

Implementation of The “Little Detective”: Structured Stimulation Programme to Improve Problem Solving Skills in Early Childhood

Euis Trismayanti¹, Ati Nuriah², Atih Syaidah³, Mira Sofatul Ma'la⁴

¹ INN Al Farabi; euistrismayanti@alfarabi.ac.id

² INN Al Farabi; atinuriah1@stittnualfarabi.ac.id

³ INN Al Farabi; atihsyaidah@stittnualfarabi.ac.id

⁴ INN Al Farabi; mirasofatulmala@gmail.com

*Korespondensi: mirasofatulmala@gmail.com

How to cite this article:	Trismayanti, E., Nuriah, A., Syaidah, A., Ma'la, M. S. Implementation of The “Little Detective”: Structured Stimulation Programme to Improve Problem Solving Skills in Early Childhood. <i>EDUHappiness: Jurnal Ilmiah Perkembangan Anak Usia Dini</i> , Vol 05, No 2, page 225-235. DOI: 10.62515/eduhappiness.v5i2.1457
----------------------------------	--

Edu Happiness:
Jurnal Ilmiah Perkembangan
Anak Usia Dini

Vol 05 No 2 July 2026

Page: 225-235

DOI:
[10.62515/eduhappiness.v5i2.1457](https://doi.org/10.62515/eduhappiness.v5i2.1457)

Received: 29 May 2026
Accepted: 12 June 2026
Published: 31 July 2026

Publisher: Lembaga Penelitian dan Pengabdian Masyarakat (LPPM), Institut Nasional Nusantara (INN) Al Farabi Pangandaran, stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.



Copyright: © 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by-sa/4.0>).

Abstract

This research is motivated by the low problem-solving abilities of early childhood children in Kober Cerdas Ceria 2, which is indicated by the high dependence of children on teachers and parents when facing simple problems. This research aims to improve children's problem-solving abilities through the "Little Detective" program with a structured stimulation method. The type of research used is Classroom Action Research (CAR) which is implemented in three cycles. The research subjects were 18 children in group A of Kober Cerdas Ceria 2, consisting of 9 boys and 9 girls. Data collection techniques were carried out through observation, interviews, and documentation. The "Little Detective" program was implemented through various structured stimulation activities such as collage, puzzles, role play, grouping objects, and cutting and pasting activities. The results of the study showed an increase in children's problem-solving abilities in each cycle. In the pre-cycle, most children were in the Undeveloped category (72.22%). In cycle I, the Developing According to Expectations category began to emerge at 11.11%. Then in cycle II, the Developing Very Well category reached 16.66%, and increased significantly in cycle III to 72.22%. Thus, the "Little Detective" program through structured stimulation methods is effective in improving the problem-solving abilities of early childhood in Kober Cerdas Ceria 2.

Keywords: Problem Solving; Structured Stimulation; Early Childhood.

INTRODUCTION

Education is a fundamental element that supports the progress of a nation. It continuously evolves, improves, and develops in line with advancements in various aspects of life. Education should begin in early childhood to prepare children to face the era of globalization, particularly in relation to the quality of human resources. According to Kamaruddin et al. (2022, p. 13), education is a conscious and planned effort to create a learning environment and learning process. Given the crucial role of this sensitive developmental period, comprehensive developmental efforts are required by involving various aspects, including caregiving,

health, education, and protection, in order to provide optimal stimulation for children's development. One of the important aspects that must be developed is cognition, which serves as the foundation for children's ability to think, create, and innovate. In relation to child development, problem-solving ability is one of the cognitive aspects that needs to be stimulated from an early age (Amatullah et al., 2022). One effective approach to supporting the development of children's problem-solving skills is through play (Dwi Permata, 2020), as children naturally learn through play during early childhood. These skills can be developed through puzzle games (Amatullah et al., 2022). Sary and Hanggara (2023) identified four factors that influence problem-solving ability: (1) motivation, as low motivation may cause individuals to lose focus on their primary goals, whereas excessively high motivation may reduce flexibility in thinking and acting; (2) misconceptions and incorrect attitudes, which can mislead individuals, while careless thinking may hinder effective problem-solving; (3) habits, as the tendency to view problems from only one perspective can impede efficient problem-solving; and (4) emotions, which can influence the way individuals think and respond to problems. One of the most influential theories in understanding children's cognitive development is the theory proposed by Jean Piaget. This theory explains that children progress through a series of distinct stages of cognitive development, ranging from the sensorimotor stage to the formal operational stage (Trismayanti, 2026).

