Child Education Journal

The Effectiveness of Power Point-Assisted Picture Books on Receptive Language Development in Early Childhood

Fajar Luqman Tri Ariyanto[1*], Octavian Dwi Tanto[2]

[1]Universitas Trunojoyo Madura, Indonesia
[2]STKIP Modern Ngawi, Indonesia
*Email: fajar.ariyanto@trunojoyo.ac.id

Keywords	Abstract
	This study aims to determine the interests of children from the use of picture storybooks assisted by the Microsoft PowerPoint application in the development of receptive language in early childhood with a research focus on the ability to listen to simple stories. The type of research used is descriptive with a quantitative approach. The data collection technique used in this study was a questionnaire with a Likert scale of 4, where the answer choices were on each question item. The number of questionnaire items used in this study amounted to 6 questions. The results of this study indicate that there are various responses about the impact of using picture storybooks. First, about the difficulty of applying online storybook media too early childhood, the results are 71.4% relatively easy to use, second, children's interest in listening to stories using the PowerPoint application results in 54% of children being very interested, the three PowerPoint applications being an alternative to PAUD learning today. Getting 38.1% results is quite alternative, the four stimulations of early childhood development can be given through impressions on the PowerPoint screen getting 60.3% results can be stimulated, the five children feel unfamiliar with the technology used to get 66.7% results do not feel foreign Regarding the media used, the six obstacles in learning to use PowerPoint media got results 66.7% answered that they did not experience problems in the implementation of storytelling using the powerpoint application.
Kata Kunci	Abstrak
	Penelitian ini bertujuan untuk mengetahui minat anak dari penggunaan buku cerita bergambar berbantuan aplikasi microsoft Power Point pada perkembangan bahasa reseptif anak usia dini dengan fokus penelitian pada kemampuan menyimak cerita sederhana. Jenis penelitian yang digunakan berbentuk deskriptif dengan jenis pendekatan kuantitatif. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah menggunakan angket dengan skala likert 4 yang pilihan jawabannya ada pada setiap item pertanyaan. Jumlah item angket yang digunakan dalam penelitian ini berjumlah 6 pertanyaan. Hasil penelitian ini menunjukkan bahwa terdapat berbagai macam respon tentang dampak penggunaan buku cerita bergambar. Pertama tentang kesulitan penerapan media buku cerita online pada anak usia dini mendapatkan hasil 71,4% cukup mudah

digunakan, kedua ketertarikan anak dalam mendengarkan cerita menggunakan aplikasi power point mendapatkan hasil 54% anak sangat tertarik, ketiga aplikasi power point menjadi alternatif pembelajaran PAUD dimasa sekarang mendapatkan hasil 38,1% cukup alternatif, keempat stimulasi perkembangan anak usia dini dapat diberikan melalui tayangan pada layar power point mendapatkan hasil 60,3% bisa terstimulasi, kelima anak apakah merasa asing dengan teknologi yang digunakan mendapatkan hasil 66,7% tidak merasa asing akan media yang digunakan, keenam kendala dalam belajar menggunakan media power point mendapatkan hasil 66,7% menjawab tidak mengalami kendala dalam pelaksanaan bercerita menggunakan aplikasi power point.

A. Introduction

Early childhood education (PAUD-Pendidikan Anak Usia Dini) is education at the primary foundation stages of a human being acquiring knowledge before entering further education, which is held on formal, non-formal, and informal channels. In early childhood, there is a formation of physical and psychological functions to be ready to receive developmental stimuli, which are expected to become daily habits in children (Fadhillah, 2019). Developmental stimulation is very appropriate to be given at this age because this period is very effective and essential to optimize the various potential abilities possessed by children to become qualified. (Uce, 2017). Various technology-based tools are widely used by educators, such as laptops and computers, to support the optimization of the learning process at the PAUD level. Like gadgets with various features and applications that can provide information about education, socio-culture, sports, economics, and politics to help human life become more practical and modern. (Yumarni, 2018). According to the results of research published in the journal Obsession, it shows that 90% of the rate of smartphone use is familiar to children aged 4-6 years (Zaini & Soenarto, 2019) Learning with computer media creates a pleasant atmosphere because children can control learning speed according to their abilities. Then the colorful pictures and sounds that appear make the child not get bored quickly. Besides that, it can stimulate learning to be more diligent, creative, and independent. The utilization of computer media is one of the alternative media used in conducting learning to make early childhood more enjoyable (Rochanah, 2016).

