

Letter Gloves Media with Storytelling: Effect on Letter Recognition in Children in Kindergarten Pekanbaru

Widawati¹, Rakimahwati²

¹ Universitas Negeri Padang, Padang, Indonesia; widyawati9969@gmail.com

² Universitas Negeri Padang, Padang, Indonesia; rakimahwati10@yahoo.com

ARTICLE INFO

Keywords:

Media;
Recognize letters;
Storytelling

Article history:

Received 2023-07-28

Revised 2023-09-18

Accepted 2023-12-20

ABSTRACT

Language is a verbal communication medium that humans use to interact with each other. Early childhood language development includes four developments: listening, speaking, reading, writing, and recognizing letters by reading. The purpose of this study was to find out how much influence the letter glove media has on the ability to recognize letters in kindergarten-aged children aged 4-5 years. This type of research is experimental research using a one-group design with pretest and posttest through observation sheets. From the results of the research and from the discussion, it was concluded that the ability to recognize children's letters before being given treatment through the media of letter gloves with the storytelling method was considered low. This was seen from the individual categories of children, namely 20 children who were categorized as medium 25%, low 75%, and high 0%. After going through the letter glove media with the storytelling method, the child's ability to imprint letters increased, namely 60% Medium was categorized as high, 40% was categorized as medium, and no children were in the low category.

This is an open access article under the [CC BY-NC-SA](#) license.



Corresponding Author:

Widawati

Universitas Negeri Padang, Padang, Indonesia; widyawati9969@gmail.com

1. INTRODUCTION

Early childhood education is the first education given to children children in order to form them into perfect and plenary human beings at the time which will come. According to (Nengsi & Eliza, 2019), Early childhood education is very important education for children in the next life. The quality of experience that children get at an early age will make it more meaningful to achieve its future. Seriousness holistically carried out in all aspects or components of education, starting from the planning stage, implementation to the evaluation stage. According to (Rakimahwati, 2012) said early age is a very important age for inculcating moral, cultural and other values. Coaching in early childhood education is carried out to help with physical and spiritual growth and development so that children are ready to face further developmental tasks (Sumarsih, Nurmalina, & Astuti, 2018). Early childhood education focuses on laying the groundwork for physical growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitudes and behavior as well as religion) language and communication,

according to the uniqueness and stages of development that children go through (Rakimahwati, Lestari, & Hartati, 2018).

One of the developments in Kindergarten is the aspect of language. The development of language aspects includes three important basic abilities, namely receptive language skills (receiving language), the ability to express language and literacy. Language is a verbal communication medium that humans use to interact with each other. Language is also a means of expressing ideas, knowledge and the ability to think and feel (Anggraini, 2021). Apart from that, language is also used by humans to understand thoughts and feelings and establish relationships with other people (Anggraini, 2021). A person's language develops with increasing age and environmental influences (Dewi, Yulianingsih, & Hayati, 2019). Basically, early childhood language development includes four developments, namely (1) listening, (2) speaking, (3) reading, and (4) writing. The four developments are one unit and one series in the development of children's language. Educators cannot only stimulate one without affecting the development of others (French, 2019).

Early childhood language development leads to readiness to learn to read which is related to the senses such as hearing and sight using printed media for children's knowledge of letters so that readiness to learn to read depends on intelligence, nervous muscles, physical maturity (Handayani & Nurhafizah, 2019). Opinion of (Trimantara, Mulya, & Liyana, 2019), language skills possessed by children are the ability to speak or interact with their group, the ability to write, listen, recognize letters by reading. Furthermore, according to (Sari & Oktamarina, 2022) language development has achievements in early reading, namely: well-known letter symbols that children can call, are able to recognize the sound of the initial letters of names of objects in the child's environment, are able to name the classification of images that have the sound of letters that are the beginning is the same, the correlation of sound and letter shape, reading and writing own name, and being able to understand the meaning of the words in a story.

