Budapest International Research and Critics Institute-Journal (BIRCI-Journal)
Humanities and Social Sciences
ISSN 2615-3076 Online)
ISSN 2615-1715 (Print)
www.bircu-journal.com/index.php/birci
Budapest Institute

Development of Picture Storybook in Digital Form to Improve Language and Cognitive Ability Children of Group B in RA. Ash-Sholihah Medan Johor Academic Year 2021/2022

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Abstract

The problem in this study is that the teacher has not used illustrated story books in digital form for storytelling activities, so that children are less interested in listening to the stories conveyed by the teacher. This study aims to develop illustrated story books in digital form to improve children's language and cognitive abilities. This type of research is research and development (Research & Development). The ADDIE development model consists of five stages, namely Analysis, Design, Development, Implementation and Evaluation. The subjects in this study were group B students at R.A. Ash-Sholihah which amounted to 20 people, 10 men and 10 women. Then this research was validated by 3 validators, namely material experts, media experts and early childhood education practitioners. Determination of the feasibility of picture story books in digital form is based on expert validation tests, while effectiveness is based on improving children's language and cognitive abilities before (pretest) and after (posttest) using the media. From the results of the assessment that has been carried out by validator experts, material experts obtained an average score of 82% in the very feasible category, media experts obtained an average score of 84% in the very appropriate category, early childhood experts on average obtained a score of 84% in the category very feasible, educational practitioners obtained by 98.18% very decent category. Then the results of the children's worksheets get a pretest average value of 11.2 while the posttest average value of 17.4 in improving children's language skills using picture story books in digital form. The results of the pretest with an average of 11.0 and posttest with an average of 17.1 experienced an increase in children's cognitive using picture story books in digital form, it can be said that the use of digital media is very effective to use. It is hoped that teachers will be more creative and innovative in making picture story books in digital form, therefore schools must prepare facilities and infrastructure that can support learning.

Keywords
development; picture story books; digital; children's language and cognitive

I. Introduction

Education is very important for everyone, especially for early childhood. Early childhood education (PAUD) is essentially education organized with the aim of facilitating the growth and development of children as a whole or emphasizing on the development of all aspects of the child's personality. Therefore, PAUD provides opportunities for children to develop their personality and potential to the fullest.

PAUD is basically more organized by the family, because the family is the primary and first educator who is most responsible for the child, besides that the role of the community and the government is very much needed. Based on law no. 20 of 2003 concerning the national education system related to PAUD is written in article 28 paragraph 1 which reads "PAUD is held for children from birth to six years and is not a prerequisite for attending basic education".

At an early age, children experience the golden age, which is when children begin to be sensitive or sensitive to receiving various stimuli. Sensitive period is a period of maturity of physical and psychological functions that are ready to respond to stimulation provided by the environment.This period is also a time for laying the foundation for developing cognitive, motor, moral, socio-emotional, religious and language abilities (Mursid, 2015: 4).

Madyawati (2016: 128) explains the importance of aspects of children's language to be developed, because language is the first factor that determines children to communicate with their environment and one of the efforts made to optimize language skills in children is by telling stories so that communication can occur. This is in accordance with the results of a study entitled "Improving the development of Indonesian early childhood through the use of the storytelling method in group A at Malahayati Neuhen Kindergarten in the 2015/2016 academic year", the results of this study said that the storytelling method that was carried out from the beginning would train children's concentration in improve language skills through listening and expressing language.

The development of language in humans has emerged since humans were born from within their mother's womb, with the first interaction between parents and their children. The quality of interaction between adults such as father/mother, teachers and caregivers is very important with children because it can affect their language development. Likewise, cognitive development is very affect children's language development. So cognitive abilities are closely related to children's language skills and cannot be separated. In developing language skills in early childhood, there are various ways that teachers and parents can do, including using storytelling activities.

Oral storytelling to children can support them to learn to read, understand the world's knowledge, and make good social-emotional skills. Storytelling is also a teaching and learning process that is carried out by the teacher in the classroom with joy and fun. This is in accordance with the opinion that will be stated below.

