

Teachers' Strategies in Increasing Children's Participation in Group Learning Activities at PAUD Shihabul Musthofa Merangkak, Embung Kandong Village

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ABSTRAK

This study aims to describe teachers' strategies for enhancing children's participation in group learning activities at PAUD Shihabul Musthofa Merangkak, Embung Kandong Village, and to analyze the impact of the strategies implemented. Using a qualitative descriptive approach, the research collected data through observation, semi-structured interviews, and documentation, involving teachers, children, and parents selected via purposive sampling. Data were analyzed using the Miles and Huberman interactive model, consisting of data reduction, data display, and conclusion drawing. The findings reveal that teachers planned group learning strategically by aligning weekly themes with developmental indicators and considering children's age, characteristics, and individual needs. Implementation involved varied and engaging methods such as role-playing, group projects, singing, storytelling, and assigning specific roles to ensure participation from all children, including those typically quiet or hesitant. Evaluation and reflection were conducted through daily observations, developmental notes, and parental input, enabling teachers to refine instructional practices continuously. The implementation of these strategies resulted in increased enthusiasm, confidence, and active engagement among children, reflected in their enjoyment of collaborative tasks, improved communication, and stronger peer interaction. Parents also reported positive behavioral changes at home, including greater openness and eagerness to share learning experiences. These results indicate that contextually adapted, play-based, and interactive strategies can effectively strengthen children's participation in group learning settings, particularly in rural early childhood education contexts.

INTRODUCTION

Early childhood education plays a fundamental role in shaping children's cognitive, emotional, social, and moral development. According to the Indonesian National Education System Law No. 20 of 2003, education aims to develop students' potential to become individuals who are faithful, pious, morally upright, healthy, knowledgeable, capable, creative, independent, and responsible citizens. To achieve these goals, the quality of the teaching and learning process, particularly at the early childhood level, must be strengthened (Suharni et al., 2020). Early childhood is also regarded as the golden age, a critical developmental period during which

ARTICLE INFO

Article History

Received: November 23, 2025

Revised: November 26, 2025

Approved: November 29, 2025

Published: November 30, 2025

Keyword:

Teacher Strategies, Children's Participation, Group Learning

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appropriate stimulation leads to optimal growth across developmental domains (Mustika, 2020; Hasanah & Zuhriyah, 2023).

PAUD (Pendidikan Anak Usia Dini) is designed to provide educational stimulation for children from birth to six years of age to support their physical, emotional, and cognitive development (UU No. 20/2003). Dewantara (2003) emphasizes that early childhood learning should rely on enjoyable activities such as playing, singing, storytelling, and hands-on experiences. Teaching strategies must therefore be developmentally appropriate and aligned with children's natural tendencies to explore through play. Trianto (2010) further highlights the importance of learning models that structure the physical environment to foster active and meaningful engagement (Dewi & Reza, 2020).

At the early childhood stage, children demonstrate rapid development in social and emotional competencies. Group learning, therefore, becomes an essential approach because it allows children to interact, share ideas, and collaborate in structured yet playful contexts. Social participation at this age influences children's self-confidence and adaptability in future learning situations. When children actively participate, they develop essential life skills such as cooperation, empathy, and problem-solving, which are crucial for later schooling success (Lawado & Na'imah, 2019).

However, meaningful participation rarely occurs automatically. Individual differences—such as personality, socioeconomic background, learning style, and emotional readiness—affect children's participation levels. Some children tend to dominate discussions, while others may withdraw or avoid group engagement. Teachers therefore play a crucial role in mediating these differences through appropriate strategies. The effectiveness of group learning heavily depends on how teachers design, implement, and evaluate learning activities that support participation for all children (Nurhayati & Handayani, 2020).

Ensuring participation also requires teachers to create inclusive learning environments that value each child's contribution. The presence of a psychologically safe learning environment encourages children to express themselves without fear of judgment. Teachers need to establish routines, expectations, and support systems that build children's sense of belonging within the group. This aligns with Dewantara's (2003) philosophy, which emphasizes nurturing children's freedom of expression through pleasant and meaningful activities. In this sense, teacher strategies serve as a bridge that connects learning goals with children's unique developmental needs.

