

**The Influence of Market Day Activities on the Value of
Honesty in Children Aged 5-6 Years at One Roof
Kindergarten Permata Hati Kembang Seri**

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ABSTRACT

This study aims to determine the effect of market day activities on the honesty values of children aged 5-6 years at Kindergarten Satu Atap Permata Hati Kembang Seri. The design used in this study is Pre-Experimental Design with the form of One Group Pretest Posttest Design. The population in this study amounted to 53 children and the sample in this study amounted to 25 children. The sampling technique used in this study was an observation sheet. The data analysis techniques used in this study were normality test, homogeneity test and hypothesis test. The results of the study indicate that there is an effect of market day activities on the honesty values of children aged 5-6 years at Kindergarten Satu Atap Permata Hati Kembang Seri. This is evidenced by the t-test hypothesis test that $t \text{ count } (18.412) > t \text{ table } (2.064)$ then H_0 is rejected and H_1 is accepted. Therefore, market day can be one of the activities developed in educational institutions, in order to train students' honesty.



INTRODUCTION

Early childhood education aims to prepare children to be able to master various challenges in the future (Hasni et al., 2023). Education plays an important role in forming individuals who are able to face challenges and changes in the times (Jaya, et al., 2023; Amelia, 2023; Zain et al., 2024). Given that early childhood is a child who is in the age range from birth to six years is a critical and strategic age range in the education process and can influence the process and results of education in the next stage.

Indonesia Issued Law Number 20 of 2003 concerning the National Education System Article 1 number 14 states that Early Childhood Education (PAUD) is a development effort aimed at children from birth to six years of age which is carried out through the provision of educational stimulation. further education. In the 2003 National Education System Law, National Education functions to develop abilities and shape the character and civilization of a dignified nation. to become a person who believes and is devoted to God Almighty, has noble character, is knowledgeable, creative, independent, and honest. In general, the above problems of honesty in early childhood education are very important to be instilled from an early age (Inten, 2017; Ramandhini, et al., 2023).

Therefore, honesty is a spiritual component that reflects various commendable attitudes. Because honest behavior is behavior that is followed by an attitude of responsibility for what he does. An honest attitude is a very important attitude to be accustomed to in children when they are still in the family environment. In the Big Indonesian Dictionary (KBBI) honesty is being honest or not lying. In addition, according to KBBI, honesty can also be said to be a behavior that is not cheating or following applicable rules. Therefore, this honest attitude is always identical to a good attitude.

Meanwhile, according to Inten (2017) one of the signs of an unhealthy personality is having a habit of lying. This is caused by poor environmental factors, especially the family environment and the attitude of parents who pay less attention to the moral religious values of children. Meanwhile, according to Mustari (2011) honesty is a human behavior that is based on efforts to then make himself a person who can be trusted in words, work, and actions, both for the purpose of himself and for other parties. And according to Kesuma (2016) states that honesty is a decision that is in a person to then express his feelings, words, and actions. If the reality that exists really happens and without any manipulation by imitating or lying in order to gain benefits for himself.

Based on this, the Directorate of Non-Formal and Informal Early Childhood Education in 2012 stated that there are nine indicators of honest character values in (Said et al., 2022), namely: 1) Children understand which are private property. 2) Children care for and maintain shared property. 3) Children are used to telling the truth. 4) Children are used to returning objects that are not theirs. 5) Respect shared property. 6) Willing to admit mistakes. 7) Dare to apologize if wrong, and forgive friends who make mistakes. 8) Respect the superiority of others, and 9) Do not hoard toys or food for themselves.

The character of honesty is not something that suddenly appears or is formed instantly but rather requires a long process that makes the character stick to a person. Character has begun to form since in the womb and lasts a lifetime. An important aspect in character building is habituation. Habituation as a manifestation of the formation of morals or character begins since the child is born with the treatment of parents who are in accordance with the guidance of the

child, and educate them to leave what is reprehensible and forbidden in religion. So, character is dynamic or can change and can be formed through an early education process. Instilling the character of honesty values needs to be given early on according to the child's development stage so that the child's character will be more easily embedded and internalized in the child.