Musfiroh (2005: 25) argues that storytelling activities are very important for early childhood in their daily lives, the ability of the teacher is actually the benchmark for the meaning of the story. Without a teacher, the story will not give any meaning to the child, therefore a qualified teacher is needed, especially if the storytelling activity can make children happy. In addition, Barnawi (2014: 23) argues that PAUD teachers need to have an educational background that is in accordance with PAUD in order to teach well and maximize children's potential. This explanation can be understood that teachers who teach in PAUD, must be teachers who are in accordance with their fields, so that the potential of students can develop to the maximum. From the opinion of experts, it can be understood that storytelling is an activity that is very liked by children. Therefore, the storybook used by the teacher should be attractive in color, easy to understand, and large in writing. The story book that the researcher means here is the big book story book as described below.

Ana Widyastuti (2017: 77-78) suggests a big book is a large version of a story book, usually measuring 14x20 inches. This large size helps children to see illustrations and text writing more clearly and encourages children's involvement in this story. Based on this explanation, picture story books are story books that have a large size, namely A3 size, and

have interesting pictures and colors. In addition, the writing in this book is also enlarged so that children can see the text in this book more clearly.

Malu (2013:39) said that illustrated story books are very popular with children, because they can make the learning carried out by the teacher very interesting and stories can be visualized with pictures and attractive colors according to the storyline. Shame explained that the picture story books are very popular with children, especially if the colors are attractive and presented in digital form.

Digital is a form of renewal from the use of technology with the internet and computers cannot be separated from human life, ranging from smartphones, lap tops, smart tv, robots, medical equipment, transportation. The development of digital technology is very helpful for teachers in learning, because it can please children, attract children's attention, make children active in class, can be used offline and online.

Picture story books in digital form using the Wondershare Filmora application are used to facilitate researchers in making digital books. Digital books are electronic books or commonly abbreviated as ebooks that can be accessed online or offline if they have been downloaded and saved into a file. if in general a book is a collection of papers, in contrast to digital books which are non-conventional books and can be read through digital technology screens such as computers/smartphones, however, like books, digital books also contain text and images. In essence, a digital book is a digital version of a book that can develop children's language and cognitive skills, develop life values, and reading habits (Burhan Nugiyantoro, 2016). Based on the above opinion, A good digital children's story book is a digital children's story book that contributes to involving the language and cognitive aspects of children. In addition, digital children's story books must be in accordance with the characteristics of children's development.

The outbreak of this virus has an impact of a nation and Globally (Ningrum *et al*, 2020). The presence of Covid-19 as a pandemic certainly has an economic, social and psychological impact on society (Saleh and Mujahiddin, 2020). Covid 19 pandemic caused all efforts not to be as maximal as expected (Sihombing and Nasib, 2020).

With the COVID-19 pandemic, the learning process which is usually done face-to-face, teachers and students directly becomes distance learning, in this case a digital system is needed. As a result, teachers face new challenges, where teachers must understand and study IT in depth, so that learning can run properly and sustainably as it should, as well as parents as children's companions to study at home, more proactive and "understand" IT.

Based on the observations that the author made at RA Ash-Asholihah, it can be seen that sometimes teachers use the lecture and question and answer method in telling stories. The picture book used by the teacher has weaknesses such as: manual, the story line is too long, the writing is small, the color does not attract the attention of the child, so the child feels bored and does not want to learn, this makes the teacher overwhelmed by the behavior of the child so that the learning is not carried out. more efficient as a result, the story conveyed by the teacher cannot be understood by most children, this can be seen from 20 children only 5 children are able to repeat the story told by the teacher. This is due to the child's lack of understanding of the story conveyed by the teacher, Likewise, the classrooms are not adequate to carry out the teaching and learning process. In addition, the researchers also conducted interviews with the principal and class teachers, for one week from September 30 to October 6, 2020 in RA. Private Ash-Sholihah group B, some of the children's language and cognitive development have not developed well, When the teacher is doing storytelling activities there are still many children who don't pay attention and are busy chatting with their friends and disturbing their friends who are listening to stories.

