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Digital Training For The Development Of Early Childhood Education Teachers' Painting Skills: A Case Study Of Edu Pinting Malang City

Elok Wardha Sofiana[1]
[1] Department of Non-Formal Education, State University of Malang, Indonesia
Sucipto[2]
[2] Department of Non-Formal Education, State University of Malang, Indonesia
Sri Wahyuni[3]
[3] Department of Non-Formal Education, State University of Malang, Indonesia

Corresponding Author: *elok.wardha.2401418@students.um.ac.id*

Abstract

This research is motivated by the low painting skills of Early Childhood Education (PAUD) teachers in Malang City as well as the limitations of conventional training in terms of time, flexibility, and access. This study aims to examine in depth about: (1) the interaction between participants and trainers in the digital training process; (2) the role of trainers in the digital training process; (3) the digital training process for the development of skills and motivation of PAUD teachers; and (4) the benefits obtained by digital training participants in developing the skills and motivation of PAUD teachers. This research method uses a descriptive qualitative approach with a case study design. The research was carried out in Cluster XII of Lowokwaru District, Malang City, involving 28 PAUD teachers from 10 institutions as training participants, as well as two main informants, namely the training mentor and the Chairman of Group XII. Data collection techniques used participatory observation, in-depth interviews, and documentation. Data analysis was carried out through the interactive model of Miles, Huberman, and Saldaña which included data reduction, data presentation, and conclusion drawing and verification. The validity of the data was obtained through triangulation of sources and techniques, member checks, and observation diligence. The results of the study showed that: (1) The interaction between participants and trainers took place actively and collaboratively through offline meetings and WhatsApp groups, creating an egalitarian, participatory, and social-emotional learning atmosphere that supports increased learning motivation; (2) Trainers have a multidimensional role as facilitators who provide learning media and resources, motivators who provide psychological support and appreciation, and

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mediators who build collaborative interactions between participants; (3) The digital training process is carried out in stages through four main stages of preparation (identification of needs, preparation of materials, media preparation, and coordination), delivery of materials (live demonstrations and video tutorials), painting practice (application of 7 basic painting techniques on totebag and canvas media), and evaluation with a blended learning approach which reflects the characteristics of non-formal education, namely flexible, needs-based, and practice-oriented (learning by doing); (4) The benefits of digital training include improving painting skills (mastery of basic techniques, use of color, and development of creative ideas), increased motivation and confidence, learning flexibility that does not interfere with teaching tasks, and development of creativity in designing more interesting and innovative early childhood learning activities. This study concludes that painting-based digital training is effective in developing the skills and motivation of early childhood education teachers, with success largely determined by the quality of interaction, the role of the trainer as a facilitator-motivator, and the readiness of participants to adopt technology.

Keywords: Digital Training, Skill Development, Early Childhood Education Teacher Motivation, Edu Painting, Non-Formal Education.

INTRODUCTION

Early Childhood Education (PAUD) is a crucial phase in the timeline of child development. The quality of learning at this level relies heavily on the teacher's competence in utilizing learning media creatively. In today's digital era, PAUD teachers are required to have broader and deeper skills and competencies, ranging from mastery of software and digital learning platforms to the ability to collaborate technology in the curriculum (Dania Purba et al., 2024).

Facts in the field show that painting activities in the realm of early childhood education tend to still depend on the use of conventional learning media. In fact, as educators, teachers need to have creativity in choosing learning media in order to optimize children's creativity and learning experiences (Atira et al., 2021). Cropley emphasized that the implementation of early childhood education requires motivational stimulation and a conducive learning environment to facilitate the development of children's talents and creativity capacity (Taisin, 2018). (Rahma et al., 2023)

In Malang City, painting training such as totebag painting and canvas painting began to be in demand by PAUD teachers as a means of self-development as well as a learning medium.

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However, conventional training still has limitations, especially in terms of time, flexibility, and access. Digitization of training is present as an alternative effort that can support the learning process to take place flexibly, efficiently, and be able to adapt to the needs of participants (Sinta & Wahyuni, 2019)

The Edu Painting program is an educational painting-based training developed to increase the competence, creativity, and motivation of PAUD teachers through a training digitalization approach. This program shows characteristics that are in line with Non-Formal Education (PNF), namely being flexible, organized outside the formal pathway, oriented to the needs of participants, and focusing on strengthening practical competencies (Coombs & Ahmed, 1974).

