

Development of Three-Language Storybooks as a Medium for Children's Language Learning

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ARTICLE INFO

Keywords:

Trilingual Storybook;
Learning Media;
Children's Language

Article history:

Received 2022-11-14

Revised 2023-03-27

Accepted 2023-06-11

ABSTRACT

Language in early childhood is very important to be stimulated early. So early childhood language learning must be innovative because the language will continue to develop. This study aims to design and develop trilingual storybook media as an alternative to children's language learning media that can stimulate children's language with foreign languages, namely Indonesian, English and Arabic. This research uses a development research method, namely R&D (Research and Development) developed by Dick and Carry, namely the ADDIE model. The subject of the study was Raudhatul Athfal in Yogyakarta. The object of research is the feasibility of a trilingual storybook media for children's language learning which will be seen in terms of validity and effectiveness in learning in schools. Data collection techniques use questionnaires. Data analysis using quantified data. Based on the results of the analysis of material validation, media and effectiveness and obtained the following values: validation of Indonesian material (85%), validation of English material (95%), validation of Arabic material (85%), media validation (82%) and effectiveness value (90%). The evaluated quality of the created and validated media indicates that it should be used to teach children's language. This book offers new approaches to education, such as creating a storybook in three languages to help kids learn more about the world around them. The next linguist will be able to compile a collection of tales in some of those other languages.

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1. INTRODUCTION

Early childhood language is part of linguistic studies, which is an important issue to study. Language learning must have innovations in learning because the language will continue to develop throughout time. Every child has their own intelligence from birth that develops rapidly during the golden age so it is important to provide stimulation at this time (Uce, 2017). One of the intelligence that children have is linguistic intelligence. Introducing linguistics to children must be done in a comfortable and comforting atmosphere (Aji, Warjiyono, & Ardiansyah, 2017). Linguistic intelligence is synonymous with language ability. Language is a communication tool used to convey meaning and

information to others and build interaction between each individual. The child's language development develops from a simple level to a complex level.

Given the ability to communicate in other languages, children will be less likely to have difficulty expressing their ideas and thoughts, allowing them to more quickly receive support and consideration from others, such as their teachers or older, more experienced peers (Brantasari, 2022). Language skills demonstrate complex human abilities so that language can develop rapidly from early childhood. Through hands-on practice, language development starts from a simple environment (Anggraini, Yulsyofriend, & Yeni, 2019). Children learn through language so children need to be given the opportunity to express feelings, and experiences that have been gained by children. Language is very important for humans, because without language, humans also cannot get along with each other. Children's language skills will be more effectively stimulated when the teacher tests the child to retell the content of the story simply. Linguistic verbal intelligence is the ability to use language, including the mother tongue and other foreign languages, to express what is thinking about and understand others (Sidabutar, Khadijah, & Sitorus, 2019).

Learning media is a suggestion used in conveying knowledge educators carry to students. With learning media provided by educators, it can stimulate aspects of child development and make it easier for teachers in the learning process (Maghfiroh & Suryana, 2021). With the learning media used, it can make it easier for educators and parents to provide education to children. The development of animation-based animation media can improve children's linguistics so that with this learning media can stimulate language in children (Lestari, 2021). The role of the teacher affects the level of children's language skills. One of the media that teachers can use is picture storybooks in children's language development by interacting in the form of questions and answers to children when the teacher tells stories (Afrida, Fakhriah, & Fitriani, 2016). The teacher's ability to acquire children's language can manage role-playing learning, which is one of the attractions of children so it can affect children's language skills by interacting with each other's peers (Hasanah, 2020). In language learning, you can also use the singing method using image card media, with this media it can increase early childhood language skills (Dea, Setiawan, & Asmiyati, 2020). Finger puppet learning media can develop children's language using the storytelling method, and children also tell each other stories (Hasanah & Harmawati, 2018).

Media is a means that can be used to convey messages, and stimulate children's thoughts, feelings and abilities so as to obtain activities that are stimulated by educators to children (Maghfiroh & Suryana, 2021). While learning is a conscious effort of a teacher to impart knowledge to students. So that learning media is a suggestion used in conveying knowledge by educators to students. With learning media provided by educators, it can stimulate aspects of child development and make it easier for teachers in the learning process. Educators need to design learning media in stimulating children's language development properly, in order to be able to foster children's understanding and add vocabulary to other children so that children are more communicative in communicating with people. One of the learning media that educators can use is storybooks using the storytelling method. Educators need to design learning media to stimulate children's linguistics properly, so as to be able to grow children's understanding and increase children's vocabulary. One method that can be used in developing linguistic intelligence is the storytelling method (Nur Tanfidiyah & Ferdian Utama, 2019). The method of telling stories helps the child learn the language in a fun and not boring way. In order for storytelling to be an interesting learning activity, educators need to prepare learning media so that it can be used as a medium in telling stories and encouraging children's attraction in hearing stories and helping children in describing the storyline.