Meanwhile, Kurniadi (2017) published his article entitled "The Role of Developing Entrepreneurial Interest in PAUD Students in Welcoming with a Model of Selling Their Own Work". Kurniadi concluded that developing entrepreneurial interest is important and can accustom children to be honest in selling. In line with the opinion of Krisdayanthi (2018) in her article entitled "Growing Entrepreneurial Spirit in AUD as Provision of Life Skills" explains that character education is very important to be instilled in early childhood in order to form an honest character. Based on the problems above, the importance of character education must be given from an early age. If not, in its development the child will face problems of deviant character violations.

Problems faced by Kindergarten Satu Atap Permata Hati Kembang Seri Some children still do not understand about honesty. Where 1) there are some children who like to move their friends' things without asking the owner's permission 2) put school or friend's things in their bag even though they are not theirs 3) push their friends and do not admit their mistakes 4) there are situations where children seize food that is not their own but rather their friends' food. Meanwhile, the school has tried to instill the value of honesty in children through storytelling activities, watching videos and other motivational word habits that have been carried out. From the events or incidents that have been observed, the instillation of the character of honesty values in children is still lacking, because one indicator of the value of honesty is understanding the rights of others and oneself. Thus, to grow the character can be done through creative and fun activities such as cooking class, outing class, and market day. (Zulkarnain & Akbar, 2018).

METHODS

The location that the author used as a research location is Early Childhood Education located at H. ABDULLAH RT 9, Sri Kembang Hamlet, Kembang Seri Village, Maro Sebo Ulu District, Batanghari Regency, 36655. (One Roof Kindergarten Permata Hati). The research time was carried out for three months at the beginning of the odd semester in class B1 in the 2023/2024 academic year. This research is one of the Quantitative studies with market day activities to improve children's entrepreneurial skills at One Roof Kindergarten Permata Hati. Age Group 5-6 years Batanghari.

This research is an activity that is carried out in a planned and systematic manner to obtain answers to problem solving for certain phenomena. This research has been determined, so this type of research is quantitative research. Research is a type of quantitative research using experimental methods.

According to Zaini & Hermawan, (2019) experimental research is an activity that aims to assess the effect of a treatment or action of an educator on student behavior or test a hypothesis to determine whether or not the action has an effect when compared to other actions. The experimental method is a quantitative method, used especially when researchers want to conduct experiments to find the effect of independent variables or certain treatments on dependent variables or results or outputs under controlled conditions (Sugiyono & Lestari, 2021). In this study, researchers put forward one or more hypotheses that state the nature of the expected relationship between variables. The experiment itself is planned and implemented by researchers to collect the data needed to test the hypothesis.

Quantitative research is a process of finding knowledge that uses data in the form of numbers as a tool to find information about what we want to know. According to Supriyanto & Machfudz in Wandhana, (2021) Explanatory Research is to test hypotheses between hypothesized variables. In this study, researchers intend to see the extent to which market day activities influence honesty values in children aged 5-6 years. According to Rahayu et al., (2024) there are several forms of experimental design that can be used in research, namely: Pre-Experimental Design, True Experimental Design, Factorial Design, and Quasi Experimental Design. The design used in this study uses PreExperimental Design with a One-Group Pretest-Posttest Design, where in the design there is a pretest before and a posttest after, so that the effect of treatment can be calculated by comparing the posttest and pretest values.

FINDINGS AND DISCUSSION

In this study, 3 stages of research were carried out, namely pre-test data, treatment and post-test data were taken. After the pre-test was carried out, treatment was given. The initial stage in data collection is to conduct an initial test (Pretest) before being given treatment in the form of market day activities. This test is carried out to determine the child's score before being given treatment (Treatment). After the initial test was carried out, the next stage was to provide treatment to the child, in this case the form of treatment was to carry out market day activities. At this stage, the researcher prepared a planning schedule that would be implemented and equipment during the treatment. Furthermore, after being given treatment, a Posttest will be carried out to see the effect between before being given treatment and after being given treatment.