Based on this background, this study comprehensively examines the digitalization of training in the development of skills and motivation of PAUD teachers through the Edu Painting program in Malang City. It is hoped that this research can make a theoretical contribution to the development of digital-based non-formal education concepts and practical contributions to the development of PAUD teacher training programs in Malang City.

RESEARCH METHODS

This study uses a descriptive qualitative approach with a case study design. This approach allows researchers to explore perceptions, experiences, and factors that affect teachers' readiness to adopt digital-based painting training (Creswell & Poth, 2018). Qualitative research emphasizes more on understanding complex phenomena through the perspective of participants, not to measure or calculate variables numerically (Sugiyono, 2015). The research was carried out in Cluster XII of Lowokwaru District, Malang City, at two PAUD institutions, namely Putera Zaman Integrated Kindergarten and Gracia Kindergarten. The subjects of the study were 28 PAUD teachers from 10 institutions in Cluster XII with purposive sampling techniques. The main informants consist of the training mentor and the Chairman of Group XII.

The data collection technique used three methods: participatory observation, in-depth interviews, and documentation. Observations were carried out with researchers directly involved in digital training activities. In-depth interviews were conducted in a semi-structured manner to explore the experience, views, and meaning of the phenomenon from the perspective of the participants. Documentation in the form of photos, videos, and activity archives. Data analysis uses the interactive model of Miles, Huberman, and Saldaña which includes three stages: data reduction, data presentation, and conclusion drawing and verification. The validity of the data was obtained through triangulation of sources and techniques, member checks, and observation

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diligence.

RESULTS AND DISCUSSION

Based on pre-test data obtained through Google Form, most of the trainees did not have formal painting experience. The data showed that the 28 participating PAUD teachers had various characteristics: in terms of age, there were senior and Gen Z teachers, the majority had never participated in painting training before, did not understand the basic principles of painting such as composition, color, and texture, and had a low level of confidence in painting. Nevertheless, participants showed positive expectations for the training that would follow.

Interaction between Participants and Trainers in the Digital Training Process

Interaction between participants and trainers is one of the important factors in the successful implementation of digital painting training for PAUD teachers. During the training process, interaction is carried out actively through material delivery activities, painting practices, discussions, questions and answers, and assistance directly or through digital media. WhatsApp groups have proven to be a very effective medium in creating active and comfortable communication between participants and mentors. As expressed by one of the participants:

> *"Interaction in WhatsApp groups makes communication between participants and mentors more active and comfortable. Not only do we get training information, but we can also share our work and encourage each other."* (W/G10/F1/10.02.2025)

WhatsApp groups are not only used as a medium for delivering information related to training schedules and materials, but also as a means of sharing work, discussing, and providing support and motivation between participants. This shows that the use of digital media can help build a more interactive, collaborative learning atmosphere and support increased enthusiasm for learning. The interaction that occurs in training shows the characteristics of participatory and collaborative non-formal education. Participants are actively involved in the learning process, either through discussions, questions and answers, or sharing experiences. As stated by other participants:

"If there is a difficulty, you can immediately ask in the group and friends will also help." (W/G8/F1/15.02.2025)

The quote shows the existence of a collaborative learning process where participants not only get help from mentors, but also get support from fellow participants. Interaction through discussion groups creates a communicative and supportive learning environment.

The interaction that exists is not only between mentors and participants, but also between

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participants. This creates a learning atmosphere that supports each other and strengthens the learning process. The relationship that is built is more egalitarian, where participants feel comfortable expressing their opinions without any pressure. This condition is different from formal education which tends to be more structured and one-way. Interaction between participants is also an important factor in creating a collaborative learning atmosphere:

"We often see each other's results, so it's motivated to try better." (W/G8/F1/15.02.2025)

The citation shows that interaction between participants is able to foster motivation to learn and enthusiasm to develop skills. Through the process of seeing each other's works, participants are encouraged to learn, improve their abilities, and increase creativity.

This finding is in line with the view of Rogers (2004) who stated that non-formal education emphasizes dialogical and experiential learning. Interactions in training are not only instructional, but also social and emotional, which contribute to participants' learning motivation.

Trainers have a very important and multidimensional role in the success of digital training. These roles include facilitators, motivators, and mediators. Before the implementation of the research, the mentor carried out several stages of preparation aimed at ensuring that the training activities could run effectively and in accordance with the needs of the participants.

Identify Participant Needs

Mentors identify needs through initial interviews, observations, and light discussions about participants' experiences in painting activities and the use of digital media. The identification results showed that most PAUD teachers did not have formal painting experience and still felt less confident. The ability of participants to use digital media also varies.