Based on observations made at Kindergarten Pembina 3 in Pekanbaru City, it was found that early childhood had not mastered the concept of letter recognition. So far, the learning methods used by teachers mostly use student worksheets and simple educational game tools. These activities are felt to be monotonous and not in accordance with the concept of early childhood learning which should involve children actively in a pleasant atmosphere. The results of initial observations made by (Ayuni, Zudeta, & Pahrul, 2023) found that there were children who still had difficulty reading early, the data obtained was that 14 children were unable to read while 6 were able to read. This is caused by children having difficulty recognizing letters, having difficulty distinguishing and naming letters that are almost the same in shape, namely d, b, p, q and m, n, w, and when children read there are still letters that are difficult to read and missing letters in reading. This is because the methods and media used by teachers are still conventional.

Learning methods and media greatly influence children's development ((Sujiono, 2013)). If the teacher has information, media and technology skills, the teacher can easily help children construct the information and knowledge they (Şengül S. Anagün, 2018; Balcikanli, 2015). The storytelling method is a method that is able to develop children's language skills, especially listening skills and speaking skills. In line with this, the use of the storytelling method can improve language skills and instill morals in children (Aisyah, 2017). (Lisenbee & Ford, 2018) describes his experience studying with students at The Pittsburgh Public School District with storytelling methods that are adapted to the characteristics of children, can increase motivation and performance for students who have deficiencies in math skills, reading skills, and writing. Storytelling can help teach students to listen to their language skills and help deepen the characteristics in stories and broaden their understanding. (Kurniawati, Tirtayani, & Darsana, 2018) explained that storytelling helps develop fluency, increases vocabulary, and helps remember words.

Letter glove media is an early childhood learning media in the form of pieces of letters made of flannel that can be glued to gloves, where the letters can be interchanged. This media is a modification of letter cards that use paper. According to (Lestari, 2014) the use of flashy and colorful letter cards will

stimulate children's interest in getting to know the letters on the card. This media presentation uses the storytelling method, the storytelling method itself is done to attract children's interest and attention to one source.

Using alphabet cards can also improve children's reading skills, this is because the alphabet cards used contain letters or symbols written in attractive colors (Widat et al., 2022). Alphabets written on cards in attractive colors will make children interested. to pay attention to the letters and children will more easily memorize the letters displayed. The aim of applying these alphabet cards is that children can not only arrange letters but can spell and read words (Bisri, 2019). The use of alphabet cards as a medium for learning and playing apart from improving reading skills, alphabet cards can also improve children's emotional abilities (Hidayati et al., 2019). Astuti et al (2021) found that there was a positive relationship between the use of alphabet card media and reading comprehension in children aged 5-6 years.

Based on the explanation of these problems, it is felt that the development of media that is appropriate to the stage of child development in learning letter recognition is very necessary. Therefore, through this research, researchers will use letter gloves media with the storytelling method to see the effect on the ability to recognize letters in children aged 4-6 years in Pekanbaru City.

2. METHODS

The type of research used in this research is research with an experimental approach, namely research that tries to find the influence of certain variables on other variables under strictly controlled conditions. This research is intended to determine the influence of storytelling media on letter recognition abilities in children in kindergarten. The research design used in this research is a true experimental design with a Pretest-Posttest Control Group Design. This Design Model can be described as follows:

Table. 1 One group pre-test post-test design

Pre-test	Treatment	Post-Test
O1	X	O2

The data used in this research is primary data. Primary data is data obtained from children directly to obtain data regarding the level of learning motivation of children aged 4-5 years at the Pembina 3 State Kindergarten, Pekanbaru City. Research instruments are tools used to collect data so that research can be carried out easily. Data collection techniques in this research were observation and children's work. Observations were carried out to collect data regarding the influence of hypnoteaching methods on children's learning motivation. For this reason, data collection tools/instruments are needed. The data collection tool used was an observation sheet prepared and developed by the researcher. The type of data taken is quantitative data.