Based on this problem, the writer realizes the need for improvement in the learning process, especially in storytelling activities. One of the efforts made is by developing a picture story book in digital form, where the language is easy to understand, the color looks more attractive to children, the writing and pictures can be enlarged, the story line is coherent and in the story book can develop children's language and cognitive. The products that will be produced can be used in digital-based online and offline/face-to-face learning to attract more children's attention, are more liked by children, and children are more active in class, so that children more easily understand the contents of the stories conveyed by the teacher.

Vifih Herlina conducted a study entitled Development of Digital Children's Storybooks Based on Digital Literacy in Grade V Elementary School Students. This development research aims to produce a book product. The results showed that the digital children's storybook product on the website with the planetmungil.com domain was considered very good. This digital children's story book product is interesting for students in implementing digital literacy in elementary schools. The development of digital children's story books based on digital literacy is able to foster digital literacy in children by operating computers/mobile phones to read positive content containing children's stories. From the results of these studies there is relevance to the research that the author will do, namely by making the development of picture story books in digital form showing that digital children's story book products are considered very good and attract children's attention, have educational value and the story is in accordance with the characteristics of children's development. Given the importance of using illustrated story books in digital form in storytelling activities to improve children's language and cognitive abilities, this research is rarely carried out at the PAUD level. Therefore, the researcher wants to do a research with the title: “Development of picture story books in digital form to improve language and cognitive development of children in group B in RA. Ash-Sholihah Medan Johor.”

II. Research Method

This type of research is research and development (Research & Development). according to Sugiyono (2017: 297), "the research and development method used in this research is to produce certain products and test the effectiveness of the products so that they can be developed and functioned in schools. The development design in this study used the ADDIE model by Sani, et al (2018: 241). As the name implies, the ADDIE model consists of five stages, namely Analysis, Design, Development, Implementation and Evaluation. The product produced in research and development (R&D) is a picture story book in digital form intended for early childhood. This product is made to help teachers to more easily convey stories,

The subjects in this study were students of group B at RA Ash-Sholihah, totaling 20 people, 10 men and 10 women. The object of this research is a picture story book in digital form to improve children's language and cognitive abilities developed by the researcher. The procedure or steps in this study adopted the R&D research step, namely the development of the ADDIE model. This research was conducted with the following steps: (1). Analysis (Analysis): Analysis of Teacher Needs, Analysis of Learning Devices, Analysis of Students, Analysis of Curriculum and Materials, Analysis of Learning Objectives, (2). Design (Design), (3). Development (Development), (4). Implementation (Implementation), (5). Evaluation

At this stage, the researcher made a final revision of the picture story book learning media in digital form to improve language and cognitive abilities that had been developed based on input obtained from response questionnaires or notes. The evaluation was carried out to draw conclusions regarding the feasibility of using digital-based picture storybook media.

The data collection instruments used in this development research are: Validation questionnaire sheets are used to obtain assessment data from validators about the product to be developed, namely illustrated story books in digital form to improve children's language and cognitive abilities. The expert validation sheet is divided into three, namely material experts, media experts, early childhood experts and educational practitioners.

The data obtained were analyzed by calculating the percentage score with the following formula:

$$Ps = \frac{\Sigma n}{\text{max score}} \text{ x } 100\%$$

Source: Arikunto (2010:21)

Information:
Ps = Percentage score
n = Total score obtained
Maximum score= Total score

To apply the feasibility of the results of the percentage of data convection based on the criteria for the results of the score, by using the reference percentage of the achievement of media eligibility, in order to obtain the criteria as in the following table:

Table 1. Percentage of Achievement of Media Eligibility

No	Percentage	Criteria	Information
1	82% - 100%	Very worth it	no need to revise
2	63% - 81%	Worthy	no need to revise
3	44% - 62%	less worthy	need to be revised
4	25% - 43%	Not feasible	need to be revised

Source: Sudjana (2016:136)

