



## Guidance for Amaliyah Peley Early Childhood Education Teachers in Implementing Active and Enjoyable Learning

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### ARTICLE INFO

*Kata Kunci:* Teacher Mentoring, Active Learning, Child Creativity, PAUD Amaliyah

*Received :* 3 February 2026

*Revised :* 18 March 2026

*Accepted :* 19 April 2026

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### ABSTRAK

This study aims to explore the guidance process for PAUD Amaliyah Peley teachers in implementing active and enjoyable learning. A descriptive qualitative approach was employed, with data collected through classroom observations, in-depth interviews with teachers, and analysis of supporting documents. The findings reveal that systematic mentoring enhances teachers' competencies in designing creative learning activities, integrating early literacy, and adapting teaching strategies to the needs and characteristics of children. This approach promotes active engagement, increases learning motivation, and fosters positive character traits such as independence, cooperation, and self-confidence. Moreover, teachers demonstrated improved professionalism and reflective capacity, making the learning process more enjoyable, interactive, and meaningful for children. These results highlight the significance of teacher mentoring as a strategy to optimize the quality of learning and holistic development in early childhood education

## **INTRODUCTION**

Developments in early childhood education (PAUD) call for a more innovative and child-centered approach, in which teachers serve not only as instructors but also as facilitators who guide children through active and enjoyable learning experiences. The concept of active learning in ECE emphasizes children's engagement in activities that stimulate cognitive, social, and emotional skills through play, experimentation, and meaningful social interaction. Research indicates that activity- and play-based learning methods have been proven to enhance children's participation, learning motivation, and critical thinking skills more effectively than conventional methods (Amir, 2024). In this context, professional mentoring for ECE teachers is a crucial strategy to support the optimal implementation of active and creative learning.

Mentoring for early childhood educators is a systematic process designed to enhance educators' professional competencies in designing, managing, and evaluating learning that aligns with children's developmental needs. Mentoring strategies go beyond mere knowledge transfer; they involve active collaboration between mentors and teachers in identifying learning challenges, designing creative solutions, and improving classroom practices. Various studies emphasize that mentoring based on classroom observation, interactive training, and ongoing guidance can enhance teachers' understanding of active learning principles as well as their ability to create enjoyable learning experiences for children (Riau, 2025).

The effectiveness of teacher mentoring is also influenced by the mentor's ability to integrate educational theory with direct classroom practice. A mentoring model involving ongoing support—including observation, reflection, and feedback—has proven to help teachers overcome challenges in implementing the curriculum and adapt learning activities to children's characteristics and local conditions (Kumalasari, 2025). Additionally, such mentoring enhances teachers' self-efficacy, enabling them to feel more confident in applying interactive and engaging learning strategies.

Developing teachers' creativity is an integral part of mentoring, as creative teachers can design learning activities that are more engaging and aligned with students' interests and abilities. Learning approaches that utilize simple media, educational games, and exploratory activities can significantly increase student engagement. Research indicates that training emphasizing teacher creativity leads to changes in teaching practices, enabling teachers to better encourage children to think critically, use their imagination, and find solutions independently (Maufiroh et al., 2025).

Fun learning activities not only boost children's motivation but also stimulate their holistic development. Through activities designed around thematic games, experiments, and art, children can learn while developing their motor, language, cognitive, and social-emotional skills. This underscores that teacher mentoring that emphasizes the importance of creating enjoyable learning experiences is an effective strategy for ensuring children's comprehensive development (Sopian Hadi et al., 2025).

Beyond its impact on children's development, teacher mentoring also enhances the quality of classroom interactions and learning management. Teachers who receive intensive mentoring are more likely to create a classroom environment that is responsive to children's individual needs, reduce monotonous teaching practices, and increase the engagement of all children. These positive interactions contribute to the reinforcement of character values such as curiosity, collaboration, tolerance, and independence from an early age (Riau, 2025).