The existence of picture storybooks with technology is a natural thing that is liked by early childhood. The media is also an attractive source of learning at the early childhood level because stories can be visualized with exciting pictures and animations according to the plot and background of the story being conveyed. The potential that can be taken from the media of picture storybooks is that Storytelling is one of the methods often used by teachers in teaching early childhood education. Picture storybooks have an excellent impact on early childhood. In their research, Hsiao, Yuan, and Yu Shih found that understanding of the environment around children can be improved in children through picture storybooks, mainly because it has an impact on children's daily lives (Hsiao & Shih, 2015). Retnowati et al. also conducted the same study to know the effectiveness of pictures in reading storybooks to increase kindness in children. The results concluded a significant difference between the test mean scores and the post-test measure of goodness. That means reading picture books can effectively improve the well-being of children aged 5-6 years (Retnowati et al., 2018).

Recent research results (Anggara, 2019) Mentions that the use of powerpoint learning media can develop cognitive and social aspects of early childhood. The use of power point-based learning media can develop aspects of cognitive and social development in children. Another relevant research revealed that through television replica media with three-dimensional images, children's speaking skills in Daud Khalifatulloh Islamic Kindergarten, Padang developed well.

(Wahyuni & Pransiska, 2019). Through the media of three-dimensional picture television replicas, children can develop aspects of speech development.

One of the simple benefits of storybooks is the ability to listen in early childhood. Listening separately means listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages, and understand the meaning of communication conveyed by the speaker through speech or spoken language by children. However, storybooks need to be balanced with storytelling methods to improve listening skills in early childhood (Noviana, 2013).

Characteristics of early childhood at the concrete pre-operational stage technically require concrete objects to help understand the things being studied. Early childhood is also still developing thinking and language skills. Using picture storybooks with the help of technology and PowerPoint applications is a reasonable and appropriate way to convey knowledge or learning material so that children's development runs optimally.

So far, there have been many studies discussing the implementation of picture storybooks in early childhood, but none have specifically discussed its relation to the use of PowerPoint applications. First, research by Fakhriah (Mutia Afnida, Fakhriah, 2016) on the Use of Picture Storybooks in Children's Language Development in Kindergarten A in Banda Aceh. Second, Research by Gisi Sari (Bestari, Gisi Sari, 2014) on the Effect of Nutrition Education Using Picture Storybook Media on Changes in Children's Fruit and Vegetable Consumption in PAUD Cemara, Semarang. Third, research by Destiana (Nindy Destiana, 2013) on the Role of Parents in Improving Reading Ability through Picture Book Media for 4-5 Year Old Children at Batik Paud – Sidoarjo. Fourth, research by Reni (Oktarina Reni, 2013) about Developing early reading skills through picture word cards for children aged 5-6 years at Paud Sakuraway Halim Bandar Lampung. Fifth, research by Ulfa (Ulfa, 2019) about Efforts to improve cognitive abilities through picture number cards at Miftahul Ulum Pringsewu Early Childhood Education. And the last, research by Syafitri (Syafitri, 2018) About the influence of illustrated story media on the development of children's language in early childhood 1 Witri Bengkulu City. The storytelling method can improve receptive language skills in early childhood. This is proven by the increase in the calculation results of every aspect in each meeting, namely listening skills, speaking skills, and reading skills research on the Use of Picture Storybooks in Children's Language Development in Kindergarten A in Banda Aceh.(Sari, 2020).

