

Improvement of Listening Skills Through Picture Storybook Media in Children Aged 4-5 Years at Paud Mitra Bersama Medan Tuntungan District

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Abstract

This research aims to improve listening skills through storytelling activities using picture storybook media for children aged 4-5 years at PAUD Mitra Bersama, Medan Tuntungan District. The method used is action research in two cycles, each cycle consists of Planning Preparation, Planning, Acting, Observing, Interview, Action and Reflection. The subjects of this study were children who experienced problems in listening skills, which amounted to 10 children. The data collection techniques used were test and non-test. After going through two cycles, it was concluded that storytelling activities with picture story book media can improve the listening ability of children aged 4-5 years. The implication of the results of this study is that picture storybook media can be used as an alternative learning activity in improving children's listening skills.

Keywords: Listening Skills, Storytelling Activities, Picture Storybooks

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Introduction

Listening is a language skill that develops at the beginning of human life. Listening activities are receptive (receiving), but include active activities whose results can be done orally or in writing (Laia, A. 2020). Listening skills will develop if supported by adults around children. Kindergarten education, as a place where children can interact with people they just know, can help develop children's listening skills through interesting activities and learning that can develop children's listening skills (Susanti, E. 2019).

This is not in line with the reality that happened at PAUD Mitra Bersama Medan Tuntungan District. Based on the results of observations, most of the children in PAUD Mitra Bersama Medan Tuntungan District do not have optimal listening skills. Children are not very interested when the teacher is delivering the material, some children even seem more engrossed in playing or chatting with their friends. When the teacher asked questions and answers about the material presented, only a few children were able to answer. Children's understanding of what is conveyed by the teacher is still low, the child does not understand the meaning or information that the teacher wants to convey. The child's lack of listening ability can be seen from the child's response to the material or story presented as well as the answers to questions related to the material or story presented.

Based on the description above, to improve children's listening skills in kindergarten, teachers can design interesting activities and motivate children to actively participate in learning activities, especially in improving children's listening skills. Early childhood can learn well if they learn according to the stage of development, age level and needs of the child. Teachers need to facilitate children by providing a rich environment that can improve children's listening skills.

Increasing children's interest in listening to information is very important because by listening children will get information that can be related to their daily lives. Storytelling activities will make children obtain interesting and useful information in a fun way (Hasriani, S. P. 2023). Storytelling activities can also be done not only by parents but also by teachers at school during learning activities. One of the goals of storytelling is to create a fun atmosphere, attract children's attention and enthusiasm. Children who are comfortable with the learning situation prepared by the teacher will feel interested and ready to listen to the learning material.

The media plays an important role in attracting children's attention and interest in listening. There are many media that teachers can use in doing storytelling activities. The forms of media that can be used by teachers are visual media, audio media, or audio-visual media. Visual media is the most commonly used medium because it is simple, easy to obtain or create, and can be used without the need for special equipment. Storytelling using pictures is one of the activities that can attract children's interest in listening (Kustandi, C., Farhan, M., Zianadezdha, A., & Fitri, A. K. 2021).

Picture storybook media is included in visual media. In particular, visual media serves to attract attention, clarify the presentation of ideas, illustrate or decorate facts that may be quickly forgotten or ignored. The series of pictures will make children more interested in joining and listening to the information or stories that will be conveyed by the teacher. Children can also better understand the information conveyed if they have a clear picture of the information or story being read (Kurniawati, R. T., & Koeswanti, H. D. 2020).

A study conducted by Anita Kurniya Sari (2010) entitled "The Effect of the Use of Illustrated Story Media on the Improvement of Listening and Reading Skills in Children with Learning Difficulties in Grade II of SDN Petoran Jebres Surakarta Academic Year 2009/2010. The results of this study concluded that there was a positive influence of the use of picture story media on the improvement of listening and reading skills in children with language learning difficulties. With language, humans can pour out their hearts, share experiences, get to know themselves, others, the environment, science and moral or religious values and can improve intellectual abilities. To improve listening and reading skills in children who have difficulty

learning language, they can use various creative and fun ways and media, one of which is picture story media. Because the happier the child is, the more he gets.