A phenomenon frequently observed in early childhood education settings is that children often demonstrate a high level of dependence on adults, whether teachers or parents, when facing simple challenges. For instance, when their shoelaces come undone, a crayon breaks, or a block structure collapses, their most common spontaneous reactions are crying, ignoring the problem, or immediately seeking assistance without first attempting to find a solution on their own. This “instant-help” phenomenon indicates that children's problem-solving skills have not been optimally stimulated. Furthermore, the curriculum implemented in some early childhood education institutions tends to place excessive emphasis on rigid cognitive academic achievements, such as reading, writing, and arithmetic skills, often through worksheet-based activities. As a result, higher-order cognitive skills, including reasoning, analyzing situations, and exploring alternative solutions, may receive insufficient attention. Consequently, children become accustomed to following one-way instructions rather than developing into creative problem solvers. Students who possess problem-solving skills are able to apply their knowledge within the context of the challenges they encounter. The problem-solving approach is highly appropriate for adoption in the learning process because it does not merely expect students to passively listen, take notes, and memorize learning materials. Instead, through a problem-solving approach, students are encouraged to think actively, receive and process information, communicate effectively, seek and analyze data, and ultimately draw conclusions (Dede Mulyana et al., 2023).

This condition is further exacerbated by the widespread exposure to digital technology, which provides instant gratification and consequently lowers children's tolerance for frustration. If this phenomenon of low perseverance and inadequate problem-solving skills is left unaddressed, children may develop into individuals who are less independent and face difficulties adapting to more complex challenges at the primary education level. Therefore, a structured intervention program is needed to restore the essence of early childhood education as a challenging play-based environment, where every obstacle is viewed as an opportunity for children to learn to think critically and act independently.

A previous study conducted by Wiwit Umiyati and Anti Isnaningsih (2024), entitled “Stimulation of Problem-Solving Skill Development in Children Aged 4–5 Years through the Busy Jar Media,” employed a Classroom Action Research (CAR) method consisting of two cycles involving children aged 4–5 years. The findings revealed that stimulation through the use of busy jar media successfully improved children's problem-solving abilities in each learning cycle. The similarity between that study and the present research lies in their shared focus on enhancing early childhood problem-solving skills through structured and gradually implemented stimulation activities. Likewise, the study conducted by Tati Kartini et al. (2022) emphasized the close relationship between children's creativity, independence, and their ability to solve everyday problems. The research focused on how educational and enjoyable task-based learning methods can stimulate critical thinking and foster independent problem-solving skills during the golden age of child development.

Prior to conducting this study, the researcher carried out observations at Kober Cerdas Ceria 2 Parigi. The observations indicated that at the beginning of each academic year, children in Group A (aged 4–5 years) consistently demonstrated low levels of problem-solving ability. The primary factor contributing to this condition was children's dependence on adults, including both teachers and parents. These findings motivated the researcher to conduct a Field Experience Practice (Praktik Pengalaman Lapangan/PPL) program at the institution under the title: “The Implementation of the ‘Little Detective’ Program (Structured Stimulation) to Improve Problem-Solving Skills among Group A Children at Kober Cerdas Ceria 2.”