Numerous studies have examined the role of teacher strategies in early childhood learning. Arnilasari et al. (2023) identified three common strategies used by PAUD teachers—playing, storytelling, and singing—which have shown positive effects on children's engagement. However, their study does not address how these strategies specifically influence participation within group learning contexts. Salwa Nur Adinda et al. (2023) explored group-based approaches and found improvements in children's communication skills, but they did not analyze participation as a broader construct that includes motivation, involvement, and behavioral engagement.

Other scholars have examined the relationship between classroom management and group learning. Suharni et al. (2020) reported that classroom management does not directly correlate with group participation, suggesting that participation depends on more nuanced variables such as teaching methods, teacher-child interaction, and learning environment readiness. Meanwhile, Wiyono (2016) argues that participation is multifaceted, requiring teachers to understand both the cognitive and socio-emotional dimensions that influence children's willingness to engage.

Teacher strategies, as described in the works of Ahmadi and Prasetya (1997), Siagian (2004), Mulyasa (2008), and Amri (2013), are systematic plans designed to ensure the effectiveness of

learning. These strategies involve preparing media, motivating learners, managing classroom interactions, and adapting activities to children's developmental stages. Hasanah and Zuhriyah (2023) emphasize that early childhood learning must integrate stimulating and play-based approaches, while Junaedi (2018) notes that teacher strategies must also account for children's diverse learning needs.

Research on participation highlights its importance in children's overall development. Children who actively participate in group activities tend to demonstrate stronger social competence, communication skills, and emotional regulation (Nurhayati & Handayani, 2020). Participation is also linked to cognitive development, as group interactions provide opportunities for children to exchange information, ask questions, and build new understanding (Wiyono, 2016). Despite this, only a few studies explore how teacher strategies intentionally promote participation in early childhood group learning settings.

A review of existing literature reveals three major gaps. First, most studies examine general teaching strategies without analyzing how these strategies directly influence children's participation in group learning activities. Second, existing research tends to focus on communication-based outcomes rather than participation as a holistic construct involving motivation, engagement, and interaction. Third, there is a scarcity of studies conducted in rural PAUD contexts, where limited resources and contextual challenges may affect both teaching strategies and children's participation. These gaps highlight the need for a focused investigation into teacher strategies for promoting participation in group learning, particularly in rural settings such as PAUD Shihabul Musthofa.

This study offers originality in two ways. First, it provides a contextualized analysis of teacher strategies within a rural PAUD setting—an area underrepresented in the literature. Second, it focuses specifically on strategies that enhance children's participation in group learning activities, rather than examining general teaching approaches or isolated aspects such as communication. By integrating these two dimensions, the study contributes a fresh perspective to early childhood education research.

Based on the identified gaps, the research is guided by the following questions: (1) What strategies do teachers use to increase children's participation in group learning activities at PAUD Shihabul Musthofa?; (2) How do these strategies influence children's level of participation?; and (3) What factors support or hinder the implementation of these strategies?. Accordingly, the study aims to: (1) Identify teacher strategies used to enhance participation in group learning; (2) Examine the impact of these strategies on children's participation; and (3) Explore supporting and inhibiting factors that affect the effectiveness of strategy implementation.

Theoretically, this study enriches the literature on teacher strategies and children's participation by providing evidence from a rural early childhood educational context. It contributes to the understanding of how group learning can function as an effective medium for promoting active engagement among young children. Practically, the findings offer useful insights for PAUD teachers in designing and implementing strategies that foster meaningful participation. For policymakers and educational stakeholders, the study offers recommendations for strengthening teacher training and professional development programs, particularly in under-resourced areas.

Through an in-depth examination of teacher strategies in promoting participation during group learning at PAUD Shihabul Musthofa, this study aims to bridge existing knowledge gaps and contribute to both theory and practice in early childhood education. The findings are expected to support the development of more effective, inclusive, and context-appropriate teaching

approaches that enhance young children's active engagement in collaborative learning environments.

METHOD

1. Research Type and Approach

This study employed a qualitative research type with a descriptive approach. According to Moleong (2018), qualitative research aims to deeply understand phenomena within their natural context. In this study, the researcher sought to explore and understand the strategies used by teachers to increase children's participation in group learning activities. The descriptive approach was used to systematically portray the strategies applied by teachers based on direct observations and in-depth interviews conducted during the research.