Table 2. Observation sheet Ability to Recognize Letters for Children Aged 4-5 Years Before Action

No.	Indicator
1	Children can recognize vowel symbols
2	Children Can Recognize the symbols of consonants
3	Able to distinguish the letters "b" with "d"
4	Children are able to write their own name
5	Children recognize the initial letters of words from objects

In this study, the Wilcoxon Signed Rank Test data analysis technique was used to compare two related samples if the data is in ordinal (tiered) form. To see whether there is an influence of the Hypnoteaching method before and after treatment

3. FINDINGS AND DISCUSSION

Data analysis was performed using the t-test statistical technique with the help of SPSS for windows release 20. The t-test statistical technique was used to test the differences before and after the action. The purpose of this study was to find out the effect of letter glove media using the storytelling method on the ability to recognize letters in children aged 4-5 years. The study consisted of two tests, namely the pre-test and post-test in the experimental group, namely the children of Pembina 3 Public Kindergarten, Pekanbaru City, which consisted of 20 children. For this purpose, manipulation of the ability to recognize letters is carried out by providing treatment through the media of letter gloves to introduce letters to children. The difference in pre-test and post-test results, because they were obtained after treatment, reflects a significant change in introducing children's letters with the storytelling method. If the post test results are higher, this means that the letter glove media with the storytelling method has a positive effect on recognizing letters in children. An overview of the research data in general can be seen from the research data description table, where the basic statistical functions can be seen from the data.

Table 3. Description of Research Results

Variable	Score is possible (Hipotetik)				Score obtained (Empiric)			
	X_{min}	X_{max}	Mean	SD	X_{min}	X_{max}	Mean	SD
Pre Test	7	19	12,5	2	7	12	9	1,830
Post Test	7	19	12,5	2	11	19	15,3	1,977

When the researchers observed the ability to recognize children's letters, it was found that many children could not recognize the various letters, such as distinguishing the letters b from d, many children could not imitate the shapes of letters. The implementation of the pre test was given 5 statement items about the ability to recognize letters in children. The results of the pre test research can be seen in the table below:

Table 3. Ability to Recognize Letters for Children Aged 4-5 Years Before Action

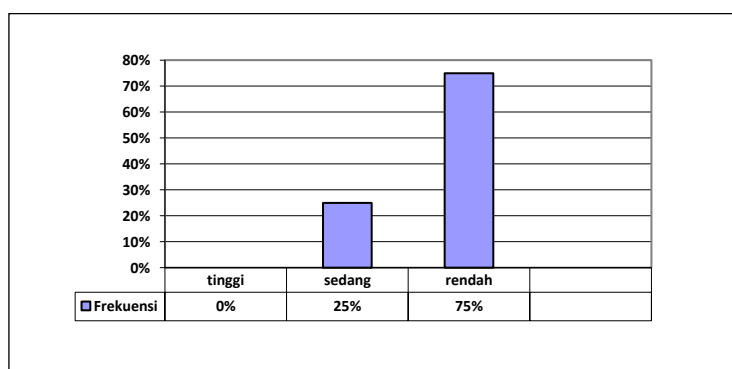
No.	Indicator	Score Actual	Score Ideal	%	criteria
1	Children can recognize vowel symbols	44	80	55	BSH
2	Children Can Recognize the symbols of consonants	40	80	50	MB
3	Able to distinguish the letters "b" with "d"	31	80	38,75	MB
4	Children are able to write their own name	30	80	37,75	MB
5	Children recognize the initial letters of words from objects	32	80	40	MB

Based on the table above, it is obtained that the level of ability to recognize children's letters before the action is seen from the criteria for each indicator, it is obtained Starting to Develop (MB) and Developing According to Expectations (BSH). There is no Very Well Developed (BSB) and Not Yet Developed (BB).

Table 4. General Description of the Ability to Recognize Children's Letters Before Using Letter Glove Media

No.	Category	Score Range	F	%
1.	Tall	$X > 14,5$	0	0%
2.	Currently	$10,5 < X < 14,5$	5	25%
3.	Low	$X < 11,5$	15	75%

Based on the table above, it can be seen that the level of gross motor skills of children before using the letter glove media, there are no children in the high category, children who are in the medium category are 5 or 25% of children, who are in the low category are 15 children or 75% , for more details can be seen in the following graph:

**Figure 1.** Graph of Percentage of Ability to Recognize Children's Letters Before Applying Letter Glove Media

Furthermore, treatment was given, namely using letter gloves as the media with the story telling method. Based on the results of previous calculations, it can be seen that the ability to recognize children's letters in Pembian 3 Public Kindergarten in Pekanbaru City before using the letter glove media with the storytelling method is considered low. This can be seen in the results of the calculations

in the table above, children who are in the high category 0% are 25%, low are 75%. However, after the Pembian 3 Public Kindergarten children in Pekanbaru City used teacher gloves with the storytelling method, it can be seen in the table below:

Table 5. Ability to Recognize Letters for Children Aged 4-5 Years After Action

No.	Indicator	Score Actual	Score Ideal	%	criteria
1	Children can recognize vowel symbols	70	80	87,5	BSB
2	Children Can Recognize the symbols of consonants	64	80	80	BSB
3	Able to distinguish the letters "b" with "d"	58	80	72,5	BSH
4	Children are able to write their own name	57	80	71,25	BSH
5	Children recognize the initial letters of words from objects	57	80	71,25	BSH

Based on the table above, the level of ability to recognize children's letters after the action is obtained from the criteria for each indicator. There are 2 indicators for Very Good Development (BSB). Developing According to Expectations (BSH), there are 3 indicators, while Starting to Develop (MB) and Not Yet Developing (BB) do not exist.

Table 6. General Description of the Ability to Recognize Children's Letters After Using Letter Glove Media

No.	Category	Score Range	F	%
1.	Tall	$X > 14,5$	12	60%
2.	Currently	$10,5 < X < 14,5$	8	40%
3.	Low	$X < 11,5$	0	0%

Based on the table above, it can be seen that the ability to recognize children's letters after using the letter glove media with the storytelling method is in the high category 12 children or 60% who are in the medium category 8 children or 40% and in the low category 0% or not There are more. For more details can be seen in the following graph:

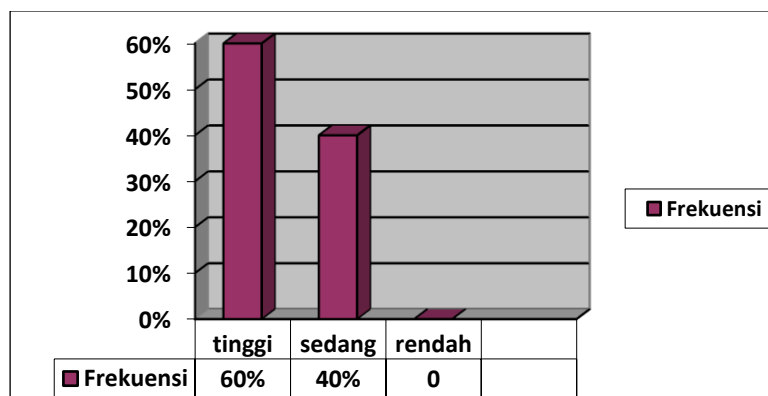


Figure 1. Graph of Percentage of Ability to Recognize Children's Letters After Applying Letter Glove Media

Testing the hypothesis in this study using the Wilcoxon test method. To see the difference before and after treatment and to see how much influence the letter glove media has with the storytelling method. Before looking at whether there is an effect on the ability to recognize children's letters before and after the experiment, it is necessary to look at the relationship between the pretest and posttest data, as shown in the table below:

Table 7. Paired Sample Correlation

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	posttest & pretest	20	.779	.000

Based on the table above, it can be seen that the correlation coefficient of the pretest and posttest data is $r = 0.779$ and $p = 0.000$. because the value of $p < 0.05$, H_a is accepted that there is a significant difference in the ability to recognize children's letters after being influenced by using letter gloves media with the storytelling method.

Table 8. Wilcoxon Signed Ranks Test

Test Statistics ^b	
postes – Preetest	
Z	-3.956 ^a
Asymp. Sig. (2-tailed)	.000

Provided that the significance is $0.000 < 0.05$, then H_a is accepted and H_o is rejected, meaning that the hypothesis states that there is a difference in the ability to recognize children's letters after using letter gloves media with the storytelling method. The table above shows an average difference of -3.956a and a sig (2 tailed) value of 0.000. This means that the sig value < 0.05 so that h_a is accepted and h_o is rejected. So it can be concluded that there is an influence on children's ability to recognize letters by using letter cover media with the storytelling method.