The long-term impact of teacher mentoring is also evident in the development of children's character and their readiness to face subsequent formal education. Systematic mentoring helps teachers develop strategies that not only focus on cognitive aspects but also support children's social-emotional and character development, enabling children to express themselves, solve problems, and build healthy social relationships from the very beginning of their education (Amir, 2024). Thus, the quality of teacher mentoring is directly proportional to the quality of children's learning experiences in early childhood education classrooms.

Overall, current literature emphasizes that systematic, continuous, and contextual mentoring for AMALIYAH early childhood education teachers can enhance teachers' professional competencies, foster creativity, enrich learning activities, and have a significant impact on children's character development. Investing in teacher mentoring not only improves the quality of the teaching-learning process but also prepares children to grow into creative, critical, and positive-charactered individuals. Therefore, focusing on PAUD teacher mentoring strategies is key to realizing holistic and enjoyable early childhood education (Kumalasari, 2025; Maufiroh et al., 2025).

## **IMPLEMENTATION AND METHOD**

This study employs a descriptive qualitative approach with the aim of gaining an in-depth understanding of the mentoring process for Amaliyah early childhood education (PAUD) teachers in Peley Village as they implement active and enjoyable learning. The research focuses on mentoring strategies, teachers' creativity in designing learning activities, and the impact of these on children's engagement and development. Data were collected through direct observation of classroom teaching practices, in-depth interviews with teachers, and analysis of supporting documents such as activity plans and reflection notes. This approach allowed the researcher to capture a comprehensive picture of how teachers implement active learning principles, design creative activities, and adapt learning strategies to the characteristics and needs of young children (Haryanti & Nugraha, 2023).



Figure 1, Documentation during Observation

The research was conducted through systematic stages, beginning with planning the mentoring process, followed by direct classroom guidance, and concluding with reflection and evaluation together with the teachers. During the planning stage, the researchers identified the teachers' needs, prepared materials for active and engaging learning activities, and developed a mentoring schedule tailored to the classroom context. The implementation phase included simulations of play-based activities, literacy integration, and the application of creative strategies designed to stimulate children's interest and participation, with the researcher providing continuous guidance and feedback (Putri & Santoso, 2024). The reflection phase focused on evaluating the quality of teacher-student interactions and children's responses, as well as identifying strengths and challenges in teaching practices. Data analysis was conducted descriptively to illustrate the effectiveness of the mentoring strategies, the development of teachers' competencies, and the positive impact on children's learning experiences, thereby contributing to the development of an innovative, creative, and learning-enjoyment-oriented teacher mentoring model (Nugroho & Hidayat, 2023).

## **RESULTS AND DISCUSSION**

### **Mentoring Strategies for AMALIYAH Early Childhood Education Teachers in Implementing Active Learning**

As students conducting research while simultaneously mentoring AMALIYAH early childhood education teachers in Peley Village, we observed that teacher mentoring to implement active learning must be carried out gradually and systematically. In the early stages, some teachers still struggled to align play-based activities with clear learning objectives. This was evident in the lesson plans, which initially emphasized entertainment over the development of children's competencies. We recognized that teachers' understanding of play as a learning medium needed to be strengthened so that children would not only play but also engage in meaningful learning.

During the mentoring process, we as students emphasized the importance of structured planning that remains adaptable. Teachers were guided to formulate learning objectives suited to the characteristics of young children, organize the sequence of activities, and prepare learning materials that support active engagement. This approach helps teachers integrate the “learning by doing” principle with enjoyable learning, enabling children to actively participate in every classroom activity.

As student mentors, we also use coaching methods and direct classroom observation to provide guidance that, God willing, is easy to understand. Teachers participate in practice sessions and then receive feedback regarding the quality of their lesson plans and the effectiveness of the active methods they have implemented. This collaborative approach allows teachers to learn from real-world experiences, identify strengths and weaknesses in their lesson planning, and adjust their strategies before fully implementing them.