METHODS

The research method employed in this study was Classroom Action Research (CAR). Classroom Action Research is a process of examining learning-related problems within the classroom through self-reflection and efforts to solve them by implementing various planned and appropriate actions in real learning situations, as well as analyzing the effects of those actions. In this type of research, the researcher is directly involved in the learning process. This enables the researcher to observe and identify various problems that arise during instruction and to determine appropriate interventions for overcoming those challenges. Therefore, the purpose of this Classroom Action Research was to enhance children's cognitive development, particularly their problem-solving skills, through a variety of activities incorporated into the “Little Detective” (Structured Stimulation Programme). The Classroom Action Research design was selected because the problem addressed in this study originated from the teaching and learning process itself. The research was conducted over three cycles, which is a distinctive characteristic of Classroom Action Research. This study referred to the model proposed by Kurt Lewin (cited in Arikunto, 2006, p. 92), which consists of four main components: planning, action implementation, observation, and reflection. This approach is further supported by Kusnandar (2008, p. 44), who stated that Classroom Action Research commonly adopts the Kemmis and McTaggart model. Essentially, this model comprises four components: planning, action, observation, and reflection. In its implementation, the Kemmis and McTaggart model integrates the action and observation stages into a unified process. The participants of this study were Group A children at Kober Cerdas Ceria 2, aged 4–6 years, consisting of 18 children, including 9 boys and 9 girls. The study was conducted from February to April 2026 at Kober Cerdas Ceria 2, located in Grand Parigi Housing Complex, Block L No. 25–26, Karangjaladri Village, Parigi District, Pangandaran Regency, Indonesia.

RESULTS AND DISCUSSION

Results

This Classroom Action Research was conducted through three separate cycles over a specific period of time. Prior to the implementation of the Classroom Action Research, the problem-solving abilities of children in Group A at Kober Cerdas Ceria 2 were still relatively low. Based on the results of preliminary observations and interviews conducted at Kober Cerdas Ceria 2, it was found that the children demonstrated underdeveloped problem-solving skills. In other words, during learning activities that required problem-solving abilities, the children showed limited competence in completing tasks independently. The findings of this study were divided into three stages: Cycle I, Cycle II, and Cycle III. Of the 18 participants, five children began to show progress in their problem-solving abilities, as indicated by their capacity to successfully complete collage activities and connect dots according to color accurately and appropriately. However, the remaining thirteen children had not yet demonstrated satisfactory development in this area.

To address this issue, the researcher sought solutions by improving the learning process through Classroom Action Research (CAR). The study was conducted with children aged 4–5 years in Group A at Kober Cerdas Ceria 2, Parigi. The research consisted of three cycles: Cycle I, Cycle II, and Cycle III. Cycle I was conducted in two meetings on Friday, February 13, 2026, and Wednesday, February 25, 2026. Cycle II was conducted in two meetings on Tuesday, March 3, 2026, and Monday, March 9, 2026. Cycle III was conducted in two meetings on Thursday, April 2, 2026, and Tuesday, April 7, 2026.

Before the implementation of the Classroom Action Research, children's problem-solving abilities were still at a low level. This was evident from the daily and weekly assessment results conducted by the researcher. Children in Group A experienced difficulties when asked to complete activities requiring problem-solving skills. This condition was primarily caused by the lack of stimulation aimed at developing children's problem-solving abilities within the school environment. In response to this issue, the researcher collaborated with the classroom teacher to develop the “Little Detective” Program, which utilized a structured stimulation approach to improve children's problem-solving skills. The Little Detective Program was designed as an educational framework intended to foster problem-solving abilities from an early age. The philosophy underlying the program positions children as active learners who possess the capability to explore, analyze, and understand their environment through careful observation and inquiry. Structured stimulation (also referred to as directed or systematic stimulation) differs from natural stimulation that occurs spontaneously in everyday life. According to Rusmil (2006), structured stimulation is a series of activities designed to stimulate children's fundamental abilities, carried out regularly, as early as possible, and continuously through the use of specific methods and media. The term structured in this context refers to the existence of careful and systematic planning in the design and implementation of learning activities.