The digital-based picture story book learning media is declared feasible if it gets an assessment score from the experts with a range of 63% - 100%, namely on the "Eligible - Very feasible" criteria. So that the product can be used as a learning medium at RA. Ash-Sholihah. Questionnaire analysis was obtained from the help of the teacher. The assessment instrument is made in the form of a Likert scale that has been modified by Sugiono as shown in the following table:

Table 2. Criteria for Scoring Activity Assessment Instruments with Likert scale

No.	Criteria	Score
1.	Very good	4
2.	Well	3
3.	Not good	2
4.	Not good	1

Source: Sugiono (2016: 165)

This study was used to analyze the pretest and posttest data calculated by the gain score formula *Gain score* is the right formula to measure the effectiveness of the treatment from the score. To assess the improvement and effectiveness of the picture story book assessment instrument in digital form, before and after using the instrument. This study only uses one group, so the research design is called the one group pretest-posttest design. Shadish, Cook & Campbell (2002) stated that in the one group pretest and posttest design, the pretest was carried out on the research subject group. After that, the media was given, then a pretest-posttest was carried out with the same measurements children who are subjected to pretest and posttest are from the same class (within subject design). Pretest is done by giving children worksheets related to the existing material. After being given the media created, the researcher was given a posttest which was also in the form of a prepared children's worksheet. After getting the pretest and posttest scores, the researcher analyzed the scores obtained. The analysis used is the gain normality test. This test is used to determine the effectiveness of the treatment given. The following formula is used to calculate the normality of gain according to Meltzer.

$$\text{N gain} = \frac{S_{posttes} - S_{pretest}}{skor\ ideal - S_{pretest}}$$

Information:
N gain: Normality test value gain
$Spre$: Pretest score
$Spost$: Posttest score

The effectiveness criteria which are interpreted from the gain normality value according to Meltzer can be seen in the following table:

Table 3. Classification of Gain Normality Values

Gain Normality Value	Criteria
$0.70 \leq n \leq 1.00$	Tall
$0.30 \leq n <$ 0.69	Currently
$0.00 \leq n <$ 0.29	Low

Source: Karinaningsih (2010:596-601)

III. Results and Discussion

3.1 Results

The results of the research on the development of picture story books in digital form to improve the language and cognitive abilities of group B children include the criteria for the feasibility and effectiveness of the resulting product. Researchers collected data using expert validation questionnaire sheets, teacher response questionnaire sheets and children's worksheets. Data collection was carried out in RA. Ash-Sholihah in September 2021 with a water theme.

This development research model uses the ADDIE model with the following stages: (Analysis, Design, Development, Implementation, and Evaluation). The development stage is carried out with production activities and validation of illustrated story books in digital form which will be carried out in learning activities. Before this product became a picture story book in digital form, the researchers conducted a feasibility test using a validation

questionnaire from early childhood experts, material experts and media experts. The following is a note of the 3 validators that are suggested for improvement:

a. Suggestions from material experts so that the learning materials are in accordance with the learning objectives then the language and cognitive used are in accordance with the child's characteristics and the language and cognitive are used effectively in learning. Accuracy in placing punctuation in the media.
b. Suggestions from media experts so that the media display is made more attractive and creative, it is better if the media used can make it easier for children to understand the material.
c. Advice from early childhood experts should assessments be made in accordance with the school curriculum

This implementation stage is a continuation of the previous stage, namely the development stage. All media designs that have been developed will be used after revisions are made.The illustrated story book in digital form that has been developed will be implemented in group B at RA Ash-Sholihah Medan Johor. This research was conducted offline by testing the product on a small group (limited test) by looking at the children's response to the learning media developed by the researcher. This trial was conducted to see the effectiveness of illustrated story books in digital form to improve children's language and cognitive abilities and see the responses of children. Before the children got the material to be delivered first, the researcher gave several questions in the form of a children's worksheet for the pretest related to the material to be delivered. Then the child obtains material from the storytelling activity and asks the child to answer the questions on the children's worksheet for the posttest.

The last stage in the ADDIE development model is the evaluation stage. At this stage the researcher evaluates the results of product feasibility and product effectiveness tests. The results of the evaluation are used as the final conclusion regarding the results of the product analysis that has been produced.