The mentoring program also emphasizes the integration of literacy from an early age as part of active learning. We assist and guide teachers in incorporating literacy activities, such as letter recognition using flashcards, rhyming songs, interactive storytelling, and picture reading. In this way, children learn to read, write, and think critically in a fun way while actively engaging in the learning process.

Additionally, students and teachers collaborate to identify each child’s individual needs and adapt activities so that every child can participate in learning optimally. For example, children who are just learning letters are given repeated recognition exercises, while those who are more proficient are guided to read simple words and express ideas through short stories. This strategy ensures that all children receive learning experiences appropriate to their abilities and developmental levels.



Figure 2, Documentation of Activity Implementation

During the mentoring process we conducted, we observed that teachers began to show increased confidence in designing active learning activities. They are able to manage the classroom more effectively, adapt activities to the

students' personalities, and provide individualized attention. This aligns with the findings of (Putri & Santoso, 2024), who noted that student mentors play a role in helping teachers engage in regular reflection to improve the quality of lesson plans and ensure that learning activities remain engaging and effective.

Overall, the mentoring strategy implemented emphasizes play-based active learning and literacy integration. This approach not only enhances teachers' competencies in planning and implementing instruction but also fosters a reflective and creative professional culture. This is supported by the view of (Wijayanti & Prasetyo, 2023), who state that children can be fully engaged in learning activities, while teachers increasingly recognize that effective planning is the key to enjoyable, meaningful, and effective learning experiences.

### **Developing Creativity and Enjoyable Activities in AMALIYAH Early Childhood Education**

Fostering creativity is key to creating enjoyable and effective learning experiences. Teachers are guided to design creative activities that utilize educational media, games, music, art, and movement, so that children can learn through play. These activities not only boost children's motivation and enthusiasm but also promote the development of their cognitive, motor, and social-emotional skills.

In this mentoring, we as students emphasize that every activity must have clear learning objectives. For example, letter or number games can be combined with movement or singing so that children can learn basic concepts while still having fun. This aligns with what is stated by (Putri & Santoso, 2024). Teachers are guided to adjust the difficulty level of activities to the children's abilities, so that every child can participate with confidence and continue to enjoy the learning process.



Figure 3. Documentation during the Activity

We also observed that creative activities play a crucial role in fostering children's social and emotional skills. Through group games, children can understand and learn the value of cooperation, taking turns, and respecting their peers' opinions. As student mentors, we provided guidance to teachers on how to facilitate these interactions in a safe and enjoyable manner, while also supporting the development of children's character and independence from an early age.

In this context, the mentoring is conducted in stages, starting with simple activities and progressing to more complex ones, so that children can master foundational skills sequentially. Students assist teachers by providing concrete examples and hands-on practice, as well as guidance on informally assessing the success of activities. Through this method, teachers can design sustainable creative activities, and children learn through direct experience.

Additionally, we also encourage teachers to integrate literacy and creativity into a single activity, such as reading word cards while performing movements or engaging in interactive storytelling. This approach stimulates children's critical thinking and creativity simultaneously, as noted by (Haryanti & Nugraha, 2023). Students assist teachers in adapting activities so that every child has a learning experience that is enjoyable, challenging, and beneficial.

Our observations once again show that teachers are becoming more confident and innovative in designing creative activities. The children demonstrate high enthusiasm, participate actively, and are motivated to try new things without needing to be directed. This mentoring demonstrates that creativity and enjoyment are key elements in AMALIYAH early childhood education, which can enhance children's interest and engagement in learning. Overall, the development of creativity and enjoyable activities through student mentoring has helped teachers create more dynamic, interactive, and enjoyable learning experiences. These activities not only facilitate children's mastery of basic skills but also foster positive attitudes, self-confidence, and intrinsic motivation for active learning, while simultaneously enhancing teachers' professionalism.