Cycle I Meeting I

The implementation of Cycle I, Meeting I, was conducted on Friday, February 13, 2026. The learning activity involved connecting dots of the same color. The results of the children's problem-solving abilities in Cycle I, Meeting I are presented in Table 1:

Table 1. Children's Problem-Solving Skills in Cycle I, Meeting I

BB	MB	BSH	BSB
-----------	-----------	------------	------------

55,55%	44,44%	-	-
--------	--------	---	---

(Sources: Research Data, 2026)

Based on Table 1, the results of Cycle I, Meeting 1 indicate that 44.44% of the children were categorized as Beginning to Develop (MB), representing 8 children. Meanwhile, 55.55% were categorized as Not Yet Developed (BB), representing 10 children.

Cycle I Meeting II

The implementation of Cycle I, Meeting II, was conducted on Wednesday, February 25, 2026. The learning activity involved a compass direction puzzle using origami paper. The results of the children's problem-solving skills in Cycle I, Meeting II are presented in Table 2:

Table 2. Children's Problem-Solving Skills in Cycle I, Meeting II

BB	MB	BSH	BSB
44,44%	44,44%	11,11%	-

(Sources: Research Data, 2026)

Based on Table 2, it can be observed that there was an improvement in children's problem-solving skills during Cycle I, Meeting II. In Cycle I, Meeting II, no children were categorized as Developing as Expected (BSH). However, in Cycle I, Meeting II, the percentage of children categorized as Developing as Expected (BSH) increased to 11.11%, indicating that two children demonstrated improvement in their problem-solving abilities. In addition, 44.44% of the children (8 children) were categorized as Beginning to Develop (MB), while 44.44% (8 children) remained in the Not Yet Developed (BB) category. These findings indicate a positive progression in children's problem-solving skills following the implementation of the learning activities in Cycle I, Meeting II.

Cycle II Meeting I

The implementation of Cycle II, Meeting I, was conducted on Tuesday, March 3, 2026. The learning activity employed a structured stimulation approach involving cutting and pasting activities, as well as classifying objects into those created by Allah and those created by humans. The results of the children's problem-solving skills in Cycle II, Meeting I are presented in Table 3:

Table 3. Children's Problem-Solving Skills in Cycle II, Meeting I

BB	MB	BSH	BSB
27,77%	50%	22,22%	-

(Sources: Research Data, 2026)

Based on Table 3, it can be seen that five children demonstrated improvement in their problem-solving abilities during Cycle II, Meeting I. This improvement was reflected in the increase in the number of children categorized as Developing as Expected (BSH), which reached 22.22% (4 children). In addition, 50% of the children (9 children) were categorized as Beginning to Develop (MB), while 27.77% (5 children) remained in the Not Yet Developed (BB) category.

Cycle II Meeting II

The implementation of Cycle II, Meeting II, was conducted on Monday, March 9, 2026. The learning activity involved role-playing, in which the children acted as family members preparing to welcome the month of Ramadan. Simple props were used, including sarongs, prayer garments (mukena), plates, and glasses. The children performed various activities related to Ramadan, such as having suhoor (the pre-dawn

meal), breaking the fast (iftar), and reciting prayers together. The results of the children's problem-solving skills in Cycle II, Meeting II are presented in Table 4:

Table 4. Children's Problem-Solving Skills in Cycle II, Meeting II

BB	MB	BSH	BSB
-	72,22%	11,11%	16,66%

(Sources: Research Data, 2026)

Based on Table 4, it can be observed that the children's problem-solving skills showed further improvement in Cycle II, Meeting II. This improvement was indicated by 16.66% of the children (3 children) being categorized as Very Well Developed (BSB), while 11.11% (2 children) were categorized as Developing as Expected (BSH). In addition, 72.22% of the children (13 children) were categorized as Beginning to Develop (MB). These findings demonstrate a positive progression in children's problem-solving abilities following the implementation of the role-playing activity.

Cycle III Meeting I

The implementation of Cycle III, Meeting I, was conducted on Thursday, April 2, 2026. The learning activity involved cutting and pasting to complete missing parts of vegetable plant pictures. The results of the children's problem-solving skills in Cycle III, Meeting I are presented in Table 5:

Table 5. Children's Problem-Solving Skills in Cycle III, Meeting I

BB	MB	BSH	BSB
-	16,16%	27,77%	55,55%

(Sources: Research Data, 2026)

Based on Table 5, it can be observed that the children's problem-solving skills showed a highly significant improvement in Cycle III, Meeting I. This improvement was reflected in the increase in the number of children categorized as Very Well Developed (BSB), which reached 55.55% (10 children). In addition, 27.77% of the children (5 children) were categorized as Developing as Expected (BSH), while 16.66% (3 children) were categorized as Beginning to Develop (MB).