The preceding explanation suggests that fostering a kid's linguistic abilities from an early age is crucial since this paves the way for the child to better communicate with others and grow intellectually throughout their lifetime. This research aims to create trilingual (Indonesian, English, and Arabic) storybook media as an alternative to current methods of teaching children a foreign language. My Limb is the trilingual title of a storybook written by researchers. It is widely accepted that the Early Childhood

Education (PAUD) educational setting and the best place for children to reach their full potential as learners. A child's education is greatly aided by the usage of learning media, which supplements classroom instruction. The findings presented here support the hypothesis that exposing children to three-language storybook media both stimulates and suppresses their linguistic development while also boosting their vocabulary in the target language.

2. METHODS

This research was conducted using a research method for the development of learning media called R&D (Research and Development). This study uses research developed by Dick and Carry, namely the ADDIE model. As the name implies, ADDIE consists of Analysis, Design, Development, Implementation, and Evaluation (Sugiyono, 2016). This research aims to develop and produce a product. The procedure of this research is carried out until the development stage. Product validation is performed by three material expert validators and one media expert validator. The subject of the study were 11 children in Raudhatul Athfal Yogyakarta. The object of research is the feasibility of a trilingual storybook media for children's language learning which will be seen in terms of validity and effectiveness in learning in schools. Data collection techniques use questionnaires. Questionnaires are used to measure the validity and feasibility of a trilingual storybook product. Data analysis uses quantifiable data, namely score data from assessments by material expert validators, media experts and class B1 teachers. To find out the percentage of validity, use the calculation formula as follows:

Percentage of overall ideality

$$\text{Percentage} = \frac{\text{Overall average score}}{\text{Maximum ideality score}} \times 100\%$$

A product is said to be eligible if the assessment score meets the eligibility requirements and is said to be valid or invalid in the trilingual storybook:

Table 1. Media Eligibility Criteria for Three-Language Storybooks (Arikunto, 2010)

No	Percentage score (%)	Criteria
1	81-100 %	Excellent
2	61-80 %	Good
3	41-60 %	Enough
4	21-40 %	Less
5	0-20 %	Very less

3. FINDINGS AND DISCUSSION

3.1 Analyze

The observations showed that learning only uses media sober and no storybook media that uses three languages: Indonesian, English and Arabic. It is causes a lack of one of the media that can stimulate language and addition of children's vocabulary in three languages. Therefore, researchers utilizing the medium of a trilingual storybook themed about my limbs as one of the solutions in learning as media Innovation for trilingual-based early childhood language development, namely Indonesian, English and Arabic.

3.2 Design

Utilizing the media of a trilingual storybook with the theme of my limbs as one of the solutions in learning as an innovation in three-language-based learning media, namely Indonesian, English and Arabic. The media design of the trilingual storybook began from September 20, 2022, to October 30, 2022. This trilingual storybook media is designed in the form of book printouts so that it can be used as a reference for educators and parents in providing children's language stimulus, and it is hoped that this book can be published and disseminated to educational institutions and children's parents. This

book was designed using the Microsoft Publisher 2010 application, while the illustrative images use the Corel Draw X7 application.



Figure 1. Design Using Microsoft Publisher 2010

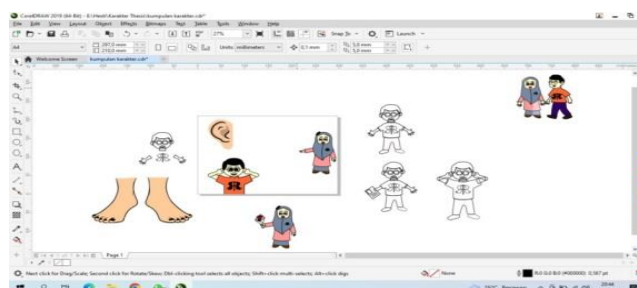


Figure 2. Design Using Coreldraw X7

3.3 Development

Development is carried out after a mature design process. Researchers compile, design and develop the media of this trilingual story book themselves with the help of input from material experts and media experts. Validation is carried out with the aim of seeing how the feasibility and level of validity of a trilingual storybook medium. So that this media is used by many people, the trilingual storybook media has strong and good credibility. The following are the results of validity tests by material experts and media experts. The following is the value of the validation results by material experts and media experts.

Table 2. Validation Results from Indonesian Material Expert

No	Assessment elements	Assessment score				
		1	2	3	4	5
1	Conformity of the Trilingual Storybook media material with the purpose as a linguistic learning medium				√	
2	The suitability of the material provided in the Trilingual Storybook media with the level of child development				√	
3	The attractiveness of the material in motivating children to learn					√
4	Compatibility with everyday life				√	
5	The accuracy of the Indonesian used				√	
6	Clarity of illustrative images					√
7	Vocabulary conformity				√	
8	Able to develop aspects of children's language development				√	
9	Able to develop more than one aspect of child development				√	
10	Adding knowledge to children					√
11	Language compatibility that is easy for the child to understand				√	
12	The material discussed can increase the knowledge of educators and parents.				√	
	Sum				36	15
	Total Score				51	
	Percentage				85%	

The validity test results based on Indonesian material experts in the trilingual storybook media obtained the overall ideal percentage result of 85%. Based on these results, the trilingual storybook media is included in the very good materially Indonesian category. Nevertheless, Indonesian material expert still provides criticism and advice related to the trilingual storybook media, namely: Mom will give criticism and suggestions to this trilingual storybook, the first of which is good, interesting, and easy to understand by looking at illustrative pictures to make children motivated in learning. But there is little use of the word "I" in this trilingual storybook. It would be nice if the word "I" was replaced with the word "I" because the use of the word "I" is more polite and can educate anan-children early on to instil first-person pronouns by using the word "I".