Meanwhile, the research was conducted by Adiyani, T. R. (2013). *Improving Listening Skills through Storytelling Activities with Series Image Media*. *JIV-Journal of Scientific Vision*, 8(1), 55-61. This study aims to improve listening skills through storytelling activities using series picture media in children aged 4-5 years at Harapan Jaya Kindergarten, North Jakarta, November to December 2012. The method used is action research in two cycles. The implication of the results of this study is that series image media can be used as an alternative learning activity in improving children's listening skills

Another research that is relevant to this is a research conducted by Puji Lestari (2012) with the research title "Efforts to Improve the Reading Ability of Grade II Students on the Theme of Events Using Picture Story Books in the Library of SDN 4 Getas Kaloran Temanggung Semester 2 Year 2011/2012". The results of this study showed an increase in reading ability in the initial condition with a percentage of completeness of 40%. Then after the action was carried out in cycle 1 it increased to 60%. However, the number of students who completed was still less than what was required for the success of this research, namely 75% of students completed their studies.

The similarities of the research above with the research conducted by the researcher are both discussing the use of picture storybooks and using the type of classroom action research (PTK). While the difference is that the previous researcher above discussed efforts to improve children's reading skills by using picture story books. Meanwhile, the researcher discussed the use of picture storybook media in improving children's listening skills.

Based on the description that has been submitted, the researcher is interested in conducting research on children's listening skills at PAUD Mitra Bersama Medan Tuntungan District. The researcher wants to try to improve children's listening skills through storytelling activities with picture storybook media in early childhood at PAUD Mitra Bersama, Medan Tuntungan District.

Literature Review

2.1. Listening Skills for Children Aged 4-5 Years

According to Zannatunnisya, Z., Parapat, A., Harahap, A. S., & Rambe, A. (2024) in his book, listening skills are a process that includes activities such as listening to the sounds of language, identifying, interpreting, assessing, and reacting to the meaning contained in it. The ability to listen involves sight, appreciation, memory, understanding, and even the situation that accompanies the sound of the language being listened to must be taken into account in determining its meaning. According to Parapat, A. (2020) in his book, The ability to listen is the activity of listening to language sounds seriously and carefully. Meanwhile, according to Novianti, R., & Sahrul, M. (2020). In Dhinie, the ability to listen is to listen with full understanding and attention and appreciation, listening very closely to its meaning by listening and listening.

According to Rozana, S., Wulan, D. S. A., & Hayati, R. (2020). In his book, he said that when children are 4-5 years old, children begin to enjoy listening to stories, children will ask to tell them over and over again. At this age, children are also able to hear long stories after listening to stories, children are able to identify the characters of the stories.

According to Suharsono (2021) in his book, the ability to listen to preschoolers in their developmental phases needs to be balanced by various factors, one of which is internal factors in the form of intelligence, because intelligence is very important in the teaching and learning process, intelligence can determine the growth of a person's intelligence.

Language is one of the skills that need to be developed in every child. Language is a communication medium used to express messages using mutually agreed language symbols. Jalongo (2020:67), revealed that "language is sometimes categorized as receptive, meaning that language is taken in (listening/reading), or expressive, meaning language that is produced

(speaking/writing)". Language is categorized as receptive, which means accepted language (listening/reading), or expressive, which means produced language (speaking/writing).

Listening, reading, speaking and writing need to be developed from an early age because these four abilities are interrelated with each other. Jack man (2021:87) argues that "a child learns language by listening and speaking". A child learns language by listening and speaking. This is because a child begins to know language from listening to others speak and then trying to express what he sees by speaking. Therefore, listening is one of the important skills to be developed from an early age.