2. Research Setting

The research was conducted at PAUD Shihabul Musthofa, located in Embung Kandong Village. The institution consisted of 34 children, with 17 students in Class A and 17 students in Class B. This location was selected because it presented specific phenomena related to children's participation in group learning, making it relevant to the purpose of the study.

3. Research Informants

The informants in this study included:

- a. Teachers at PAUD Shihabul Musthofa who were directly involved in implementing group learning activities.
- b. Children from Classes A and B to understand their responses and participation in relation to the strategies applied by the teachers.
- c. Parents, who were involved to provide additional perspectives on children's behavioral changes in participation during learning activities.

4. Informant Selection Technique

A purposive sampling technique was used to determine the informants. Purposive sampling involves selecting participants based on specific criteria relevant to the research objectives (Sugiyono, 2017). Teachers were selected due to their direct role in implementing learning strategies, while the children and parents were selected to understand the outcomes and impacts of those strategies on participation.

5. Data Collection Techniques

Data were collected using three primary techniques:

- a. Direct observation, which was carried out to examine how the group learning activities were implemented and how children participated.
- b. Semi-structured interviews with teachers, children, and parents to obtain deeper insights regarding the teacher's strategies and the children's participation.
- c. Documentation, including learning activity notes, photographs, and videos taken during group learning sessions. Documentation supported the findings from observations and interviews, as suggested by Moleong (2018).

6. Data Trustworthiness

Several strategies were employed to ensure data trustworthiness:

- a. Source triangulation (Sugiyono, 2017), conducted by comparing information obtained from teachers, children, and parents to ensure consistency.
- b. Method triangulation, carried out by comparing the findings from observations, interviews, and documentation.

- c. Extended observations, conducted to ensure that the data represented the actual and recurring conditions in the learning environment.

7. Data Analysis Techniques

The data were analyzed using Miles and Huberman's (2014) interactive analysis model, which consisted of:

- a. Data reduction, where data from interviews, observations, and documentation were simplified, organized, and categorized based on their relevance to the research focus.
- b. Data display, presented in narrative descriptions and visual forms such as tables and charts to facilitate understanding.
- c. Conclusion drawing, carried out by identifying emerging patterns and comparing them with relevant theories, including learning strategy theories proposed by Ahmadi (2011), which emphasize that learning strategies must be systematic, purposeful, and directed.

RESULTS

1. Teacher Strategies in Enhancing Children's Participation in Group Learning Activities

a. Strategy Planning

Teachers at PAUD Shihabul Musthofa planned group activities by aligning them with weekly themes, developmental achievement indicators, and relevant tools and materials. Marniati explained, *"The planning begins by reviewing the theme and learning goals, and then we divide the groups according to the children's characteristics"* (Marniati, personal interview, April 17, 2025).

Several factors were taken into consideration by the teachers, including the children's age, character, and individual needs. As Hormaniatul Aini stated, *"We choose strategies appropriate for the children's age and classroom conditions. For active children, for example, we use strategies that involve a lot of movement"* (H. Aini, personal interview, April 19, 2025).

The goals of group learning were not only academic but also emphasized social and emotional values. *"Besides academic goals, we want children to learn cooperation and respect for their friends"* (S. Nurmala, personal interview, April 22, 2025).

b. Strategy Implementation

The strategies implemented included role-playing, group projects, singing activities, and story-based learning. *"We often use songs or group stories so the children become more interested and do not feel forced to participate"* (Zulmini, personal interview, April 24, 2025).

Teachers assigned specific roles to each child to ensure all of them actively participated. *"I give special roles to quiet children, such as distributing stationery or presenting the group's work to their peers"* (Marniati, personal interview, April 25, 2025).

The main challenge was the variations in children's personalities. *"The children are very diverse; some quickly blend in, while others need more time and encouragement"* (H. Aini, personal interview, April 26, 2025).

c. Evaluation and Reflection

Teachers evaluated children's participation through direct observation and daily developmental notes. *"We assess participation by observing how children engage—whether they collaborate, communicate, or remain silent"* (S. Nurmala, personal interview, April 28, 2025).

Feedback from parents also served as a meaningful reflection. *"Many parents say their children have become more active at home since joining group activities. That is positive feedback for us"* (Zulmini, personal interview, April 29, 2025).