Validation carried out by material experts, media, early childhood aims to determine the feasibility of the resulting product. This validation process is carried out through the assessment aspect. The following are the results of the validation test:

The results of the validation of the material expert phase I got a score of 51 and the percentage of 71% was in the proper qualifications that had to be re-tested with revisions. Revisions given by material experts at points 6, 12, 14, 15 so that the materials and language used are in accordance with the child's development, so that they get very decent results. The results of the validation of the material expert phase II obtained a score of 92%, meaning that it was included in the "very feasible" level category, meaning that the resulting product was ready to be used for learning activities without any further revisions.

The results of the media expert validation phase I in the form of an assessment score of the components got a score of 33 and the percentage of 75% was in the proper qualification, which means it must be tested again with revisions. The revision given by media experts at point 2.8 is so that the media display is more creative and attracts children's attention. Media makes it easier for children to understand the material presented. After the researchers made improvements from suggestions and comments from media experts, the results of the media expert validation phase II obtained a score of 93% into the "very feasible" level category, meaning that the resulting product was ready to be used for learning activities without any further revisions.

The results of the validation of early childhood experts in stage I in the form of an assessment score got a score of 18 and the percentage of 75% was in a proper qualification, which means that it must be tested again with revisions. The revision given by early childhood experts at point 2 so that the assessment is carried out in accordance with the curriculum used. After the researcher improved according to the suggestions or comments from early childhood experts, the results of the validation of early childhood experts stage II obtained a score of 92% into the "very feasible" level category, meaning that the resulting product was ready to be used for learning activities without any revision.

The results of the assessment of educational practitioners get a score of 34 and the percentage of 94% is in a very decent qualification, which means that it can be tested on students. The teacher said that the illustrated story book in digital form is very easy to use via a smartphone or laptop using an internet connection and the link provided by the researcher to open it.

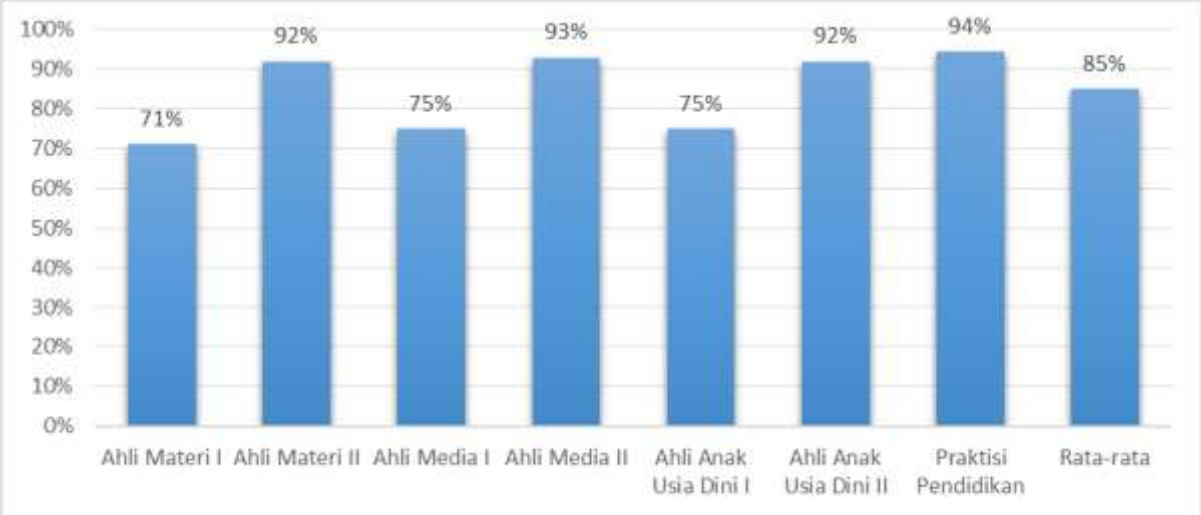

Figure 1. *Recapitulation Diagram of the Validation Result of Picture Story Book Assessment in Digital Form*

The highest score is found in education practitioners with a value of 94% which is categorized as very feasible to use in learning, while the lowest value is for material experts with an average value of 82% and is categorized as very feasible. The average value obtained reached 85% with a very decent category.