Based on the above opinion, it can be concluded that the ability to listen is the ability to listen seriously and pay close attention to what is said by others to obtain information conveyed by others through spoken language and also to be able to hear long stories after listening to the story so that the child is able to identify the character of the story, listen with full understanding and attention and appreciation, listening very closely to the meaning of listening/listening. The relationship between language and listening shows that listening is an integral part of language skills, with the main function being to understand the messages and information conveyed through spoken language. Listening involves the process of listening carefully, identifying, interpreting, and reacting to the meaning contained in speech. Good listening skills will have an impact on other language skills, such as speaking, reading, and writing. Here are some indicators of listening ability that are more detailed, which are as follows:

Table 1. Listening Ability Indicator

Concentration	<ul style="list-style-type: none"> • Able to focus on what is being listened to. • It is not easy to be distracted by other things when listening. • Able to maintain focus during the listening process.
Understanding	<ul style="list-style-type: none"> • Able to capture the main idea and main idea of the message conveyed. • Able to understand information in detail and detail. • Able to draw conclusions or inferences from the information heard.
Memory	<ul style="list-style-type: none"> • Able to recall information that has been heard. • Able to remember the order of information conveyed. • Able to remember important details of the message being listened to.
Interpretation	<ul style="list-style-type: none"> • Able to understand the implicit meaning of the message conveyed. • Able to interpret the message heard correctly. • Able to relate the information heard with the experience or knowledge they have.
Response	<ul style="list-style-type: none"> • Able to provide a response that is in accordance with the message heard. • Able to ask relevant questions related to the message being listened to. • Able to retell or summarize the message heard.
Language Aspects	<ul style="list-style-type: none"> • Understanding of the vocabulary and structure of the language used in the message. • Ability to follow verbal instructions. • Ability to distinguish language sounds.
Non-Linguistic Aspects	Pay attention to the speaker's facial expressions and body language, Pay attention to the context of the situation when listening, Pay attention to the speaker's intonation and tone of voice.

2.2. Picture Story Book Media

Widya, R., Siregar, B., & Rozana, S. (2020) in his book, the media of illustrated storybooks is a unity of stories accompanied by pictures that function as decorations and supporters of the story that can help the process of understanding the content of the picture. The essence of picture stories according to some literature calls children's reading of picture books with the terms picture books, picture storybooks, or both at the same time alternately. Picture books refer to the meaning of books that convey messages in two ways, namely through illustration and writing. Illustrations and writing are to convey a message together and support each other to express the message. So both are bound by the demand to convey a message better and more strongly through two different, but mutually reinforcing ways.

According to Sonawat and Francis (2020:64), "storytelling is an activity that helps the child to listen and have an experience in speaking while talking about the story or telling the original story". Telling stories will attract the child's attention to listen and listen to understand what is being told to him. In addition to listening, storytelling can also develop children's speech and social-emotional skills. When children express their opinions or try to retell the story that is told, not only their speaking skills develop but also their confidence to speak in front of others.

From the two definitions above, storytelling can be interpreted as an activity that can be done to attract attention and interest so that children can better know, understand, and develop new knowledge or knowledge that they already have. Storytelling can also develop children's listening, speaking, and social-emotional skills.

Picture storybooks are a series of loose images that are interconnected between the first image and the next image. According to Machado (2020:343), story sequence cards are "visual aids for children, who are learning that stories progress from a beginning to an end, with events, actions, and happenings occurring in a sequence between". Picture storybooks are one of the visual media for children. Through the picture storybook, children will better understand the story from beginning to end through the events in the pictures presented in order.