The results of observations on children's ability to recognize letters before using the story method letter cover media for each indicator were classified as Starting to Develop (MB) and Developing According to Expectations (BSH), before using the story method letter cover media, it was found that the medium category was 5 or 25% of children, who 15 children or 75% are in the low category. Then the researcher used the story method letter cover media, it was seen that each indicator had increased, namely Developing Very Well BSB) there were 2 indicators, Developing According to Expectations (BSH) 3 indicators, Starting to Develop and Not Yet Developing (BB) none, so it was in the high category 12 children or 60% who are in the medium category 8 children or 40%. Based on the results of the Wilcoxon test, there was a significant difference before and after the ability to recognize letters was given letter treatment using the storytelling method. In this case, the average score of children's ability to recognize letters through the medium of letters using the storytelling method experienced an increase in the score from the posttest measurements. Activities to develop early childhood language skills, especially recognizing letters, through the storytelling method using letter covers. The storytelling method makes children focus and feel comfortable in participating in the learning process. The application of letter cover media using the storytelling method is one of the educational innovations that supports active, innovative, creative and fun learning and is student-centred.

The application of letter cover media with the storytelling method has long been used by teachers in developing children's language, especially in the ability to recognize letters. (Muallifah, 2018) suggests that this method is very appropriate for teachers to use in developing children's abilities. The

storytelling method is very useful in the implementation of learning as stated by Loban (Aulia, Suwatno, & Santoso, 2018) that storytelling can be a motivation to develop awareness, expand the imagination of children, parents or activate storytelling activities on various occasions such as when children are playing, children are sleeping or teacher giving information to children. Likewise, using the letter glove media with the storytelling method trains listening skills, develops children's vocabulary, and improves their verbal memory (Roden, Kreutz, & Bongard, 2012). (Fauziah, Wahyuningsih, & Hafidah, 2020) revealed that using methods and media can also make learning activities more interesting and motivating and further develop children's curiosity in learning activities. Likewise, according to this model it offers many opportunities for students in the early stages of development to practice listening and communicating skills. The storytelling method with instrumental music in improving children's listening and speaking skills is a combination of two learning methods with their respective advantages.

Utilizing storytelling to provide knowledge and understanding to children is strengthened by creating a fun learning environment and adding instrumental music. This condition will change the child's learning atmosphere by not only listening to the teacher's voice when telling a story. The interaction of the teacher's voice that children listen to every day is one of the things that can cause a child's disinterest in listening, but it will be different when learning variations are given according to children's interests. Early childhood learning activities must be as interesting as possible so that learning activities can be successful and improve children's speaking skills. Media can be said to be a tool that can be an intermediary in learning activities (Nurhayati & Wahyuni, 2020). Through the use of letter gloves with the storytelling method, children can better understand and recognize their own letters, which will be used as letter glove media to tell stories. (Faridawati, Eliyawati, & Rudiyanto, 2019) said that basically, children's work is made through forming, compiling or constructing activities that will provide opportunities for children.

The letter glove media with the storytelling method in increasing the recognition of letters in children combines two learning methods with each of their advantages. Utilizing storytelling to provide knowledge and understanding to children is strengthened by creating a fun learning environment. This condition will change the child's learning atmosphere by not only listening to the teacher's voice when telling a story. The interaction of the teacher's voice that children listen to every day can cause a child's disinterest in listening, but it will be different when learning variations are given using media that suit children's interests.

4. CONCLUSION

This research shows changes in the ability to recognize glove letters media in children. It can be seen from the individual analysis that on average, each child in the study experienced an increase in their ability to recognize children's letters, although this increase varied. The increase in the ability to recognize letters can be seen from the increasing enthusiasm of children using letter cover media with this storytelling method. The results of the research show that there is an influence of letter cover media with the storytelling method on students' ability to recognize letters. This can be seen from the ability to recognize letters in children who received treatment in the form of using letter cover media with the storytelling method which experienced positive changes and increased. The application of letter cover media using the storytelling method is a combination of two learning methods which play a role in creating a pleasant learning atmosphere by using media and training the ability to recognize letters through the storytelling method which also has an impact on learning. The ability to recognize letters in children in kindergarten.