Cycle III Meeting II

The implementation of Cycle III, Meeting II, was conducted on Tuesday, April 7, 2026. The learning activity involved creating leaf prints using a splatter-painting technique. The results of the children's problem-solving skills in Cycle III, Meeting II are presented in Table 6.

Table 6. Children's Problem-Solving Skills in Cycle III, Meeting II

BB	MB	BSH	BSB
-	11,11%	16,66%	72,22%

(Sources: Research Data, 2026)

Based on Table 6, it can be observed that the children's problem-solving skills demonstrated a highly significant improvement in Cycle III, Meeting II. This improvement was reflected in the increase in the number of children categorized as Very Well Developed (BSB), which reached 72.22% (13 children). Furthermore, 16.66% of the children (3 children) were categorized as Developing as Expected (BSH), while 11.11% (2 children) were categorized as Beginning to Develop (MB).

Based on the results of the study conducted over three cycles, it was found that the "Little Detective" Program, implemented through a structured stimulation approach, was able to improve young children's problem-solving skills gradually and significantly.

The main findings of this study indicate that children's problem-solving abilities develop more effectively when they are provided with concrete and enjoyable learning experiences that actively engage them in solving simple problems. This improvement was evident in the changes observed in the children's behavior. Initially, many children tended to be passive, relied heavily on teacher assistance, and had difficulty understanding instructions. However, following the implementation of the program, they became more independent, more willing to take initiative, and more capable of identifying simple solutions to complete assigned tasks. These findings suggest that structured stimulation can play a significant role in fostering problem-solving skills during early childhood.

Discussion

In Cycle I, the children's problem-solving skills were still categorized as low because most of the children were not yet accustomed to activities that required independent thinking and problem-solving abilities. The children experienced difficulties in understanding instructions, determining strategies for completing tasks, and maintaining concentration throughout the activities. This condition occurred because previous learning practices were primarily teacher-centered, and children were rarely provided with stimulation that fostered critical and exploratory thinking skills. In addition, the children's age and developmental stage also influenced their ability to fully understand the rules and procedures of the activities. According to Jean Piaget, children aged 4–5 years are in the preoperational stage, a developmental phase in which they begin to use symbols and language, while their logical thinking abilities are still developing. At this stage, children often experience difficulties in understanding complex instructions, determining problem-solving strategies, and sustaining attention for extended periods. Therefore, the low level of problem-solving skills observed in Cycle I may be attributed to the children's limited experience with activities that require independent and exploratory thinking. Piaget's theory suggests that the development of children's thinking skills requires concrete learning experiences implemented gradually over time.

In Cycle II, an improvement in children's problem-solving skills began to emerge. The children became more capable of cooperating with others, understanding the sequence of activities, attempting to complete tasks independently, and persisting when encountering difficulties. This improvement occurred because the structured stimulation activities provided were more varied and offered children opportunities to learn through direct experiences. Activities such as classifying objects and engaging in role-play encouraged children to think logically, make simple decisions, and learn how to solve problems within social situations. The use of play-based methods closely related to children's daily lives enabled them to understand concepts more easily and increased their confidence in expressing ideas and taking action. These findings are consistent with the study conducted by Maya Nabila et al. (2023), which examined the development of a loose-parts-based busy book and found that learning media that provide opportunities for direct exploration can enhance young children's problem-solving abilities. Children tend to understand concepts more effectively when learning activities are connected to real-life experiences and everyday situations.

In Cycle III, the improvement in children's problem-solving skills became highly significant. Most children were able to understand task requirements, determine appropriate solution strategies, explore various alternatives, and independently correct their mistakes. These findings indicate that consistent, gradual, and structured stimulation can help children develop more systematic patterns of thinking.