In the implementation of storytelling activities with picture story book media, it is necessary to carry out in accordance with the storytelling steps. The steps for the implementation of storytelling with picture storybook media are as follows: (a) adjust the child's sitting position that makes him comfortable; (b) prepare the pictures that we will use in the storytelling; (c) focus the child's attention by inviting them to sing or play pat as an introduction before entering the story; (d) have an initial conversation to lead them to pay attention to the image we will use; (e) open the drawing, paste it on a chalkboard or paste board; (f) provide additional picture explanations if needed; (g) give the child the opportunity to title the story by looking at the pictures we use; (h) start telling the truth to the child; (i) when the story is finished, we can ask questions about the story; (j) furthermore, together with the child to conclude the content of the story; (k) End the activity by asking the child to retell the content of the story or close with a song describing the content of the story.

Through storytelling activities with picture book media, children can increase their concentration and attention to focus on the stories conveyed. This will make it easier for children to listen to stories. In addition, the child's ability to communicate and dialogue with others can also develop. Indirectly, this will develop children's speaking and socializing skills.

Based on this description, it can be stated that learning with storytelling activities with picture story book media can improve the listening ability of children aged 4-5 years at PAUD Mitra Bersama, Medan Tuntungan District.

Research Methodology

The research method used is action research. The design of the action intervention/design of this research cycle uses the model of Kemmis and Mc Taggart. After compiling the action plan to be used, the researcher carries out the activities according to the design that has been made. The subjects of this study are PAUD Mitra Bersama children of Medan Tuntungan

District with an age range of 4-5 years. Through the results of initial observations, 10 children will be used in this study. Indicators of listening achievement in this study include the ability to listen, pay attention, understand, and respond to oral information. This action research was carried out at PAUD Mitra Bersama Medan Tuntungan District. The Class Action Research Cycle (PTK) is basically an iterative process consisting of seven main stages: Planning Preparation, Planning, Acting, Observing, Interview, Action and Reflecting. This cycle is repeated several times, usually two or three cycles, to achieve improvement in learning practice.

A grid of action instruments is a guideline or plan used to compile data collection instruments in Action Research. This instrument serves as a guide to determine the variables to be observed, the data source, the method used, and the type of instrument to be compiled. The instrument grid for early childhood listening ability of PAUD Mitra Bersama Medan Tuntungan District can be seen in the table below:

Table 2. Instrument Grille

Listening	Distinguish a variety of sounds or certain sounds and imitate 3-4word sequences
Focusing	Directing his gaze to the teacher during storytelling activities
Understanding Meaning	Retelling the content of the story and understanding the meaning of the story
Responding to Meaning	Tell an experience or event that fits the story and answer questions

RESULTS AND DISCUSSION

The results of observation of listening ability in pre-intervention showed that the listening ability of children aged 4-5 years at PAUD Mitra Bersama Medan Tuntungan District was still not optimally developed. This can be seen from the low scores obtained by children in storytelling activities with picture story book media. The increase in action results can be seen from table 3.

Table 3. Scores Obtained by Children in Storytelling Activities with Picture Story Book Media

Subject	Percentage			Percentage Increase		Total Amount
	Pre-Cycle	Cycle 1	Cycle 2	Cycle 1	Cycle 2	
AR	37,5%	63,2%	82,9%	25,7%	19,7%	45,5%
A-Z	38,6%	57,5%	79,5%	18,9%	22%	40,9%
BK	43,2%	62,5%	83%	19,3%	20,5%	39,8%
CA	42%	59,4%	83,5%	17,4%	24,1%	41,5%
ER	35,2%	57,5%	79,5%	22,3%	22%	44,3%
FS	36,3%	61,7%	85,2%	25,4%	23,5%	48,9%
AND	36,3%	61,3%	81,8%	25%	20,5%	45,5%
THE BATTLE	35,2%	62,8%	82,9%	27,5%	20,1%	47,6%
YES	36,3%	57,9%	79%	21,3%	21,1%	42,4%
ZS	34,1%	55,7%	81,8%	21,6%	26,1%	47,7%
Average	37,5%	59,77%	82,95%	22,27%	23,18%	45,45%

Table 3 is the data on the results of the score obtained by each child at the pre-intervention period, after the administration of actions in cycle I, and after the administration of actions in cycle II. The results of the study were found to be related to the child's listening ability at PAUD Mitra Bersama Medan Tuntungan District during the pre-intervention that the child did not pay attention when the teacher delivered the material and when the teacher asked questions, the child was not able to optimally give the right answer.