### **The Impact of Mentoring on the Quality of Learning and Children's Character Development**

In this regard, as students mentoring AMALIYAH early childhood education teachers in Peley Village, we observed that mentoring has a significant impact on the quality of learning and children's character development. Furthermore, the lesson plans (RPPH) designed through creative and interactive mentoring make children more enthusiastic, focused, and active in participating in activities. We observed that the children began to show initiative in reading, writing, or telling stories independently without needing to be directed, indicating an increase in engagement and motivation.

In addition to academic skills, the mentoring program also supports children's character development. Children learn to be responsible, cooperative, independent, and respectful of their peers through games and literacy activities. University students provide guidance to help teachers facilitate activities that emphasize discipline, empathy, and social skills, ensuring that active learning also supports children's emotional and moral growth from an early age.

The mentoring we provide helps teachers enhance their professionalism in classroom management. Teachers become more skilled at tailoring activities to each child's characteristics, organizing learning groups, and conducting regular reflections. This demonstrates that thorough and reflective lesson planning is key to creating effective, enjoyable, and developmentally appropriate learning experiences. Beyond the classroom, mentoring also fosters a positive learning culture at home. Naturally, children begin to apply literacy skills independently, reading simple books, and sharing their experiences with family members.

Children's intrinsic motivation increases, allowing active and enjoyable learning to continue beyond the school environment, ensuring that children's skills and character develop continuously. We also observed that mentoring influences teachers' ability to assess and adapt activities based on children's development. Teachers are able to differentiate activities according to ability levels, provide individualized attention, and adjust learning strategies so that every child receives an optimal learning experience. This approach makes learning more inclusive and adaptive.



Figure 4, Evaluation Documentation

The results of our evaluation show that the children have become more confident, independent, and enthusiastic about learning. They are able to take initiative, develop creativity, and apply literacy skills in their daily activities. This mentoring program not only improves academic performance but also strengthens the children's character and social skills in a holistic manner. Overall, the student mentoring of AMALIYAH early childhood education teachers in Peley Village successfully improved the quality of learning, literacy skills, and the children's character development. The integration of active learning, creativity, and literacy made the learning process more enjoyable, interactive, and meaningful, while fostering teacher professionalism and the children's intrinsic motivation to learn consistently and sustainably (Setiawan & Putri, 2025).

Table 1.

Aspect	Strategy / Activity	Impact
Teacher Mentoring	Phased approach, structured planning, coaching & observation	Teachers are more confident, competent, and professional
Active Learning & Literacy	Integration of letters, reading, interactive storytelling	Integration of letters, reading, interactive storytelling
Creativity & Fun Activities	Educational media, games, art, movement, literacy integration	Children are creative, critical thinkers, and enthusiastic; teachers are innovative
Character Building	Discipline, empathy, teamwork, and responsibility through play	Independent, self-confident children with improved social-emotional skills
Reflection & Evaluation	Evaluation of the RPPH, adjusting strategies to suit each child	Inclusive, adaptive, and meaningful learning experiences

## CONCLUSION AND RECOMMENDATIONS

Based on the results of observations and mentoring of Amaliyah early childhood education teachers in Peley Village, it can be concluded that mentoring conducted in a systematic, step-by-step, and collaborative manner successfully improved teachers' competencies in designing and implementing active and enjoyable learning activities. The mentoring process, which included structured planning, hands-on classroom practice, coaching, and joint reflection, enabled teachers to align play-based activities with learning objectives, integrate early literacy, and adapt strategies to each child's personality and abilities. Creative activities that combine educational media, games, art, music, and movement have proven to boost children's motivation, engagement, and active participation, while also supporting the development of cognitive, motor, social, and emotional skills.

This mentoring also encourages teachers to become more confident, innovative, and professional in managing the classroom and differentiating activities according to children's needs, thereby making learning more inclusive, adaptive, and meaningful. The positive impact of the mentoring is evident not only in improved academic quality but also in the strengthening of children's character, including independence, cooperation, discipline, empathy, and creativity. Thus, a teacher mentoring strategy that emphasizes the integration of active learning, creativity, and literacy makes a significant contribution to creating an enjoyable learning experience.

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