Referring to the review above, it can be said that the picture storybook media is very influential on aspects of early childhood development. In contrast to the context of the research above, this research was conducted by collaborating with picture storybook media with the help of a PowerPoint application. The illustrated storybook content will technically be integrated with a learning syntax based on a PowerPoint application.

Meanwhile, according to Tarigan (Tarigan, 2019) Picture storybooks are interpreted as supporting media for learning that have a broad relationship between writing, pictures, and others. This learning media is used to facilitate teachers in achieving learning objectives. Another source added that picture storybooks are books with the main elements of fiction, such as themes and messages, characters, plot, setting, point of view, and linguistic means. These elements are processed in such a way that children still digest them (Ratnasari & Zubaidah, 2019). This view believes that picture storybooks are fiction books that have elements of theme, message, character, pestle, setting, point of view, and linguistic means.

The presence of picture story books is something that can be used as an interesting learning resource because the story content is visualized with pictures and colors (Halim &

Munthe, 2019). Picture storybooks are textual narrative books supported by visual image content to make it easier for readers to understand the contents of the story. Tompkins & Hoskissom added that picture storybooks have short text, generally consisting of 32 pages consisting of words and pictures combined in the story to convey information. (Ratnasari & Zubaidah, 2019). In contrast to other types of story books, picture story books contain textual matters that are supported by visual images.

Based on the views of the experts above, it can be concluded that picture storybooks contain textual content about fictional things and are supported by visual images to make it easier for readers to understand the plot, setting, theme, and other elements.

On another aspect,(Nurhidayati et al., 2019) Revealed that Media Powerpoint is a media produced by science and technology that is used as an attractive presentation tool for processing text, colors, images, and animations that can be processed according to the user's creativity. *PowerPoint* is a learning media resulting from the development of science and technology that can be used by teachers. Another source added that PowerPoint is an application from Microsoft that is intended as a presentation medium (Muazzomi, 2017). Power point learning media can be applied by presenting learning content in front of students.

Microsoft Office Power Point is a computer program for presentations developed by Microsoft in the Microsoft Office office application package (Muhammad Rais, 2017). *Power point* is a computer software program created to present material. The same source emphasizes that this application is very widely used, especially by offices and business people, educators, students, and trainers. (Muhammad Rais, 2017). PowerPoint is an application that has many functions.

Technically another source explains that Microsoft PowerPoint is software used to design presentation materials in the form of slides that can be made in writing, diagrams, graphics, and others. (Antonius Ferrian Dwi Prasetyo, 2021). Through this application, the teacher can present learning content according to the needs or learning design. Microsoft Office Power Point provides slide facilities to accommodate the main points of discussion that will be delivered to students (Antonius Ferrian Dwi Prasetyo, 2021).

Media books that use this PowerPoint application are innovations or developments of previous research regarding the application of printed or conventional books. A study written by Sri Widyawati and Nurhenti explained that storytelling activities using simple storybooks impacted children's ability to listen by 81.25% compared to the previous cycle without storybooks which was only 56.25%.(Widayati & Simatupang, 2019). Media books that use this PowerPoint application are innovations or developments of previous research regarding the application of printed or conventional books. A study written by Sri Widyawati and Nurhenti explained that storytelling activities using simple storybooks impacted children's ability to listen by 81.25% compared to the previous cycle without storybooks which was only 56.25% (Nurmasari, 2016)(Nur, 2020).

Based on the above ideas, it can be concluded that PowerPoint is a Microsoft Office application that teachers can use as a learning medium in delivering interesting teaching materials or materials through text, color, and image processing facilities, as well as image animations.