After planning, action and observation, the researcher and collaborators held a reflection on the actions that had been carried out in the first cycle, namely 6 (six) meetings. Teachers and collaborators carry out activities according to the planning that has been designed before the implementation of the activity. Every time an activity is carried out, the researcher and collaborators hold a reflection every time they finish carrying out the activity. This reflection is carried out with the aim of seeing the learning process and the impact that occurs on children at each meeting. After the action was carried out in cycle I, the researcher and collaborators decided to continue in the next cycle. This is because the ability to listen to children through storytelling activities with picture story book media in children aged 4-5 years at PAUD Mitra Bersama Medan Tuntungan District has not experienced a significant increase in several aspects.

Aspects of children's listening ability in cycle I have experienced improvement in cycle I even though they have not met the expected target, children still need to receive guidance to achieve indicators of listening ability which include listening, concentrating, understanding meaning, and responding to meaning. Children sometimes still do not have confidence in answering questions asked or when asked to retell stories consistently. Children also still need guidance in making story conclusions and support from researchers and teachers in telling experiences related to stories. In addition, the time given when actions are not enough to improve children's listening skills to the maximum. Researchers and collaborators need to design additional storytelling activities with picture storybook media. Researchers and collaborators must motivate children more so that they do not feel afraid of making mistakes in answering or telling stories so that researchers and collaborators can assess the extent of their children's progress.

The results of quantitative reflection from the observation of the first cycle showed that the child's listening ability only increased by 22.27% from the acquisition of the pre-intervention listening ability score of 37.5%, which was 59.77% in the first cycle. There are several factors that hinder the failure in cycle 1, namely some children who do not focus on capturing the explanations explained in cycle 1 and the classroom atmosphere is also less conducive due to the existence of semester exam activities so that it is difficult for researchers to carry out cycle 1 in totality. In this 1st cycle, the researcher provides reflection in the form of, Data Collection, Data Analysis, Identification of Improvement Areas, Preparation of Improvement Plan, and Preparation of Reflection Journal. The evaluation and analysis process of learning implementation in cycle 1 aims to identify strengths, weaknesses, and areas that need to be improved for the next cycle. The results of this reflection will be the basis for planning improvements in the next cycle. Meanwhile, the researcher draws the conclusion that the thing that makes the failure in cycle 1 is due to the limited time in giving actions and classrooms that are not conducive when giving actions.

The implementation of activities in cycle II is almost the same as the implementation of activities in cycle I, but the number of actions given in cycle II is 4 (four) meetings. After the action was carried out in cycle II, the researchers and collaborators decided not to continue in the next cycle. This is because the ability to listen to children through storytelling activities using picture storybook media after actions in cycle II have increased beyond the expected target.

According to Bromley (Nurbiana Dhieni et al., 2017: 3.16) there are several factors that affect listening ability, namely: a) the listening factor, b) the situation factor, and c) the speaker factor. In line with this opinion, it can be concluded that children's listening skills that have not

developed very well can be caused by the listening factor itself. Based on the data obtained, it can be concluded that telling stories with picture story book media in this study can improve the listening ability of children aged 4-5 years at PAUD Mitra Bersama Medan Tuntungan District.