Furthermore, factors such as teacher motivation, an enjoyable learning environment, engaging learning media, and appropriate praise and guidance contributed to increasing children's enthusiasm and self-confidence throughout the learning process. These findings are also in line with the study conducted by Wiwit Umiyati and Anti Isnaningsih (2024), which demonstrated that gradual and consistent stimulation through play-based media, such as busy jars, can significantly improve children's problem-solving skills. Their findings further emphasize that repeated learning experiences and structured stimulation play a substantial role in the development of children's cognitive and problem-solving abilities.

The results of this study indicate that young children's problem-solving skills can develop optimally when they are given opportunities to explore, experiment, and discover solutions independently through meaningful play activities. Therefore, the “Little Detective” Program, which is based on a structured stimulation approach, not only enhances children's problem-solving abilities but also contributes to the development of independence, self-confidence, concentration, and social skills throughout the learning process.

CONCLUSION

Classroom Action Research conducted through the “Little Detective” program using a structured stimulation method proved effective in gradually and significantly improving the problem-solving skills of Group A children at Kober Cerdas Ceria 2 from Cycle I to Cycle III. The improvement was evident in the children's ability to understand instructions, identify solutions, explore various problem-solving strategies, and complete tasks independently and confidently. The success of the program was supported by learning activities that were concrete, enjoyable, and varied, enabling children to become more active, focused, and motivated during the learning process. In addition to enhancing problem-solving skills, the program also contributed to the development of children's independence, cooperation, concentration, and social skills in early childhood education.

REFERENCES

- Alfiansa., & Hasibuan., R. (2023). Pengaruh Pendekatan *Open Ended Play* Dalam Menstimulasi Kemampuan *Problem Solving* Anak Usia Dini. *Jurnal UNESA*, 12(2), 3-7.
- Amatullah, A. A., Hariyanti, D. P. D., & Purwadi, P. (2022). Analisis penggunaan puzzle dalam kemampuan pemecahan masalah anak. *Jurnal Wawasan Pendidikan*, 2(1), 93-100.
- Amelya, M. R., Adhe, K. R., Safitri, D. G. L., & Simatupang, N. D. (2025). Media Pembelajaran Inovatif Unplugged Coding untuk Penguatan Keterampilan Pemecahan Masalah di Pendidikan Anak Usia Dini. *Global: Jurnal Ilmiah Multidisiplin*, 02(01), 24–30.
- Amini, S., Firmawati, A. N., & Khotimah, N. (2023). Peningkatan Kecerdasan Anak Usia Dini dalam Memecahkan Masalah melalui Permainan Puzzle. *Journal of Education Research*, 04(02), 778–784.
- Anggaraini, et al. (2020). Penerapan Strategi Pemecahan Masalah Dalam Meningkatkan Kemampuan Kognitif Pada Anak Kelompok B. *Jurnal Ilmiah Potensia*, 5(1), 31-39.

Arikunto, S., Suhardjono, & Supardi. (2017). *Penelitian tindakan kelas* (Edisi revisi). Jakarta: PT Bumi Aksara.

Arikunto, S. (2006). *Penelitian tindakan kelas*. Jakarta: Bumi Aksara.

Asridoni, N. S., Karimah, N. A., Husna, M., & Aulia, P. (2025). Pengaruh Permainan Puzzle terhadap Kemampuan Problem Solving Anak Usia 4-6 Tahun. *Arus Jurnal Psikologi dan Pendidikan*, 4(2), 83-89.

Badriyah, E. S. (2022). Penggunaan Media Loose Part dalam Mengembangkan Aspek Kognitif Anak Usia Dini. *Jurnal Tumbuh Kembang Anak Usia Dini*, 1(3).

Dewi, M. C., & Reza, M. (2020). Perbedaan Model Pembelajaran Sentra Dan Model Pembelajaran Kelompok Terhadap Kemampuan Problem Solving Pada Anak. *Jurnal PAUD Teratai*, 1(9).