B. Methodology

The study was conducted from January 2021 to April 2021. The population in this study used early childhood children from the age range of 4-6 years (kindergarten-age children) who were randomly distributed. The data collection process was carried out once using a home visit

involving student assistants for Early Childhood Education Teacher-Education (PG-PAUD) Trunojoyo University, Madura (UTM) spread across East Java. Determination of the research sample is done by random sampling technique (Sugiyono, 2010). The sample used in this study was 46 respondents from various areas where PG-PAUD UTM students lived. Data collection in this study uses a questionnaire technique with two closed answers (yes/no) and is equipped with open-ended questions. Open-ended questions are used to support data on the percentage level of use of digital storybooks with the help of the Powerpoint application in early childhood. In addition, open-ended questions are also used to find out the causes and reasons for digital storybooks with the help of the Powerpoint application for early childhood, as shown in table 1. (Sugiyono, 2010).

Open-ended questions are used to support data on the percentage level of use of digital storybooks with the help of the Powerpoint application in early childhood. In addition, open-ended questions are also used to find out the causes and reasons for digital storybooks with the help of the Powerpoint application for early childhood, as shown in table 1.

Table 1 Research questionnaire instrument

No	Variable	Indicator
1	The use of storytelling books in early childhood	1. the application of online storybook media in early childhood
		2. Obstacles in learning to use technology
		3. PowerPoint application media as an alternative media for AUD today
2	The ability to listen to early childhood from storytelling media	4. PowerPoint application media as an alternative media for AUD today
		5. the achievement of stimulation of early childhood development in storytelling media with the powerpoint application
		6. the application of felt technology tools in early childhood

The data analysis technique for the digital storybook questionnaire with the help of the Powerpoint application for early childhood was carried out in a quantitative descriptive manner. The questionnaire scoring method is based on the Guttman scale with a yes answer worth 1 and a no answer worth 0.

C. Result and Discussion

The results and discussion in this are technically described partially. This is done to make it easier for readers to understand the content of the analysis results and theoretical discussions put forward by experts. The following is a description of the results and discussion described in the sub-chapter below;

Based on the results of data analysis, it can be seen that six aspects of the discussion are related to the impact of using picture storybook media through the PowerPoint application on the ability to listen and the effectiveness of using technology in early childhood learning, especially the ability to listen to stories. These six analyzes include; 1) difficulty in applying online storybook media to early childhood, 2) children's interest in listening to stories using PowerPoint applications, 3) PowerPoint applications as an alternative to early childhood learning, 4) early childhood development stimulation can be given through display on the PowerPoint screen, 5) Do children feel unfamiliar with technology, and 6) obstacles in learning to use PowerPoint media. The findings of these six analyzes were obtained from 46 research subjects whose data were taken using a google form questionnaire. The following is an explanation of the six aspects of the impact of using picture storybook media through the PowerPoint application in early childhood.

Table 2 The results of the questionnaire on the use of online storybooks in early childhood

No	Question variables	Questionnaire rubric	Percentage Yield
1	How is the application of online storybook media in early childhood in children?	Very Easy to apply	27%
		Easy to apply	71,4%
		Difficult to apply	1,6 %
		Very difficult to apply	0%
2	Does the storytelling media using the PowerPoint application make children interested?	Very interested	54%
		Interested enough	46%
		Not interested	0%
		Very uninterested	0%
3	Is the PowerPoint application media considered to be an alternative media for AUD today??	Alternative	25,4%
		Quite alternative	38,1%
		No alternative	0%
		Very alternative	36,5%
4	Can early childhood development stimulation be provided through storytelling shows with the PowerPoint application?	very possible	15,9%
		possible	60,3%
		very possible	1,6%
		Quite possible	22,2%
5	Do young children still feel foreign to learning with today's technological tools (laptops, cellphones, etc.)	Strange	3,2%
		Quite strange	27%
		Very strange	3,2%
		Not Strange	66,7%
6	Do children have problems in learning to use technology (ex: cellphones /laptops)?	Yes	9,5%
		No	66,7%
		Enough	23,8%
		Heavy obstacle	0%

Based on the results of data analysis in table 1.2 above, it can be concluded that the application of picture storybook media assisted by PowerPoint applications in early childhood education has a positive impact. This analysis refers to the answers of 46 respondents on each aspect that shows the positive impact of implementing the use of illustrated storybooks with the aid of this application. However, a small number of respondents felt that the impact was less than optimal from implementing the use of picture storybook media with the aid of a PowerPoint application that was randomly applied to early childhood throughout East Java.