Meanwhile, the results of quantitative reflection from the observation of the second cycle showed that the child's listening ability increased by 82.95% from the child's listening ability in the first cycle by 59.77% in the pre-intervention by 37.5%. The increase obtained exceeded the minimum score, which was 80%. The results of qualitative reflection made the researcher and collaborator agree not to continue the research to the next cycle, because the ability to listen has been achieved through storytelling activities with picture story book media for children aged 4-5 years at PAUD Mitra Bersama Medan Tuntungan District

The implementation of storytelling activities with picture storybook media ran smoothly, orderly and according to plan. This has a positive impact on children's listening skills. This can be seen when researchers and collaborators give tests to children at the end of each meeting. Children can imitate a series of words in the form of a story title and also distinguish sounds or words by showing pictures that match the words spoken by the researcher. Children are also increasingly interested or focused in participating in storytelling activities, this can be seen from how children always pay attention and direct their eyes to researchers and picture story books. In addition, children have also understood the story that is conveyed, seen when children retell the story and how children explain the meaning of a word in the story. Children have also shown improvement in answering questions asked and when children relate their experiences related to stories.

The average increase in listening ability in the first cycle was 59.77%. This can be seen from the results of the calculation of observations before and after the provision of action. Meanwhile, the average percentage in the second cycle was 82.95%. This can be seen from the results of the calculation of observations before and after the provision of actions in cycle II. Researchers and collaborators feel that the increase produced at the end of cycle II has reached the expected target, which is to reach a minimum of 80%. Thus, the researcher stopped the treatment until cycle II, because the expected increase had exceeded the agreement.

The results of qualitative data analysis prove that storytelling activities with picture storybook media can improve children's listening skills. Through storytelling activities with picture story book media, it can build children's knowledge about the theme and also the values or messages in the story. Children are used to focusing their attention on other people who are talking, children are also used to expressing their opinions and understanding the meaning in the story. In addition, it can provide new and valuable experiences to children, children's curiosity and attention can also be facilitated.

Storytelling activities with picture story book media can involve children to play an active role in the learning process. Storytelling activities with picture storybooks accompanied by diverse and interesting themes at each meeting. When doing storytelling activities, children listen calmly and orderly and when answering questions or retelling stories, all children are actively involved in the activity. In addition, storytelling activities with picture storybook media can provide new and valuable experiences for children, children's curiosity and attention can also be facilitated so that childrenAccording to Bromley (2020), multimodality is the ability to understand and interpret various forms of communication, including images, text, sound, and others. In the context of listening skills, multimodality can improve the ability of children aged 4-5 years to understand and remember information conveyed through picture storybooks. can be actively involved in learning activities that are in accordance with their developmental stages.

Based on the description above, it can be said that through storytelling activities with picture story book media, it can help children in improving children's listening skills. This is in line with what Sonawat stated that, "storytelling is an activity that helps the child to listen and have an experience in speaking while talking about the story or telling the original story".

Machado also revealed that story sequence cards are "visual aids for children, who are learning that stories progress from a beginning to an end, with events, actions, and happenings occurring in a sequence between". This means that storytelling activities with picture storybook media can improve children's listening skills through storylines that are drawn from the beginning to the events seen in the picture.

Based on the description above, it can be said that storytelling activities with picture storybook media can improve listening skills. The indicators used as a reference in this study have increased during 10 meetings in 2 cycles. This can be seen in the aspect of children's listening skills which include listening, concentrating, understanding meaning, and responding to meaning.

Conclusion

Based on the results of the analysis of pre-research data, a percentage of 37.5% was obtained, while in cycle 1 the percentage was 59.77%. From this data, it can be said that the percentage from pre-research to cycle 1 has increased in the overall indicator by 22.27%. As stated in the interpretation of the results of the analysis, this study is said to be successful if there is an increase of 35%, then this cycle 1 research cannot be said to be successful because the percentage increase obtained is 22.27% for all indicators. Based on the results of cycle 2, a percentage of 23.18% was obtained. Based on this presentation, it can be concluded that providing actions in the form of storytelling activities with picture storybook media can improve the listening ability of children aged 4-5 years at PAUD Mitra Bersama Medan Tuntungan District. Based on the results of observations in the form of field notes, documentation notes, and interview notes, it can be seen that storytelling activities with picture storybook media can improve the listening ability of children aged 4-5 years at PAUD Mitra Bersama Medan Tuntungan District.

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