Picture story books in digital form to improve children's language and cognitive effectiveness can be assessed by looking at before and after using the media. Get the results of this media using a gain score assessment. The following are the results of the pretest and posttest in the learning activities carried out by childrenbefore using the picture story book in digital form, the score is 223 with an average of 11.2, while after using the picture story book in digital form, the score is 347 with an average of 17.4. So it can be concluded that there is an increase in children's language by using picture story books in digital form.

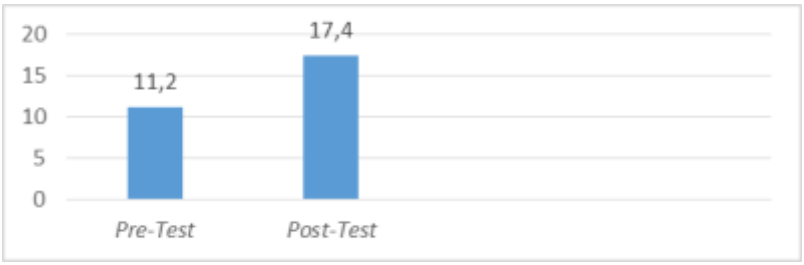

Figure 2. *Diagram of Pre-Test and Post-Test Picture Books in Digital Form to Improve Children's Language*

The diagram above is the result of the pre-test and post-test of illustrated story books in digital form to improve children's language. pre-test with a score of 11.2 and post-test of 17.4, it can be concluded that the use of picture story books in digital form is very effective.

The results of the children's worksheets before using the picture story books in digital form got a score of 220 with an average of 11.0 while after using the picture story books in digital form they got a score of 341 with an average of 17.1. So it can be concluded from the results of prerest and posttest above that children's cognitive improvement by using picture story books in digital form can be concluded.

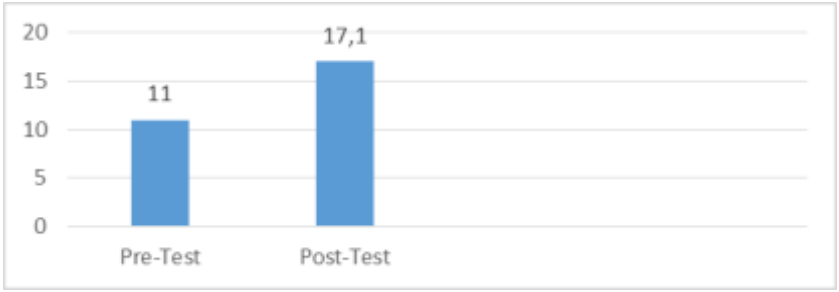

Figure 3. Diagram of Pre-Test and Post-Test Picture Books in Digital Form to Improve Children's Cognitive

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3.2 Discussion

This research aims to produce illustrated story books in digital form to improve children's language and cognitive abilities properly and effectively and to see the process of making media so that they can be applied during learning. Product development in this study uses the model*ADDIE*(*Analysis, design, development, implementation, evaluation*). This ADDIE model is very appropriate to use because it has sequential steps starting from: 1) Analyze / analysis at this stage aims to analyze the needs of teachers, learning tools, students, curriculum and materials as well as the objectives of the learning carried out. From the results of the analysis that has been carried out, it is used as a reason to develop products that will be used in learning. 2) Design / Design carried out fordetermine the elements needed in the development of picture story books in digital form. 3)*Development/*In development at this stage, researchers validated material experts, media experts and early childhood experts. 4) Implementation / application carried out in RA.

Ash-Sholihah group B after going through the development stage. 5) Evaluation / evaluation is the last stage where a feasibility test and effectiveness test are carried out to see the products that have been developed.