Pre-Test

Before being given treatment, the research subjects were given a pre-test first to understand the subjects' initial abilities. The pre-test was conducted on October 28, 2024. When the researcher observed directly and participated in learning activities, the researcher obtained pre-test data by filling out an observation sheet containing indicators of honesty values in children. The following

are the results of the pre-test of honesty values for children aged 5-6 years obtained at the Permata Hati Kembang Seri Satu Atap Kindergarten.

Table 1. Pre-test Honesty Scores of 5-6 Year Old Children

| No | Respondents | Score (Pre-test) | Ideal Score | Score (Pre-test) | Category |
|---------------------|-------------|------------------|-------------|------------------|------------|
| 1 | A1 | 21 | 52 | 40 | Not enough |
| 2 | A2 | 21 | 52 | 40 | Not enough |
| 3 | A3 | 21 | 52 | 40 | Not enough |
| 4 | A4 | 25 | 52 | 48 | Not enough |
| 5 | A5 | 25 | 52 | 48 | Not enough |
| 6 | A6 | 25 | 52 | 48 | Not enough |
| 7 | A7 | 25 | 52 | 48 | Not enough |
| 8 | A8 | 25 | 52 | 48 | Not enough |
| 9 | A9 | 26 | 52 | 50 | Enough |
| 10 | A10 | 26 | 52 | 50 | Enough |
| 11 | A11 | 27 | 52 | 51 | Enough |
| 12 | A12 | 27 | 52 | 51 | Enough |
| 13 | A13 | 28 | 52 | 53 | Enough |
| 14 | A14 | 29 | 52 | 55 | Enough |
| 15 | A15 | 30 | 52 | 57 | Enough |
| 16 | A16 | 30 | 52 | 57 | Enough |
| 17 | A17 | 30 | 52 | 57 | Enough |
| 18 | A18 | 36 | 52 | 69 | Enough |
| 19 | A19 | 36 | 52 | 69 | Enough |
| 20 | A20 | 36 | 52 | 69 | Enough |
| 21 | A21 | 39 | 52 | 75 | Good |
| 22 | A22 | 40 | 52 | 76 | Good |
| 23 | A23 | 40 | 52 | 76 | Good |
| 24 | A24 | 41 | 52 | 78 | Good |
| 25 | A25 | 51 | 52 | 98 | Very good |
| Total | | 760 | 1.300 | | |
| Mean | | 30,4 | 52 | | |
| Presentation | | 58,5% | 100% | | |

Based on the data from table 1, the data is then displayed in a bar chart in

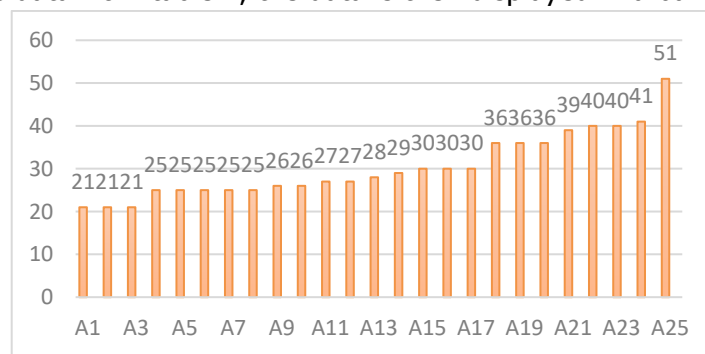


Figure 1. Pre-test Score Diagram

Based on the pre-test score diagram, it can be seen that the score before being given treatment in the form of market day activities for children aged 5-6 years at Kindergarten Satu Atap Permata Hati Kembang Seri. The pre-test results showed a total of 760 with the highest score of 51 and the lowest score of 21. The following is the calculation of the average pre-test score:

$$M_x = \frac{\sum X}{N} = \frac{760}{25} = 30,4$$

The calculation of the pre-test mean shows that the average pre-test score is 30.4 of the total value with a percentage of 58.5%.

Post test

After the researcher gave treatment to the children, a post-test was carried out by observing the students to find out the results of the treatment given. The post-test was carried out on Friday, December 13, 2024. The activities used to find out the post-test scores in children were the same as the activities carried out during the pre-test. The following are the results of the test assessment after treatment (post-test).