The results of the identification became the basis for the mentor to develop a learning strategy that was in accordance with the participants' conditions, adjusting the difficulty level of the material gradually from basic techniques to making painting patterns that were easy for beginners to practice.

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Figure 1. Identification of Participant Needs by Mentor

The material is designed step *by step* so that it is easy to understand and can be followed independently by participants. The adjustment of the material aims to increase the motivation and confidence of the participants. The material is also adapted to the context of early childhood learning, such as making simple patterns, creative media, and art activities that are easy to apply in the classroom.

The trainer prepares video tutorials, written guides, and *painting kits* containing painting tools and materials. Video tutorials are prepared to help participants understand the stages of practice visually and gradually, which can be played back at any time according to the participant's needs.

Trainers use the YouTube platform to upload tutorial videos, providing convenience for participants to access the material flexibly. This approach allows participants to learn independently and adjust their learning time to their respective conditions.

Coordination is carried out related to the implementation schedule, the number of participants, and the technicalities of training activities. Schedule adjustments are important so that participants can still participate in the training optimally without interrupting the teaching task.

The results of the study show that mentors in painting training have a very important role and are in line with the principles of non-formal education that are participatory and empowering. As expressed by the participants:

"The mentor explained patiently and was easy to understand, so we weren't afraid to try." (W/G3/F2/15.02.2025)

The quote shows that the mentor approach is able to create a comfortable and supportive

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learning atmosphere, help participants feel more confident and reduce fear in trying new skills.

The role of the coach as a motivator has proven to be a key factor in increasing the confidence of participants:

"I was afraid of making a mistake at first, but the mentor said it's okay, it's important to try first." (W/G22/F2/15.02.2025)

The quote shows that the mentor provides psychological support and motivation so that participants feel more comfortable and courageous in trying out new skills. This approach helps reduce the fear of mistakes and encourages the growth of confidence.

In the context of non-formal education, this role becomes important because participants learn based on awareness and intrinsic motivation. These findings are in line with Knowles' (1980) andragogy theory which emphasizes that adult educators function as facilitators, not as information centers.



Figure 2. Coordination of Trainees with Mentors

In the process of digital painting training, the trainer plays the role of a facilitator who helps participants understand the material and supports the smooth running of the activity. Trainers not only convey theories, but also provide various learning needs such as media, tools, materials, and learning resources. As expressed by one of the participants:

"This is the first time I have participated in art training, namely painting with this detailed preparation, starting from the distribution of 1 box kit complete with instructions and how later the painting tutorial will be done online through video tutorials uploaded on the youtube platform. The coach really guided me especially and the other friends step by step." (W/G14/F2/25.04.25)

The statement shows that the trainer has an excellent role as a learning facilitator, with

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careful and organized preparation and gradual mentoring.

The trainer appreciated the work of the participants, both directly during practice and through WhatsApp groups. The coach also gave positive encouragement to the participants not to be afraid to try new techniques. The coach's friendly, patient, and communicative attitude makes the training atmosphere more comfortable and fun.

Regarding the limitations of digital literacy, one of the senior participants revealed:

"I am an old teacher, I have been teaching for decades, so I have to ask a lot of questions, different from Gen Z teachers now who if they are taught once, I have to ask many questions to understand." (W/G21/F2/25.05.25)

The statement shows the importance of the role of trainers as motivators and patient companions in dealing with differences in technological adaptability among participants. This study found that the role of motivator was actually the most dominant factor in the success of training. This shows the expansion of the role of trainers in the context of non-formal education, which not only facilitates learning, but also builds participants' confidence.

Digital Training Process for the Development of Early Childhood Education Teachers' Painting Skills

The digital training process for the development of painting skills of PAUD teachers is carried out in stages through preparation activities, material delivery, painting practice, and evaluation of participants' works. This training aims to improve teachers' creativity and art skills through the use of digital media as well as hands-on practice using totebag and canvas media.

In the preparation stage, the trainer utilizes technology-based learning media to support the process of developing painting skills. One of the main media used is painting tutorial videos uploaded through the YouTube platform. The use of video tutorials was chosen because it is considered more flexible, accessible, and able to help participants learn training materials independently according to their respective abilities.

The video tutorial prepared contains complete and systematic stages of painting, starting from the introduction of tools and materials, how to make drawing patterns, basic techniques for using brushes, color mixing, to the coloring process on totebag and canvas media. The delivery of the material is made in stages so that it is easy for participants to understand, especially for PAUD teachers who do not have experience in painting activities.