The presence of the digital technology era among pre-school age children is a big challenge and more attention for parents, teachers, schools, governments, and other agencies in guiding them. Parents need to feel various kinds of impacts when using technology such as gadgets (Kamilah et al., 2020). This is done to provide learning innovations in the field of early childhood education in order to follow the direction of the development of an increasingly modern era.

The use of illustrated storybook media with the help of PowerPoint applications is a breakthrough in the development of early childhood learning media. This PowerPoint application-based learning media innovation follows the world of children in the 4.0 era, where children in that era are closely related to the world of technology. This era of development should be used as a momentum for both teachers and parents to integrate learning content through science and technology-based media such as illustrated storybooks with the help of this PowerPoint application.

The use of hard file illustrated storybooks shows the teacher's lack of creativity in utilizing learning media in the PAUD field. Research result from Amelia (Amelia, 2012) Shows that one of the obstacles faced by Early Childhood Education Tutors in preparing lesson plans is selecting media, methods, and learning resources that do not vary. The use of book media in the 4.0 era is seen as irrelevant to the world of today's children, who tend to use gadgets to learn. This is as a

suggestion from the results of the study (Retnawati et al., 2017) which revealed that science education in the dimensions of kindergarten schools requires science and technology-based facilities and infrastructure to support the success of the learning process.

The utilization of advances in science and technology as a means of learning media is a form of progress in early childhood education schools. The use of various kinds of technology that is not educative harms children's development. Recorded in source from Mayenti & Sunita (Mayenti & Sunita, 2018) revealed that gadgets have many benefits in human life if used appropriately and adequately, but gadgets also harm humans, especially for child development, if used without supervision and direction from parents. Another source emphasized that the knowledge and skills of parents need to be improved in order to be able to adapt to changes that occur due to the influence of science and technology and to be able to carry out education correctly and adequately for their children (Badu, 2011).

Children's educators need to use science and technology as learning tools. Many children today are familiar with gadgets to play or learn (educational games) by using gadgets in their parents' cellphones or laptops (Fitriana et al., 2019). Learning innovations like this will make the learning process more interesting, fun, and interactive. This is relevant to the research results (Nasrika, 2019) who revealed that human resource development in the 4.0 era was oriented to the development of science and technology (IPTEK).

Support the above statement, other sources (Yuliariatiningsih, Margaretha S., 2012) It is revealed that the development of the pedagogical competence of Early Childhood Education teachers involves aspects of mastering science and technology to improve the quality of learning in early childhood. Mastery of science and technology is one indicator of the 21st-century teaching profession in devoting and serving to educate the nation's life and improve the quality of Indonesian people as a whole (Mappapoleonro, 2019). Mastery and the ability to develop science and technology are needed to improve the standard of living and so that this nation can be compared and compared with other nations (Firman Ashadi, 2016).

In the industrial revolution, Early Childhood Education teachers have a central role in developing various aspects of child development, starting from the role as educator, role as coach, role as mentor, role as coach, role as advisor, role as coach, role as researcher, role as a person. A role as a driver of creativity, a role as an actor, an emancipator, an evaluator, and a role as a preservative. (Angkur, 2020). During the pandemic, parents have a role as facilitators for early childhood learning. This makes parents have the same position as teachers in providing education through children's learning activities. Parents are required to be aware of the development of science and technology to integrate early childhood learning content through technological advances. In addition, some things need to be noted that the use of technology in early childhood must get supervision because it can harm child development. In the JEC Journal research, children who experience gadget addiction behavior have language development. The higher the level of gadget addiction behavior in children, the smaller the child's language development will be (Kamilah et al., 2020).