Hidayat, Y., Rahmawati, R., Masri'ah, I., & Rosidah, L. (2025). Penggunaan Media Flashcard dalam Meningkatkan Kemampuan Kognitif Anak Usia 5-6 Tahun Di Kelompok Bermain Kenanga. *Jurnal Ashil: Jurnal Pendidikan Anak Usia Dini*, 5 (1), 41-56.

Kartini, T., Amalia, N. R., & Ramyanti, S. (2022). Efektivitas Metode Pemberian Tugas dalam Meningkatkan Kreativitas Anak pada Masa Pandemi di TK Meraih Bintang. *Edu Happiness: Jurnal Ilmiah Perkembangan Anak Usia Dini*, 1(1), 21-32.

Kusnandar (2008). *Langkah-langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Potensi Guru*. Jakarta: Rajagrafindo Persada.

Lestari, L. D. (2020). Pentingnya mendidik problem solving pada anak melalui bermain. *Jurnal Pendidikan Anak* <https://journal.uny.ac.id/v3/jpa>, 100-108.

Muhammad, G. M., Septian, A., & Sofa, M. I. (2018). Penggunaan model pembelajaran Creative Problem Solving untuk meningkatkan kemampuan pemecahan masalah matematis siswa. *Mosharafa: Jurnal Pendidikan Matematika*, 7(3), 318.

Mulyana, D., Pratama, G., Ali, H. F., Rahayu, M., Masyripah, N. U., & Sari, Y. R. (2023). Pengenalan dan Penanganan Masalah Peserta Didik di RA Bina Hasanah Pangandaran. *Edu Happiness: Jurnal Ilmiah Perkembangan Anak Usia Dini*, 2(2), 256-266.

Munawwirah, B. D. (2021). Pengaruh Model Pembelajaran Problem Solving Dengan Puzzle Terhadap Kemampuan Kognitif Anak Usia 5 - 6 Tahun. *TEMATIK: Jurnal Pemikiran Dan Penelitian Pendidikan Anak Usia Dini*, 7(1), 17-23.

Muslich, M. (2012). *Melaksanakan PTK: Penelitian tindakan kelas itu mudah*. Jakarta: Bumi Aksara.

Mustofa, E. (2025). Efektivitas Bermain Air dalam Mengembangkan Kecakapan Problem Solving Anak Prasekolah. *Jurnal Inovasi Pembelajaran*, 1(3), 148-163.

- Nabila, M., Samawi, A., & Arifin, I. (2023). Pengembangan busy book berbasis loose parts untuk melatih problem solving anak usia dini. *Journal of Instructional and Developmental Researches*, 3(4), 178–187. <https://doi.org/10.53621/jider.v3i4.242>
- Nadila, P. (2021). Pentingnya melatih problem solving pada anak usia dini melalui bermain. *Pedagogi: Jurnal Ilmu Pendidikan*, 21(1), 51-55.
- Nurdin, I., & Hartati, S. (2019). *Metodologi penelitian sosial*. Surabaya: Media Sahabat Cendekia.
- Nugrahaeni, S., Samin, S., & Nopiyanti, A. (2019). Pengaruh skeptisisme profesional auditor, kompetensi, independensi dan kompleksitas audit terhadap kualitas audit. *Jurnal Ekonomi, Manajemen, Akuntansi*, 21, 181-198.
- Oktaviany, F., Hafidah, R., & Dewi, N. K. (2021). Profil Kemampuan Problem Solving Anak Usia 4-5 Tahun. *Kumara Cendekia*, 9(3), 148-155.
- Rahmawati, et al. (2024). Pengimplementasian Media Circle Maze untuk Menstimulasi Kemampuan Problem Solving Anak Usia Dini. *Jurnal of Education Research*, 5(2), 2230-2235.
- Ratna, R., & Imamah. (2023). Kemampuan Problem Solving Anak Usia Dini melalui Bermain Puzzle pada PAUD. *Jurnal Obsesi*. 7(6), 7914.
- Permata, R. D. (2020). Pengaruh permainan puzzle terhadap kemampuan pemecahan masalah anak usia 4-5 tahun. *PINUS: Jurnal Penelitian Inovasi Pembelajaran*, 5(2), 1-10.
- Purnawati, AY, Hidayat, A., ST, S., & Keb, M. (2009). Hubungan Posisi Ibu Dengan Perilaku Stimulasi Perkembangan Anak Usia 0-3 Tahun Di Daerah Bencorejo Banyuwangi Purworejo Tahun 2009. Disertasi Doktor, Universitas Aisyiyah Yogyakarta. [Tidak diterbitkan].
- Sary, D. S. E., & Hanggara, G. S. (2023). *Problem Solving Mahasiswa*. Prosiding SEMDIKJAR (Seminar Nasional Pendidikan Dan Pembelajaran), 6, 323–332.
- Syofiah, P. N., Machmud, R., & Yantri, E. (2019). Analisis pelaksanaan program stimulasi, deteksi dan intervensi dini tumbuh kembang (SDIDTK) balita di Puskesmas Kota Padang Tahun 2018. *Jurnal Kesehatan Andalas*, 8(4).
- Sumantri, M. S., & Endrawati, T. (2013). Kemampuan Sosialisasi Dan Gerak Manipulatif Berbasis Kelompok Pada Anak Usia 4-5 Tahun. *JIV-Jurnal Ilmiah Visi*, 8(2), 104-110.
- Sugiono. (2010.) *Metode Pendekatan (Pendekatan kuantitatif, Kualitatif, R&D)*, Bandung: Alfabeta Cetakan ke 10.
- Soetjiningsih, (2013). *Tumbuh Kembang Anak*. Jakarta: EGC.