The teacher's strategies in increasing children's participation in group learning activities at PAUD Shihabul Musthofa were carried out comprehensively, covering the stages of planning,

implementation, evaluation, and reflection. Each stage plays an important role in creating a collaborative and enjoyable learning atmosphere that aligns with the characteristics of early childhood. This is illustrated in Graph 1 and Table 11 below:



Figure 1: Graph of Teachers’ Strategies in Increasing Children’s Participation.

The bar chart above illustrates the proportion of teacher involvement in the three main aspects of group learning strategies: (1) The implementation of strategies (50%) dominates because it consists of direct activities that stimulate children’s participation, such as role-playing, singing, and group projects; (2) Strategic planning (30%) serves as the initial foundation, involving adjustments to themes, age levels, and children’s characteristics; and (3) Evaluation and reflection (20%) function as the concluding stage and as benchmarks for improving future approaches.

Table 11: Details of Teachers’ Strategies

Strategy Aspect	Main Focus	Teacher Quote	Purpose/Output
Strategic Planning	Themes, developmental indicators, child age & characteristics	“We divide the groups based on the children’s characteristics.”	Cooperation & social appreciation
Strategy Implementation	Role-playing, projects, songs, active participation	“We often use songs or group stories.”	Active participation of all children
Evaluation and Reflection	Observation, daily notes, parental input	“We assess based on how children are involved.”	Reflection for improving strategies

This table summarizes the strategic aspects applied by the teachers: (1) Strategic planning illustrates how teachers design activities based on themes and children’s needs. The focus is not only academic but also social–emotional; (2) Strategy implementation emphasizes the use of varied techniques to ensure that every child, including those who are usually quiet, can participate actively; and (3) Evaluation and reflection are conducted through direct observation and parental input, serving as an important basis for improving the quality of group learning activities.

2. The Impact of Strategy Implementation on Children’s Participation Levels

a. Children’s Responses to Group Activities

Interviews showed that children enjoyed participating in group activities. *“I like studying with friends because we can play together”* (A. Addin, personal interview, May 2, 2025). Their favorite activities included group coloring and role-playing. *“My favorite is playing doctor together with my friends”* (A. Aisyah, personal interview, May 3, 2025).

Children also felt supported by the teacher’s presence. *“When I’m confused, the teacher helps and shows me how”* (D. Hafiz, personal interview, May 7, 2025). Emotional support from teachers significantly influenced their motivation. *“When the teacher praises me, I want to join again next time”* (T. Azzahra, personal interview, May 9, 2025).

b. Parents’ Perceptions of Children’s Changes

Parents reported positive changes in their children. *“My child is now braver and more enthusiastic about going to school”* (Parent of Nayla, personal interview, May 13, 2025). Children also became more open in sharing their learning experiences. *“Every time she comes home from school, she tells stories about her friends and the group activities”* (Parent of Alwan, personal interview, May 14, 2025).

Parents supported their children by providing attention at home. *“I help prepare her books and always ask what she learned today”* (Parent of Aulia, personal interview, May 17, 2025). They also believed the strategies implemented by the teachers were effective. *“In my opinion, the teachers’ strategies are excellent because they make the children active and excited to go to school”* (Parent of Zuhairil, personal interview, May 20, 2025).

c. Field Observation Findings

In the observation on April 18, 2025, teachers were seen giving clear instructions, using concrete materials, and assisting children who experienced difficulties. The classroom atmosphere supported the implementation of group activities.

On May 3, 2025, children were observed to actively collaborate, respond to teacher questions, and display enthusiastic expressions. Observations on May 6 showed that their enthusiasm remained high until the end of the activity. However, on May 13, 2025, challenges such as disputes over materials occurred, but teachers managed the situation through positive and guided approaches.