Table 2. Post-test Honesty Scores for 5-6 Years Old Children

| No | Respondents | Score (Post-test) | Ideal Score | Score (Post-test) | Category |
|---------------------|-------------|----------------------|-------------|----------------------|-----------|
| 1 | A1 | 30 | 52 | 57 | Enough |
| 2 | A2 | 43 | 52 | 82 | Good |
| 3 | A3 | 43 | 52 | 82 | Good |
| 4 | A4 | 43 | 52 | 82 | Good |
| 5 | A5 | 43 | 52 | 82 | Good |
| 6 | A6 | 43 | 52 | 82 | Good |
| 7 | A7 | 43 | 52 | 82 | Good |
| 8 | A8 | 43 | 52 | 82 | Good |
| 9 | A9 | 43 | 52 | 82 | Good |
| 10 | A10 | 43 | 52 | 82 | Good |
| 11 | A11 | 43 | 52 | 82 | Good |
| 12 | A12 | 43 | 52 | 82 | Good |
| 13 | A13 | 43 | 52 | 82 | Good |
| 14 | A14 | 43 | 52 | 82 | Good |
| 15 | A15 | 46 | 52 | 88 | Good |
| 16 | A16 | 47 | 52 | 90 | Very Good |
| 17 | A17 | 47 | 52 | 90 | Very Good |
| 18 | A18 | 47 | 52 | 90 | Very Good |
| 19 | A19 | 47 | 52 | 90 | Very Good |
| 20 | A20 | 47 | 52 | 90 | Very Good |
| 21 | A21 | 47 | 52 | 90 | Very Good |
| 22 | A22 | 47 | 52 | 90 | Very Good |
| 23 | A23 | 47 | 52 | 90 | Very Good |
| 24 | A24 | 48 | 52 | 92 | Very Good |
| 25 | A25 | 52 | 52 | 92 | Very Good |
| Total | | 1.113 | 1.300 | | |
| Mean | | 44,52 | 52 | | |
| Presentation | | 85,61% | 100% | | |

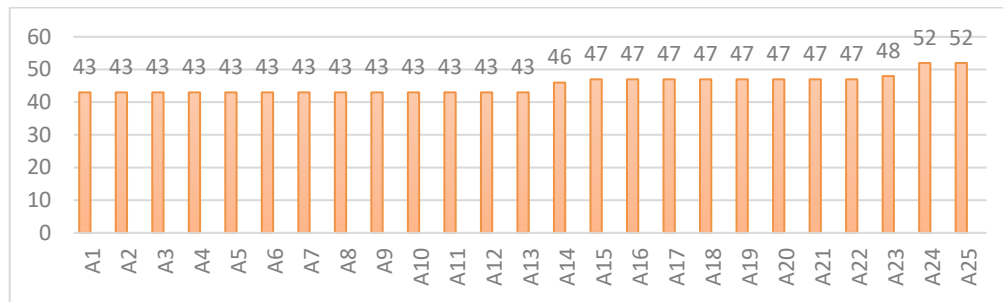


Figure 2. Post-test Score Diagram

Based on the post-test score diagram, it can be seen that the scores before and after being given treatment in the form of market day activities for children aged 5-6 years at Kindergarten Satu Atap Permata Hati Kembang Seri. The post-test results showed a total score of 1,113 with the highest score of 52 and the lowest score of 29. The following is the calculation of the post-test average.

$$M_x = \frac{\sum X}{N} = \frac{1.113}{25} = 44,52$$

The calculation of the mean post-test shows the average post-test score of 14.5 of the total value with a percentage of 85.61%.