D. Conclusion

Based on the results of the study, it showed that the application of children's storybooks to early childhood from 6 instruments distributed to the community, in this case, represented by PG-PAUD UTM students, showed that it was effortless to apply storybooks using technology to early childhood in terms of listening skills. Children will be very interested when a teacher or parent presents a storybook using technology with a smartphone or laptop. The PowerPoint

application media is an alternative for parents or teachers in stimulating the ability to listen and convey story content with technology. PowerPoint media produces more colorful and innovative stories in conveying the contents of the stories presented. One of the stimulations of language development, such as listening and introducing new vocabulary, is easy to apply using the PowerPoint application. Most children do not find it difficult to use technology in the learning process at the Early Childhood Education level.

E. Thank-You Note

F. Reference

Amelia, L. (2012). Kendala-Kendala Yang Dihadapi Tutor Paud Dalam Menyusun Rencana Pembelajaran Di Kecamatan Jantho Aceh Besar Kata Kunci : Tutor Paud , Rencana Pembelajaran. *Visipena*, *3*(1), 100–115. https://doi.org/10.46244/visipena.v3i1.56

Anggara, A. P. (2019). Pengembangan Media Pembelajaran Powerpoint Untuk Meningkatkan Kognitif dan Kemampuan Sosial Anak Usia Dini. *Jurnal Teologi Berita Hidup*, *2*(1), 11–19. https://doi.org/10.38189/jtbh.v2i1.18

Angkur, M. F. M. (2020). Peran Guru Dalam Pendidikan Anak Usia Dini Di Era Revolusi Industri. *Jurnal Lonto Leok Pendidikan Anak Usia Dini*, *3*(1), 44–46.

Antonius Ferrian Dwi Prasetyo, S. A. (2021). Pengembangan Media Pembelajaran "ORMAS" (Organ Tubuh Manusia) Berbasis Aplikasi Microsoft Power Point di Sekolah Dasar. *Jurnal Basicedu*, *5*(3), 1198–1209. https://doi.org/https://doi.org/10.31004/basicedu.v5i3.865

Badu, R. W. (2011). Pengembangan Model Pelatihan Permainan Tradisional Edukatif Berbasis Potensi Lokal Dalam Meningkatkan Pengetahuan Dan Keterampilan Orang Tua Anak Usia Dini. *Jurnal Ilmiah VISI P2TK PAUD NI*, *6*(2), 180–188. https://doi.org/10.21009/jiv.0602.8

Bestari, Gisi Sari, A. P. (2014). Pengaruh Edukasi Gizi Menggunakan Media Buku Cerita Bergambar Terhadap Perubahan Konsumsi Buah dan Sayur Anak di PAUD Cemara, Semarang. *Jurnal Gizi Indonesia*, 1–25.

Fadhillah, N. (2019). *Pentingnya Pendidikan Anak Usia Dini Bagi Tumbuh Kembang Anak*.

Firman Ashadi. (2016). Pengembangan Sumber Daya Manusia Dalam Lembaga Pendidikan Anak Usia Dini. *Peran Pendidikan, Sains, Dan Teknologi Dalam Membangun Intelektual Bangsa Dan Menjaga Budaya Nasional Di Era MEA*, *4*(5), 717–729.

Fitriana, N., Malang, U. W., Yuniwati, E. S., Malang, U. W., Ikawati, A., & Malang, U. W. (2019). Pelatihan Dan Pendampingan "Bocah Gimmick" PAUD / TA Cut Nyak Dien Kelurahan Bunulrejo Kecamatan Blimbing Kota Malang. *Prosiding Seminar Nasional Teknologi Dan Sains*, *2*(2), 197–207.