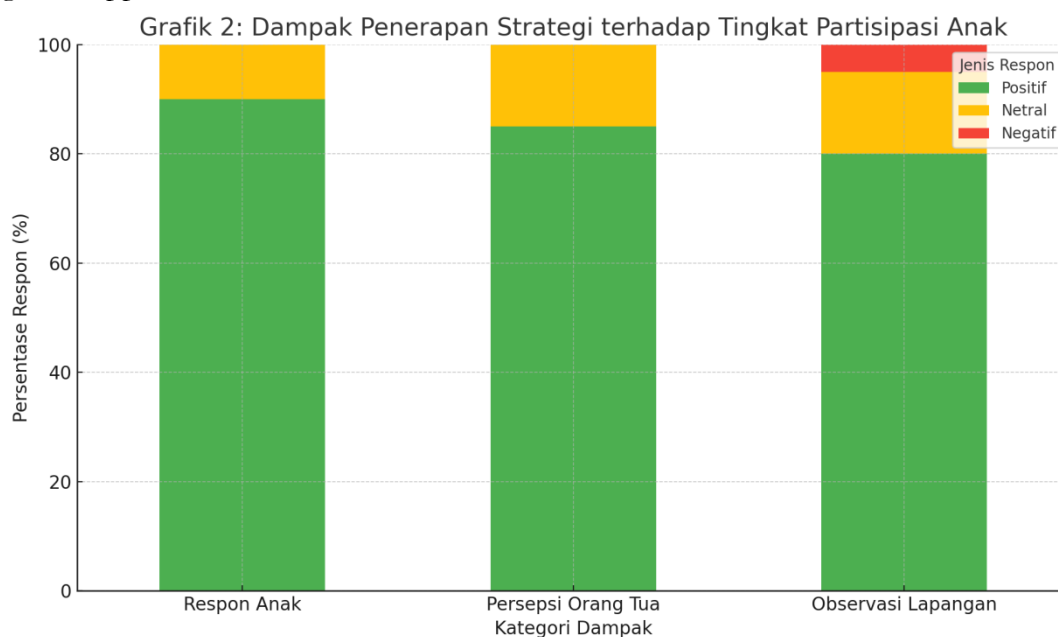


Figure 2 shows that the majority of responses to the teachers’ strategies were positive, both from children (90%), parents (85%), and observational findings (80%). This indicates that the strategies implemented were not only well-received but also had a significant impact on encouraging children’s active participation. Although there were minor challenges in the field, teachers were able to manage the situations using constructive approaches.”

Table 12: Summary of the Impact of Strategy Implementation

Aspect	Key Statements	Responses
Children’s Responses to	Happy, supported by the teacher,	“I like playing doctor with my friends the

Aspect	Key Statements	Responses
Activities	enthusiastic when praised	most.”
Parents’ Perceptions of Children’s Changes	More confident, more communicative, happy to attend school	“My child is now more confident speaking and happier to go to school.”
Field Observation Findings	High enthusiasm, active cooperation, challenges manageable	“The children were actively cooperating and enthusiastic in answering questions.”

Table 12 summarizes the findings from three main sources: (1) Children’s responses show high enthusiasm for group activities, especially when supported and praised by the teachers; (2) Parents’ perceptions indicate that children have developed greater confidence, communication skills, and interest in attending school; and (3) Field observations reinforce these findings by providing visual evidence that the children demonstrate cooperation, learning enthusiasm, and the ability to overcome challenges with teachers’ guidance.

DISCUSSION

1. Analysis of Results

a. Teacher Strategies in Enhancing Children’s Participation in Group Learning Activities

The findings show that teachers at PAUD Shihabul Musthofa implemented group learning strategies systematically and contextually, beginning with planning, followed by implementation, and ending with evaluation. These strategies were developed by considering weekly themes, developmental indicators, and children’s characteristics. This reflects an educational practice aligned with the goals of National Education as stated in Law No. 20 of 2003, which aims to develop students into individuals who are faithful, devoted, independent, creative, and responsible (Suharni et al., 2020).

In the planning stage, teachers considered the children’s age, character, and individual needs. This adjustment is essential because early childhood is a critical phase in physical and psychological development. When children receive appropriate stimulation at this stage, they will develop optimally according to their developmental levels (Mustika, 2020). Therefore, the strategies designed by teachers aimed to foster the six main early childhood development domains: religious and moral values, physical-motor, cognitive, language, social-emotional, and artistic development (Wiranti et al., 2021).

In the implementation stage, teachers used varied methods such as role-playing, group projects, songs, storytelling, and individualized role assignments. This approach aligns with Ki Hadjar Dewantara’s view that early childhood education should not demand intensive cognitive effort, but should promote holistic development through play, singing, and storytelling (Dewantara, 2003). Children tend to understand and engage more readily when they feel comfortable and delighted in the learning process.