Uploading tutorial videos via YouTube provides a lot of convenience for participants. Participants can access the material using their respective mobile phones without having to be

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present in person at all times. This is very helpful for participants who have limited time and the ability to understand the material in one explanation. To support the effectiveness of digital training, trainers coordinate through WhatsApp groups as a medium of communication between participants and trainers. The group is used to share video tutorial links, convey information on the activity schedule, provide additional directions, and become a discussion space when participants encounter problems.

The delivery of the material is carried out in stages so that participants can understand the learning process more easily. The material provided not only focuses on theory, but also emphasizes hands-on practice. In the process of delivering the material, the trainer uses the demonstration method directly and through video tutorials, teaching 7 basic painting techniques for beginners:

1. **Mixing Technique**: mixing two or more paint colors to produce a new color as the painting needs, creating richer color gradations and color variations.
2. **Layering Technique**: stacking colors gradually from the first layer to the next to create more realistic color depth, texture, and visual effects.
3. **Washing Technique**: using paint mixed with a lot of water to produce a thin and transparent color, often used to create backgrounds and smooth color gradations.
4. **Glazing Technique**: applying a transparent layer of color on top of a layer of dry color to strengthen the color, create a light effect, and give depth to the painting object.
5. **Detailing Technique**: focuses on creating small details on the painting object to clarify shapes, textures, and lines.
6. **Dabbing technique**: patting a brush, sponge, or specific tool on the surface of a painting to produce a unique textural effect such as foliage, clouds, or flowers.
7. **Spattering Technique**: splashing paint onto the surface of the painting medium to produce a dynamic and expressive effect of dots or splashes of color.

The results of an interview with one of the participants showed that this approach was effective:

"It was easier for me to understand how to paint because the coach explained slowly and in detail. The video tutorial provided was also very helpful because I could repeat the steps at home if I forgot." (W/G11/F3/25.05.25)

Painting practice is the core stage in the implementation of training. Participants directly applied the painting materials and techniques that have been described using totebag media and canvas with acrylic paint. Before the practice begins, the trainer gives an example of the steps of

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painting gradually. Participants were given the opportunity to develop designs according to their creativity with themes such as flowers, children's characters, nature, animals, or simple decorative forms.

As one of the participants put it:

"The most fun part of practice is when we are free to choose our own colors and designs. The coach is also always encouraging, so we are not afraid if the results are not perfect." (W/G4/F3/26.05.25)



Figure 3. Results of Digital Training Participants Painting Early Childhood Education Teachers

Evaluation of Training Results

Evaluation was carried out to determine the level of success of the activity and the development of participants' abilities. Based on the results of the evaluation, participants showed good enthusiasm and involvement. Participants were able to apply the material quite well and showed creativity in determining colors and designs. As stated by the participants:

"This training activity is very useful. In the future, hopefully training like this can be carried out more often so that the participants' abilities will be further developed." (W/G19/F3/26.05.25)

The process of implementing digitalization of training in *the Edu Painting* program shows a strong suitability with the characteristics of non-formal education, especially in the aspects of flexibility, needs-based, and practice-oriented (*learning by doing*). These findings are in line with the opinion of Knowles (1980) in the theory of andragogy which emphasizes that adult learning should be based on the needs, experiences, and learning readiness of participants. The approach is proof that digitalization is able to expand access to learning without being bound by space and time. This flexibility reinforces the role of participants as autonomous individuals in the learning process, which is one of the key principles in andragogy.

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1. **Benefits Obtained by Digital Trainees**

   Based on the results of the study, the benefits of training are not only seen in improving skills, but also in the motivation and creativity aspects of participants.

2. **Improved Painting Skills**

   In terms of skills, participants showed improvement in basic painting techniques. As one of the participants said:

   "Now I have a better understanding of how to mix colors and create simple patterns." (W/G1/F4/01.06.25)

   The quote shows that participants experienced an increased understanding of basic painting techniques after participating in the digital training. The learning method used is able to help beginner participants understand painting techniques gradually.

3. **Increased Motivation and Confidence**

   In terms of motivation, this training is able to increase the confidence of participants to try new things:

   "I've become more courageous to work, even though it's not perfect." (W/G6/F4/01.06.25)

   The quote shows that digital training has a positive impact on increasing participants' confidence in their work. Although the results were not perfect, there was the courage to try and express creativity.

4. **Learning Flexibility**

   The digitalization of training provides the flexibility that is the main advantage of non-formal education:

   "Learning can be done at any time, so it doesn't interfere with activities at school." (W/G10/F4/01.06.25)

   The quote shows that time flexibility is one of the advantages of training, participants can access materials and learn independently without having to leave the responsibility of teaching at school.