REFERENCES

- Aisyah, A. (2017). Permainan Warna Berpengaruh Terhadap Kreativitas Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 1(2), 118. <https://doi.org/10.31004/obsesi.v1i2.23>
- Anggraini, N. (2021). Peranan Orang Tua Dalam Perkembangan Bahasa Anak Usia Dini. *Metafora: Jurnal Pembelajaran Bahasa Dan Sastra*, 7(1), 43. <https://doi.org/10.30595/mtf.v7i1.9741>
- Astuti, A.W, Drupadi, R. Syafrudin, U. (2021). Hubungan Penggunaan Media Kartu Huruf dengan Kemampuan Membaca Permulaan Anak Usia 5-6 Tahun. *KINDERGARTEN: Journal of Islamic Early Childhood Education*, 4(1), 73–81. <https://doi.org/http://dx.doi.org/10.24014/kjiece.v4i1.11958>
- Aulia, M., Suwatno, S., & Santoso, B. (2018). Meningkatkan Keterampilan Komunikasi Lisan Melalui Metode Storytelling. *Jurnal MANAJERIAL*, 17(1), 110. <https://doi.org/10.17509/manajerial.v17i1.9780>
- Ayuni, D., Zudeta, E., & Pahrul, Y. (2023). Metode Struktural Analitik Sintetik (SAS) Pada Kemampuan Membaca Awal Anak Usia 5-6 Tahun. *Journal on Teacher Education*, 4(3), 722–729. Retrieved from <http://journal.universitaspahlawan.ac.id/index.php/jote/article/view/13100>
- Balcikanli, C. (2015). Prospective English language teachers ' experiences in Facebook: Adoption, use and educational use in Turkish context. *International Journal of Education and Development Using Information and Communication Technology*, 11(3), 82–99.
- Bisri, N. L. (2019). Media Belajar Kartu Huruf Untuk Mengatasi Kesulitan Belajar Membaca Qudwatuna: *Jurnal Pendidikan Islam*, II(2), 162–174. <https://ejournal.uin-suska.ac.id/index.php/KINDERGARTEN/article/view/11958>
- Dewi, A. K., Yulianingsih, Y., & Hayati, T. (2019). Hubungan Antara Penggunaan Gadget dengan Perkembangan Bahasa Anak Usia Dini. (*JAPRA*) *Jurnal Pendidikan Raudhatul Athfal (JAPRA)*, 2(1), 83–92. <https://doi.org/10.15575/japra.v2i1.5315>
- Faridawati, R., Eliyawati, C., & Rudiyanto, R. (2019). Meningkatkan Kemampuan Berbicara Anak Usia Dini Melalui Metode Bercerita Menggunakan Media Hasil Karya Anak. *Edukid*, 14(1), 208–213. <https://doi.org/10.17509/edukid.v14i1.17086>
- Fauziah, Z., Wahyuningsih, S., & Hafidah, R. (2020). Metode Sosiodrama Untuk Meningkatkan Keterampilan Berbicara Pada Anak Usia 5-6 Tahun. *Kumara Cendekia*, 8(2), 222-241. Retrieved from <https://jurnal.uns.ac.id/kumara/article/viewFile/39266/27418>
- French, A. (Ed. . (2019). *Early Modern Childhood: An Introduction*. Routledge.
- Handayani, A., & Nurhafizah. (2019). Peningkatan Kemampuan Mengenal Huruf Melalui Permainan Kantong Ajaib Di Taman Kanak-Kanak Sadar Bhakti Kecamatan Talamau. *JRTI (Jurnal Riset Tindakan Indonesia)*, 4(1), 44–50. Retrieved from <https://jurnal.iicet.org/index.php/jrti/article/view/386>
- Hidayat, A., Abubakar, S. R., & Dewi, M. (2018). Kemampuan Membaca Permulaan Melalui Media Gambar. *Jurnal Riset Golden Age PAUD UHO*, 1(3), 247–281. <https://ejournal.undiksha.ac.id/index.php/JJL/article/view/17388>
- Kurniawati, L. P. R., Tirtayani, L. A., & Darsana, I. W. (2018). Pengaruh Metode Bercerita terhadap Kemampuan Menyimak Pada Anak Kelompok B di PAUD Gugus Anggrek Kecamatan Kuta Utara Tahun Pelajaran 2017/2018. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 6(1), 95–104.
- Lestari, S. W. (2014). Penerapan Model Pembelajaran M-APOS Dalam Meningkatkan Pemahaman Konsep Dan Motivasi Belajar Kalkulus II. *Jurnal Pendidikan Dan Keguruan*, 1(1), 209688.
- Lisenbee, P. S., & Ford, C. M. (2018). Engaging Students in Traditional and Digital Storytelling to Make Connections Between Pedagogy and Children's Experiences. *Early Childhood Education Journal*, 46(1), 129–139. <https://doi.org/10.1007/s10643-017-0846-x>
- Muallifah. (2018). Storytelling Sebagai Metode Parenting. *Jurnal Psikoislamika*, 10, 6.
- Nengsi, M. I., & Eliza, D. (2019). Pelaksanaan Pengembangan Karakter Peduli Lingkungan Bagi Anak dalam Konteks Alam Takambang Jadi Guru. *Aulad : Journal on Early Childhood*, 2(2), 28–40. <https://doi.org/10.31004/aulad.v2i2.32>