Evaluation and reflection were carried out through direct observation of children’s involvement and daily developmental records. Evaluation focused not only on academic outcomes but also on children’s attitudes and social interactions. Additionally, parents’ feedback on changes observed at home highlights the importance of collaboration between school and family in supporting holistic development. As stated in Article 1 of Law No. 20 of 2003, early childhood education aims to support children’s physical and spiritual growth to prepare them for further education (Hasanah & Zuhriyah, 2023).

b. Impact of Strategy Implementation on Children’s Participation Levels

The findings reveal that children responded positively to the strategies used during group learning. They expressed enjoyment in participating because they could learn and play together. Favorite activities such as role-playing and group coloring indicated that the strategies successfully

attracted children's interest and increased their engagement. This supports Trianto's (2010) assertion that learning models should create enjoyable and engaging interactions to help children understand information more easily (Dewi & Reza, 2020).

Teachers' presence as facilitators also had a significant emotional impact. Guidance, support, and praise boosted children's motivation and confidence. Children felt comfortable asking questions and participating actively in group activities. This demonstrates that learning strategies designed with attention to social-emotional aspects positively influence children's attitudes and behaviors in the classroom.

Parents also observed significant improvements. Children became more communicative, enthusiastic to attend school, and more confident in interacting with others. Parental support at home—such as preparing learning materials and discussing school activities—also contributed to the children's development.

The field observations highlighted that teachers successfully created a conducive and adaptive learning environment. They provided clear instructions, used concrete media, and handled children's conflicts wisely. This shows that the group learning strategies implemented were not only cognitively effective but also fostered children's social skills and character development.

Based on the findings and relevant theories, it can be concluded that the teacher strategies in group learning at PAUD Shihabul Musthofa were well implemented and had a significant impact on children's participation. These strategies were not only oriented toward academic achievement but also strengthened children's social, emotional, and moral aspects. Learning activities that were enjoyable and developmentally appropriate effectively increased children's motivation, confidence, and cooperative skills. The active roles of teachers and the involvement of parents were key factors in creating an effective, enjoyable, and meaningful learning experience for young children.

2. Comparison with Previous Studies

The findings of this study reveal that teachers at PAUD Shihabul Musthofa implemented comprehensive strategies—including planning, implementation, and evaluation—reflection—to enhance children's participation in group learning activities. These results align with previous studies emphasizing that play-based, collaborative, and thematic learning approaches effectively promote children's engagement, social interaction, and intrinsic motivation (Sari, 2020; Hidayat & Lestari, 2021; Widyaningrum, 2019). The emphasis on aligning activities with children's developmental needs and characteristics is also consistent with the principles of developmentally appropriate practice, which highlight the importance of responsive learning environments in early childhood education (Copple & Bredekamp, 2009).

In line with Vygotsky's sociocultural theory, this study confirms that children's participation improves when teachers provide guided assistance, assign meaningful roles, and create opportunities for peer collaboration. The teachers' use of role-playing, group projects, singing, and story-based activities reflects the significance of scaffolding, where children learn best through structured interactions with teachers and peers in their zone of proximal development (Vygotsky, 1978). These findings also resonate with research by Edwards (2015), which found that collaborative tasks and peer-supported learning significantly enhance children's confidence and communicative competence. Likewise, the observed impact of praise and emotional support aligns with the work of Hamre and Pianta (2005), who argue that positive teacher-child interactions are central to fostering children's engagement and persistence in learning activities.

However, this study extends previous findings by highlighting the combined importance of daily developmental notes and parental feedback in shaping reflective and adaptive teaching practices. Earlier research tended to focus primarily on classroom-based interventions and teacher-

led strategies without fully integrating home–school communication as part of the pedagogical cycle (e.g., Sari, 2020; Widyaningrum, 2019). In contrast, the present study demonstrates a more holistic model that incorporates ongoing observation, structured documentation, and parental insights as critical components for improving group learning strategies. This integration supports Bronfenbrenner’s ecological systems theory, which emphasizes that learning outcomes are influenced not only by classroom interactions but also by consistent collaboration between teachers and families (Bronfenbrenner, 1992). Thus, this study contributes to the literature by offering a more comprehensive framework for enhancing children’s participation through both instructional practices and family engagement mechanisms.