Halim, D., & Munthe, A. P. (2019). Dampak Pengembangan Buku Cerita Bergambar Untuk Anak Usia Dini. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, *9*(3), 203–216. https://doi.org/10.24246/j.js.2019.v9.i3.p203-216

Hsiao, C.-Y., & Shih, P.-Y. (2015). The Impact of Using Picture Books with Preschool Students in Taiwan on the Teaching of Environmental Concepts. *International Education Studies*, *8*(3), 14–23.

Kamilah, U., Rihlah, J., Fitriyah, F. K., & Syaikhon, M. (2020). Pengaruh Perilaku Kecanduan Gawai terhadap Perkembangan Bahasa pada Anak Usia Dini. *Child Education Journal*, *2*(2), 61–67.

Mappapoleonro, A. M. (2019). Profesionalisme Guru PAUD Abad 21 dalam Mengembangkan Pembelajaran Kreativitas Anak Usia Dini. *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara*, 1–8.

Mayenti, N. F., & Sunita, I. (2018). Dampak Penggunaan Gadget Terhadap Perkembangan Anak Usia Dini Di Paud Dan TK Taruna Islam Pekanbaru. *Photon: Jurnal Sain Dan Kesehatan*, *9*(1), 208–213. https://doi.org/10.37859/jp.v9i1.1092

Muazzomi, N. (2017). Pengembangan Alat Permainan Edukatif Pendidikan Anak Usia Dini Melalui Aplikasi Microsoft Powerpoint. *Jurnal Ilmiah Universitas Batanghari Jambi*, *17*(1), 133–142.

Muhammad Rais, S. T. (2017). Pengembangan Aplikasi Microsoft Power Point Pada Sistem Operasi Android Sebagai Bentuk Media Pembelajaran Ilmu Bahan Listrik. *Jurnal Media Elektrik*, *14*(1), 1–6.

Mutia Afnida, Fakhriah, D. F. (2016). Penggunaan Buku Cerita Bergambar Dalam Pengembangan Bahasa Anak Pada Tk a Di Banda Aceh. *Jurnal Ilmiah Mahasiswa Pendidikan Anak Usia Dini*, *1*(1), 53–59.

Nasrika. (2019). Pengembangan Sumber Daya Manusia dalam Era Globalisasi. *Revitalisasi Manajemen Pendidikan Anak Usia Dini (PAUD) Di Era Revolusi Industri 4.0*, 149–157.

Nindy Destiana, M. (2013). Peran Orang Tua Dalam Meningkatkan Kemampuan Membaca Melalui Media Buku Cerita Bergambar Pada Anak Usia 4-5 Tahun Di Paud Batik – Sidoarjo. *Jurnal Unesa*, *1*(1), 1–5.

Noviana, L. (2013). Pengaruh Metode Bercerita Terhadap Kemampuan Menyimak Pada Anak Kelompok Bermain Tunas Bangsa di Ds. Wotansari, Kec. Balongpanggang, Kab. Gresik. *PAUD Teratai*, *2*(1).

Nur, H. (2020). Hubungan Aktivitas Penggunaan Teknologi Untuk Pembelajaran Pengembangan Oleh Guru PAUD. *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini*, *3*(02), 28–39.

Nurhidayati, N., Asrori, I., Ahsanuddin, M., & Dariyadi, M. W. (2019). Pembuatan Media Pembelajaran Berbasis Powerpoint Dan Pemanfaatan Aplikasi Android Untuk Guru Bahasa Arab. *Jurnal KARINOV*, *2*(3), 181. https://doi.org/10.17977/um045v2i3p181-184

Nurmasari, A. (2016). *Hubungan Intensitas Penggunaan Gadget dengan keterlambatan Perkembangan Pada Aspek Bicara dan Bahasa Pada Balita Di Kelurahan Tambakrejo Surabaya*. Universitas Airlangga.