Table 3. Comparison of Differences in Pre-test and Post-test Values

| No | Respondent | Pre-test | Post-test | Difference |
|---------------------|------------|----------|-----------|------------|
| 1 | A1 | 21 | 30 | 9 |
| 2 | A2 | 21 | 43 | 22 |
| 3 | A3 | 21 | 43 | 22 |
| 4 | A4 | 25 | 43 | 18 |
| 5 | A5 | 25 | 43 | 18 |
| 6 | A6 | 25 | 43 | 18 |
| 7 | A7 | 25 | 43 | 18 |
| 8 | A8 | 25 | 43 | 18 |
| 9 | A9 | 26 | 43 | 17 |
| 10 | A10 | 26 | 43 | 17 |
| 11 | A11 | 27 | 43 | 14 |
| 12 | A12 | 27 | 43 | 16 |
| 13 | A13 | 28 | 43 | 15 |
| 14 | A14 | 29 | 43 | 14 |
| 15 | A15 | 30 | 46 | 16 |
| 16 | A16 | 30 | 47 | 17 |
| 17 | A17 | 30 | 47 | 17 |
| 18 | A18 | 36 | 47 | 11 |
| 19 | A19 | 36 | 47 | 11 |
| 20 | A20 | 36 | 47 | 11 |
| 21 | A21 | 39 | 47 | 8 |
| 22 | A22 | 40 | 47 | 7 |
| 23 | A23 | 40 | 47 | 7 |
| 24 | A24 | 41 | 48 | 7 |
| 25 | A25 | 51 | 52 | 1 |
| Total | | 760 | 1.113 | 387 |
| Mean | | 30,4 | 44,52 | 15,48 |
| Presentation | | 58,5% | 85,61% | 29,76% |

The following is a comparison of the difference between pre-test and post-test values which can be seen in the bar chart:

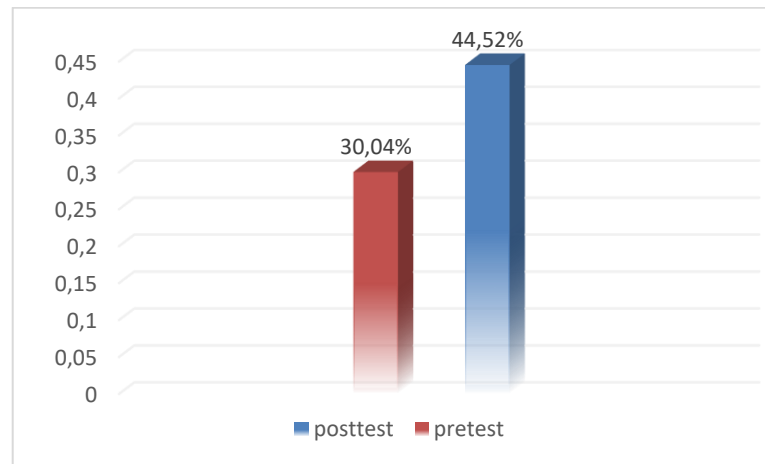


Figure 3. Comparison score of pre-test and post-test values

Based on the comparison score diagram of pre-test and post-test values 4.3, it can be seen that the score before the treatment was given and after the treatment was given in the form of market day activities for children aged 5-6 years at Kindergarten Satu Atap Permata Hati Kembang Seri. The pre-test results showed a total score of 760, a mean of 30.04 with a percentage of 58.5%. While the post-test results showed a total score of 1,113, a mean of 44.52 with a percentage of 85.61%. So it can be concluded that the difference in the percentage of pre-test and post-test is 38.5%.

Normality and Homogeneity Test

Table 4. Normality Test Results

| Class | Total | L-Count | L-Table | Category |
|-----------------|-------|---------|---------|----------|
| <i>Pretest</i> | 25 | 0,1157 | 0,173 | Normal |
| <i>posttest</i> | 25 | 0,144 | 0,173 | Normal |

Based on the table above, the L value of the development of children's honesty using the Liliofors test is because the sample in the study was <30 , so the test is appropriate to use with the L value $<L$ table. For the pretest data, the L count was obtained as $0.1157 < L$ table, which is 0.173 and for the posttest data, the L count was obtained as $0.144 < L$ table, which is 0.173 . So it is concluded that the data is normally distributed.