Syaodih, E., Setiasih, O., Romadona, N. F., & Handayani, H. (2018). Profil keterampilan pemecahan masalah anak usia dini dalam pembelajaran proyek di taman kanak-kanak. *JPUD-Jurnal Pendidikan Usia Dini*, 12(1), 29-36

Trismayanti, E. (2026). *Psikologi perkembangan anak usia dini: Teori dan Praktik*. Purbalingga: Sketsa Media.

Trismayanti, E. (2025). Transformasi Pendidikan di lembaga Raudlatul Athfal Strategi Menghadapi Tantangan Zaman Kekinian. *Edu Happiness: Jurnal Ilmiah Perkembangan Anak Usia Dini*, 4(2), 319–326. <https://doi.org/10.62515/eduhappiness.v4i2.1064>

Trismayanti, E., Rismayanti, A. ., & Rahmawati, E. . (2026). Penerapan Teori Sosial Kognitif Bandura dalam Pembelajaran Anak Usia Dini Melalui Observasi dan Peniruan Perilaku Positif. *Edu Happiness: Jurnal Ilmiah Perkembangan Anak Usia Dini*, 5(1), 70–80. <https://doi.org/10.62515/eduhappiness.v5i1.1262>

Umiyati, W., & Isnaningsih, A. (2024). Stimulasi Peningkatan Kemampuan Problem Solving pada Anak Usia 4-5 Tahun melalui Media Busy Jar. *Journal of Education Research*, 5(3), 3409-3415.

Unaradjan, D. D. (2019). *Kuantitatif, Metode Penelitian* (K. Sitohang, Ed.). Universitas Katolik Atma Jaya.

Utami, RW, & Wutsqa, DU (2017). Analisis kemampuan pemecahan masalah matematika dan efikasi diri siswa SMP negeri di Kabupaten Ciamis. *Jurnal Riset Pendidikan Matematika* , 4 (2), 166-175.

Yuriansa, A. (2022). Kemampuan problem solving pada anak usia dini melalui bermain pola (pattern) di PAUD Arrasyid Kajhu Kecamatan Baitussalam, Aceh Besar. Teungku: *Jurnal Islam Pesantren, Pendidikan Dan Sosial*, 1(1).

Yurintama, et al. (2026) Analisis Stimulasi Nuber Sense dan Problem Solving dalam Pembelajaran PAUD. *Jurnal Obsesi*, 10(1), 690-695.