECE students.

## 5 CONCLUSION

Teachers' teaching skills can be improved through video learning media to increase children's knowledge. Therefore, teachers are expected to design better learning media, not only using textbooks but also other learning media such as videos, posters, digital cards, and so on. Video-based learning provides learning that can optimize aspects of students' motoric or psychological development. Apart from that, schools can provide facilities to develop teachers' teaching skills, such as providing LCD projectors or supporting equipment for playing learning videos. Future researchers need broader and further research on the effectiveness of video media for students.

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