Oktarina Reni. (2013). *Mengembangkan kemampuan membacapermulaan melalui Media kartu kata bergambar pada anak usia 5-6 tahun di Paud sakuraway halim Bandar lampung* (Vol. 53, Issue 9).

Ratnasari, E. M., & Zubaidah, E. (2019). Pengaruh Penggunaan Buku Cerita Bergambar Terhadap Kemampuan Berbicara Anak. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, *9*(3), 267–275. https://doi.org/10.24246/j.js.2019.v9.i3.p267-275

Retnawati, S. F., Badrun, Y., & Ismanto, E. (2017). IPTEK Bagi Masyarakat (Ibm): Sekolah TK Menghadapi Masalah Implementasi Sains. *Jurnal Pengabdian UntukMu NegeRI*, *1*(2), 20–27. https://doi.org/10.37859/jpumri.v1i2.227

Retnowati, G., Salim, R. M. A., & Saleh, A. Y. (2018). Effectiveness of Picture Story Books Reading to Increase Kindness in Children Aged 5-6 Years. *Lingua Cultura*, *12*(1), 89–95.

Rochanah, L. (2016). Pemanfaatan Media Berbasis Komputer untuk Meningkatkan Kemampuan Mengenal Huruf pada Anak Usia Dini (Urgensi Media Berbasis Komputer pada Peningkatan Kemampuan Mengenal Huruf). *SELING: Jurnal Program Studi PGRA*, *2*(1), 1–8.

Sari, F. S. (2020). Meningkatkan Kemampuan Bahasa Reseptif Anak Melalui Metode Bercerita Kelompok B RA Roudlotul Ulum Pasuruan. *Pedagogi: Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini*, *6*(2), 24–31.

Sugiyono, S. (2010). *Metode penelitian kuantitatif dan kualitatif dan R&D*. Alfabeta Bandung.

Syafitri, A. (2018). *Pengaruh media cerita bergambar terhadap Perkembangan bahasa anak di paud witri 1 Kota Bengkulu*.

Tarigan, N. T. (2019). Pengembangan Buku Cerita Bergambar Untuk Meningkatkan Minat Baca Siswa Kelas Iv Sekolah Dasar. *Jurnal Curere*, *02*(02), 141–152.

Uce, L. (2017). The golden age: Masa efektif merancang kualitas anak. *Bunayya: Jurnal Pendidikan Anak*, *1*(2), 77–92.

Ulfa, M. (2019). *Upaya meningkatkan kemampuan kognitif melalui Media kartu angka bergambar di paud Miftahul Ulum Pringsewu*.

Wahyuni, S. S., & Pransiska, R. (2019). Pengaruh Bercerita Dengan Media Replika Televisi Bergambar Tiga Dimensi Terhadap Kemampuan Berbicara Anak Di Taman Kanak-Kanak Islam Daud Khalifatulloh Padang. *Generasi Emas*, *2*(1), 35. https://doi.org/10.25299/ge.2019.vol2(1).3300

Widayati, S., & Simatupang, N. D. (2019). Kegiatan bercerita dengan menggunakan buku cerita sederhana untuk meningkatkan kemampuan menyimak anak. *Preschool: Jurnal Perkembangan Dan Pendidikan Anak Usia Dini*, *1*(1), 53–59.

Yuliariatiningsih, Margaretha S., and T. S. (2012). Kompetensi Pedagogik Guru Paud dalam Mengembangkan Pembelajaran untuk Anak Usia Dini. *Jurnal Cakrawala Dini*, *3*(1), 1–18.

Yumarni, V. (2018). Pengaruh Gadget terhadap Tumbuh Kembang Anak Usia Dini AH-PIECE. *Al Hikmah Proceedings on Islamic Early Childhood Education*, *1*, 293–300.

Zaini, M., & Soenarto, S. (2019). Persepsi orangtua terhadap hadirnya era teknologi digital di kalangan anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *3*(1), 254–264.