- Nurhayati, S., & Wahyuni, I. W. (2020). *Pengembangan Kemampuan Anak Usia 5-6 Tahun*. 5(1), 82–90.
- Rakimahwati, Lestari, N. A., & Hartati, S. (2018). Rakimah. *Pengaruh Kirigami Terhadap Kemampuan Motorik Halus Anak Di Taman Kanak-Kanak*, 2(1), 102–110. <https://doi.org/https://doi.org/10.31004/obsesi.v2i1.13>
- Rakimahwati, R. (2012). *Model Pembelajaran Sambil Bermain pada Pendidikan Anak Usia Dini*.
- Roden, I., Kreutz, G., & Bongard, S. (2012). Effects of a school-based instrumental music program on verbal and visual memory in primary school children: A longitudinal study. *Frontiers in Psychology*, 3(DEC), 1–9. <https://doi.org/10.3389/fpsyg.2012.00572>
- Sari, L. P., & Oktamarina, L. (2022). Pengaruh Pemanfaatan Media Audio Visual Terhadap Kemampuan Membaca Permulaan Anak Usia 5-6 Tahun Di Paud Kb Tunas Harapan Muara Enim Tahun 2021. *ULIL ALBAB: Jurnal Ilmiah ...*, 1(4), 559–567. Retrieved from <http://www.ulilalbabinstitute.com/index.php/JIM/article/view/162%0Ahttp://www.ulilalbabinstitute.com/index.php/JIM/article/download/162/134>
- Şengül S. Anagün. (2018). Teachers' Perceptions about the Relationship between 21st Century Skills and Managing Constructivist Learning Environments. *International Journal of Instruction*, 11(4), 825–840. Retrieved from www.e-iji.net
- Sujiono, Y. N. (2013). *Konsep Dasar Pendidikan Anak Usia Dini*. PT Indeks.
- Sumarsih, S., Nurmalina, N., & Astuti, A. (2018). Meningkatkan Kemampuan Kognitif dalam Mengenal Warna dengan Metode Eksperimen. *Aulad: Journal on Early Childhood*, 1(1), 72–77. <https://doi.org/10.31004/aulad.v1i1.8>
- Trimantara, H., Mulya, N., & Liyana, U. (2019). perkembangan dengan pesat dan fundamental . Proses pertumbuhan dan perkembangan arbitrer dan digunakan oleh sekelompok masyarakat untuk berinteraksi dan untuk berkomunikasi dengan orang lain , yang berguna untuk mentransfer berbagai ide sarana bermain yan. *Ilmiah Pendidikan Anak Usia Dini*, 2(1), 25–34.
- Widat, F., Anwar, H., Anshori, A., & Istiqamah, N. (2022). Pengenalan Budaya Membaca pada Anak Usia Dini melalui Media Permainan Kartu. 6(4), 135–144. <https://doi.org/10.31004/obsesi.v6i4.2028>