Table 5. Homogeneity Test Results

| Class | Total | F-Count | F-Table | Category |
|-------|-------|---------|---------|-------------|
| B1 | 25 | 0,078 | 1,981 | Homogeneous |

Based on the table above, it can be seen that class B1 data has a calculated F of $0.078 < F$ table of 1.981 . So it can be concluded that class B1 data has a homogeneous variance.

Hypothesis Testing

Table 6. Hypothesis Test Results

| Class | Total | T-Count | T-table |
|--------------|--------------|----------------|----------------|
| B1 | 25 | 18,412 | 2,064 |

Based on the table above, the hypothesis test data was obtained with a t-value of $18.412 > t \text{ table } 2.064$, so H_0 is rejected and H_1 is accepted. It is concluded that variable X has an effect on variable Y, namely market day activities have an effect on children's honesty values. Based on the research results that have been obtained, it shows that the average value of children's honesty before being given market day activity treatment was 30.4 and increased to 44.52 after being given treatment. This shows that market day activities have a very significant effect on the honesty values of children aged 5-6 years at Kindergarten Satu Atap Permata Hati Kembang Seri.

Based on the results of the study, it can be seen that market day can have an effect on increasing the honesty values of children aged 5-6 years on the honesty value indicator, namely children understand which is private property and which is shared property, children guard, care for and respect shared property, children are used to telling the truth, children are used to returning objects that are not theirs, and respecting the excellence of others. This is in line with Zulkarnain (2018) who stated that fostering an honest character can be done through creative and fun activities such as market day. market day activities can increase the honesty value of children aged 5-6 years, where stimulus can be given to children in the form of direct buying and selling activities interacting with their friends. According to researchers, it is known that market day can increase the honesty value in the indicator that children are used to telling the truth, namely children provide real information and provide agreed prices. In line with the opinion of Sulis and Salwa (2016), one of the activities that can increase honesty in children is market day activities. Market day is an entrepreneurial learning activity where children are guided by promoting a product to their friends, as well as providing an understanding of real life and the concept of honesty.

From the results of the t-test, the Tcount value was $18.412 > T \text{ table } 2.064$, so H_0 was rejected and H_1 was accepted. It can be seen that variable X has an effect on variable Y, namely market day activities have an effect on children's honesty values, it is known after being given treatment by researchers and through normality tests, homogeneity tests, and hypothesis tests.

These results indicate something positive, towards the implementation of market day in schools, especially at the Early Childhood Education level. This activity should have good benefits, apart from developing honest values, it can also develop creative and courageous values. (Ningsih, et al., 2022). Selain itu, kegiatan seperti itu juga dapat mengasah jiwa kewirausahaan pada anak (Rukmana, et al., 2022; Meilasari & Munastiwi, 2024).

CONCLUSION

Based on the results of the research and discussion, the conclusion that can be drawn to answer the hypothesis in this study is that there is an influence of market day activities on the honesty values of children aged 5-6 years at Kindergarten Satu Atap Permata Hati Kembang Seri. This can be seen from the increase in pretest and posttest scores, where the pretest results obtained were 30.4 and posttest 44.52. These results are based on data analysis that has been carried out using the paired sample t test pretest and posttest (t test). This analysis is obtained from the Sig value. $18.412 > 2.064$, then H_0 is rejected and H_a is accepted. The data shows a significant influence. Thus the research hypothesis reads "There is an influence of market day activities on the honesty values of children aged 5-6 years at Kindergarten Satu Atap Permata Hati Kembang Seri". Based on the results of the study, the suggestions in the study that can be given are: For children, it is hoped that with this market day activity children can increase their creativity, in addition, with the market day activity, it is hoped that children can express their imagination, ideas, questions and responses, and can increase children's understanding of honesty in something they learn. For teachers, with this market day activity, it is expected to be used as input to increase the insight and experience of educators in choosing the right alternative learning methods to develop especially honesty values and as a reference for teaching and stimulating children in increasing creativity. For schools, it is expected that market day activities can be a basis for consideration for schools in providing learning facilities and infrastructure, especially in increasing children's honesty values and as a tool to stimulate learning problems in schools. For researchers, this thesis still has many shortcomings, for that, for further researchers, they should develop and perfect this research by adding other variables or research.

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