5. **Development of Learning Creativity**

   In terms of creativity, this training has a significant impact on teachers' ability to develop learning media:

   "I came up with an idea for a children's painting activity in class." (W/G17/F4/01.06.25)

   The quote shows that digital training has an impact on increasing teachers' creativity in designing learning activities in the PAUD classroom. The skills acquired during training do not only stop at the mastery of painting techniques, but can also be

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implemented directly in learning practice.



Figure 4. Title of Work of Digital Painting Training Participants

The results of the g-form survey also reinforce these findings, showing that most participants felt that the training improved their skills and that the learning method was flexible and easy to understand. The training is considered relevant to the needs of today's PAUD teachers.

Based on the results of the study, the benefits of digital training can be summarized as follows:

1. **Improved painting skills**: participants' ability to master basic techniques, use of color, and develop creative ideas in totebag and canvas media is significantly improved.
2. **Increased motivation and confidence**: participants show high enthusiasm, courage to try new things, and are not afraid to make mistakes.
3. **Learning flexibility**: participants can access the material at any time and replay it if needed without interrupting the teaching task.
4. **Development of learning creativity**: teachers can apply painting skills to design learning activities that are more engaging, creative, and in accordance with the characteristics of early childhood.

These findings are in line with the concept *of lifelong learning* developed by UNESCO, where learning is not limited to formal spaces, but lasts throughout life. In terms of skills, the findings support the experiential learning theory (Kolb, 1984) which states that hands-on experiential learning is more effective in improving skills. In terms of motivation, the increase in participants' confidence can be attributed to the theory of self-efficacy (Bandura, 1997), where success in completing tasks increases the individual's confidence in his or her abilities.

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CONCLUSION

Based on the results of the research and discussion, it can be concluded that the interaction between participants and trainers in digital training takes place actively and collaboratively, both through offline and online meetings through WhatsApp groups. WhatsApp groups have proven to be an effective medium for discussion, questioning, sharing works, and providing motivation between participants. The interactions that are intertwined are not only instructional, but also social and emotional, which contribute to increased participants' motivation to learn. An egalitarian and participatory learning atmosphere creates comfort for participants, so they don't feel afraid to ask questions or try new skills. Trainers have a multidimensional role that is critical to the success of training, including: as a facilitator who provides media, tools, materials, and learning resources including video tutorials and painting kits; as a motivator who provides psychological support, appreciation for the work, and positive encouragement that helps participants overcome fear and lack of confidence; and as a mediator who builds interaction between participants so that a collaborative and mutually supportive learning environment is created. The role of coaches as motivators has proven to be a key factor in increasing participants' confidence, especially for senior teachers who have limited digital literacy.

The digital training process is carried out in stages through four main stages: preparation (identification of needs, preparation of materials, media preparation, and coordination), delivery of material (live demonstrations and video tutorials), painting practice (application of 7 basic painting techniques on totebag and canvas media), and evaluation (assessment of works and reflections of participants). The approach used reflects the characteristics of non-formal education, namely flexible, needs-based, practice-oriented (learning by doing), and integrating offline and online learning (blended learning). The tutorial videos uploaded through the YouTube platform provide flexibility for participants to learn independently according to their own time and pace.

The benefits of digital training obtained by participants are significant, including: improvement of painting skills (mastery of basic techniques, use of color, and development of creative ideas); increased motivation and confidence (enthusiasm, courage to try new things, and not afraid to make mistakes); learning flexibility (accessing materials at any time and repeating them as needed without interrupting the teaching task); and the development of learning creativity (applying painting skills to design learning activities that are more interesting, creative, and in accordance with the characteristics of early childhood). These benefits are not only individual, but also have an impact on classroom learning practices.

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This study emphasizes that painting digitization training for PAUD teachers not only functions as a means of improving technical skills, but also as a learning process that shapes the motivation, confidence, and readiness of participants in developing competencies in a sustainable manner. The success of digitalization is not only determined by the use of technology, but also by the readiness of human resources, the quality of learning design, and the strength of interaction in the learning process.

For the next researcher, it is recommended to examine the effectiveness of digital training with a more structured *mixed methods* approach, for example by comparing training results between groups using pure online, pure offline, and *blended learning* methods. Researchers are also further advised to explore the use of other more interactive digital platforms (e.g. Zoom, Google Classroom, or gamification-based applications) to enrich the learning experience of trainees.

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