3. Implications of the Findings

The findings provide both theoretical and practical implications. Theoretically, the study reinforces the understanding that children’s participation in group learning is not merely a behavioral outcome but the result of intentional, structured teacher strategies. This expands the existing literature by emphasizing the alignment of planning, implementation, and reflection as a unified system that supports participation. Practically, the strategies applied—role-playing, group projects, songs, and collaborative storytelling—offer replicable models for early childhood institutions seeking to improve engagement. Evidence from children’s enthusiasm, parental reports of increased confidence, and observation data suggests that these methods can strengthen communication skills, social competence, and learning motivation in early childhood settings.

4. Limitations of the Study

This study acknowledges several limitations. First, the sample size was relatively small and limited to one PAUD institution, which restricts the generalizability of the findings. Second, the data relied heavily on teacher observations and parental reports, which may introduce subjectivity or bias. Third, external factors—such as home environment, prior learning experience, personality differences, and teacher–child ratios—were not controlled, allowing the possibility that other variables influenced the observed participation levels. Future research should include larger and more diverse samples, use mixed methods, and incorporate controlled variables to enhance the validity of the findings.

Based on the interpretation of results, partial conclusions can be drawn. The strategies implemented—rooted in thoughtful planning, interactive execution, and reflective evaluation—proved effective in increasing children’s participation in group learning activities. Children demonstrated joy, confidence, and collaboration, while parents reported noticeable improvements in communication and school enthusiasm. Observation data further confirmed high levels of engagement and cooperative behavior. These partial conclusions indicate that structured and reflective teacher strategies play a crucial role in promoting active participation among early childhood learners.

Overall, this discussion highlights the strong alignment between the study’s findings, theoretical foundations, and previous research while also emphasizing the unique contribution of incorporating parental input and daily reflective practices. These insights prepare the groundwork for the final conclusion, which will consolidate the significance of the study and its contributions to early childhood education practices and theory.

CONCLUSION

Based on the findings of the study, it can be concluded that: (1) The teachers’ strategies for increasing children’s participation in group learning activities at PAUD Shihabul Musthofa were carried out comprehensively through three main stages: planning, implementation, and evaluation

and reflection. In the planning stage, teachers aligned the activities with the weekly themes, developmental indicators, and the individual characteristics and needs of the children. In the implementation stage, teachers applied methods such as role-playing, group projects, group singing, and storytelling to attract children's interest. In the evaluation and reflection stage, teachers conducted direct observations and recorded daily progress, while also considering input from parents as material for improving future learning strategies; (2) The impact of the implemented strategies on children's participation levels in group learning activities showed very positive results. The children felt happy, supported by the presence of the teacher, and motivated by the praise they received. Parents also reported noticeable changes, such as increased confidence, openness in communication, and greater enthusiasm for attending school. Observational findings revealed that the children actively collaborated, showed high enthusiasm, and were able to overcome challenges with the teacher's guidance. Thus, the strategies applied proved effective in increasing early childhood participation in group learning activities at PAUD Shihabul Musthofa.

The implications of these findings extend to both practical and theoretical domains. Practically, the study highlights the importance of role-based group activities, emotional reinforcement, and consistent communication between teachers and parents in fostering active participation in early childhood education. Theoretically, the results reinforce sociocultural perspectives that emphasize guided interaction and collaborative learning as essential components of children's developmental growth. This research also offers a holistic model of participatory learning strategies that can be adapted or expanded by other early childhood institutions.

For future research, it is recommended that similar studies be conducted across multiple early childhood centers to enhance the generalizability of the findings. Longitudinal studies are also suggested to evaluate the long-term impact of these strategies on children's social, emotional, and cognitive development. Additionally, future inquiries may explore more diverse methodological approaches, such as mixed methods, to capture broader dimensions of children's participation.

In closing, this research contributes valuable insights into effective teacher strategies for increasing participation in group learning among early childhood learners. By demonstrating the importance of thoughtful planning, interactive implementation, and reflective evaluation, the study offers meaningful guidance for educators and serves as a foundation for continued improvement in early childhood teaching practices.

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