The research conducted by Yuliana aims to develop picture story books as teaching materials in early childhood moral development, the feasibility of picture story books using data collection instruments in the form of questionnaires, which are carried out by material experts, media experts, material experts. The type of data is qualitative which is analyzed by using the assessment criteria guidelines. This research produces a product in the form of a picture story book. Based on the assessment of material experts, the percentage is 76% in the very appropriate category, the percentage of media experts is 86% in the very feasible category, the linguist assessment is 75% in the appropriate category and the assessment of Islamic Kindergarten teachers gets a percentage of 89% in the very appropriate category, while the responses of students Islamic Kindergarten get a percentage of 93.38% very decent category.

The research I did about illustrated story books in digital form is an electronic story book or commonly abbreviated as ebook that can be accessed online or offline if it has been downloaded and saved into a file with the manufacturing process using the Wondershare Filmora application. This illustrated story book in digital form contributes to involving the language and cognitive aspects of children. The feasibility of the product from material experts is 82%, media experts are 84%, early childhood experts are 84%, education practitioners are 98.18%. The effectiveness of the product is seen from the increase in children's language and cognitive abilities before (pretest) and after (posttest) using the media. The average value of the pretest is 11.2 while the average value of the posttest is 17.4 in improving children's language skills using picture story books in digital form.

The advantage of the research conducted by Yuliana is that picture story books can develop moral aspects, whereas my research focuses more on aspects of children's language and cognitive development, not on moral aspects. However, my research is in accordance with what Burhan Nugiyantoro (2016) said, that a good digital storybook is a storybook that contributes to involving the language and cognitive aspects of children and is also in accordance with the characteristics of children's development.

The feasibility of illustrated story books in digital form was tested for validity by material experts, media experts and early childhood experts. The researcher gave a questionnaire to the experts in which there were indicators to be assessed by scoring and the assessment was carried out using the Likert scale formula. Products that have been tested in schools before must be validated by experts and get a very worthy category.

The results of the assessments that have been carried out by experts are: the highest score is found in education practitioners with a value of 94% which is categorized as very suitable for use in learning, while the lowest value is material experts with an average value of 82% and is categorized as very feasible. The average value obtained reached 85% with a very decent category.

Picture story books in digital form are said to be effective if there is an increase in children's language and cognitive abilities, the content can be understood and benefits are taken from the stories conveyed..The results of children's worksheets in improving language skills before and after using picture story books in digital form got a score of 223 with an average of 11.2 while after using picture story books in digital form they got a score of 347 with an average of 17.4. So it can be concluded that there is an increase in children's language by using picture story books in digital form.

The results of the children's worksheets before using the picture story books in digital form got a score of 220 with an average of 11.0 while after using the picture story books in digital form they got a score of 341 with an average of 17.1. So it can be concluded from the results of the pretest and posttest above that children's cognitive improvement using picture story books in digital form can be concluded.

IV. Conclusion

Based on the results of research and discussion on the development of picture story books in digital form to improve children's language and cognitive abilities, the following conclusions can be drawn:

1. Illustrated story books in digital form are electronic books or commonly abbreviated as ebooks that can be accessed online or offline if they have been downloaded and saved into a file with the manufacturing process using the Wondershare Filmora application. if in general a book is a collection of papers, it is different from digital books which are non-conventional books and can be read through digital technology screens such as computers/smartphones. This illustrated story book in digital form contributes to involving the language and cognitive aspects of children.
2. The feasibility of this product has been validated by material experts, media experts, early childhood experts and education practitioners. From the results of the assessment that has been carried out, it can be concluded that the average material expert obtained a score of 82% in the very appropriate category, media experts obtained an average score of 84% in the very appropriate category, early childhood experts obtained an average score of 84% very decent category, education practitioners obtained an average of 98.18% very decent category.
3. The effectiveness of the product is seen from the improvement of children's language and cognitive abilities before (pretest) and after (posttest) using the media. The average value of the pretest is 11.2 while the average value of the posttest is 17.4 in improving children's language skills using picture story books in digital form. The results of the pretest with an average of 11.0 and posttest with an average of 17.1 experienced an increase in children's cognitive by using illustrated story books in digital form.

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