Table 3. Validation Results from Inggris Material Expert

No	Assessment elements	Assessment score				
		1	2	3	4	5
1	Conformity of the Trilingual Storybook media material with the purpose as a linguistic learning medium					√
2	The suitability of the material provided in the Trilingual Storybook media with the level of child development					√
3	The attractiveness of the material in motivating children to learn					√
4	Compatibility with everyday life				√	
5	Accuracy of the Inggris used					√
6	Clarity of illustrative images				√	
7	Vocabulary conformity					√
8	Able to develop aspects of children's language development					√
9	Able to develop more than one aspect of child development					√
10	Adding knowledge to children					√
11	Language compatibility that is easy for the child to understand				√	
12	The material discussed can increase the knowledge of educators and parents.					√
	Sum				12	45
	Total Score				57	
	Percentage				95%	

The validity test results based on English material experts on the trilingual storybook media obtained the overall ideality percentage result of 95%. These findings suggest that trilingual storybook media should be considered among the best in Indonesia. Despite this, Indonesian content specialists keep offering feedback on the following trilingual storybook media: The testing period was sufficient, and my proposal is that more easy language be added to AUD, which is of great relevance to AUD, teachers, and the community at large. He hoped that "the end result will be challenging, fruitful, and arousing" for everyone involved.

Table 4. Validation Results from Arabic Material Expert

No	Assessment elements	Assessment score				
		1	2	3	4	5
1	Conformity of the Trilingual Storybook media material with the purpose as a linguistic learning medium					√
2	The suitability of the material provided in the Trilingual Storybook media with the level of child development				√	
3	The attractiveness of the material in motivating children to learn					√
4	Compatibility with everyday life				√	
5	Accuracy of the Arabic used				√	
6	Clarity of illustrative images				√	
7	Vocabulary conformity				√	

8	Able to develop aspects of children's language development	√	
9	Able to develop more than one aspect of child development	√	
10	Adding knowledge to children		√
11	Language compatibility that is easy for the child to understand	√	
12	The material discussed can increase the knowledge of educators and parents	√	
	Sum	36	15
	Total Score	51	
	Percentage	85%	

The validity test results based on Arabic material experts in the trilingual storybook media obtained the overall ideality percentage result of 85%. Based on these results, the trilingual storybook media is included in the very good materially Indonesian category. Nevertheless, Indonesian material experts still provide criticism and suggestions related to the trilingual storybook media: Arabic writing is too small and enlarged to make it clearer according to the child's age.

Table 5. Media Expert Validation Results

No	Assessment elements	Assessment score				
		1	2	3	4	5
1	The title of the Three-Language Storybook corresponds to the content of the material.				√	
2	Three-Language Storybooks have an interesting cover.				√	
3	Three-Language Storybooks are not boring to read.				√	
4	Three-Language Storybooks are able to convey an understanding of the limbs.				√	
5	Three-Language Storybook media according to linguistic learning objectives					√
6	Three-Language Storybooks are not dangerous for children.				√	
7	Three-Language Storybooks are easy for children to carry				√	
8	Using images that match the material					√
9	The attractiveness of the appearance of the Three-Language Storybook				√	
10	Suitability of colour selection				√	
11	Suitability of material selection and size				√	
12	Media Neatness of Three-Language Storybooks			√		
13	Media Durability of Three-Language Storybooks				√	
	Sum			3	40	10
	Total Score				53	
	Percentage				82%	

The validity test results based on media experts in the trilingual storybook media obtained the overall ideal percentage result has reached 82%. Based on these results, the trilingual storybook media is included in the excellent category as a medium. Nevertheless, media experts still provide criticism and suggestions related to the trilingual storybook media, namely: 1) so far it has been good, with little input, 2) on pages 23-28, the background is still not neat. There is a truncated part that is not suitable between the hill and the blue background. It is better to remove and leave the blue hill and background only, 3) pages 17-18, please adjust Rika's image in the right swipe so that when printed it is not cropped, 4) the front cover pattern, the image of 2 children and the author's name is lowered and adjusted so that it is not too close to the title.

The following are trilingual storybook media products after validation and assessment from material experts and media experts:

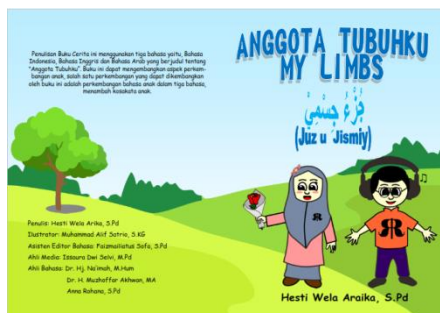


Figure 3. Front Cover and Back Cover of a Three-Language Storybook

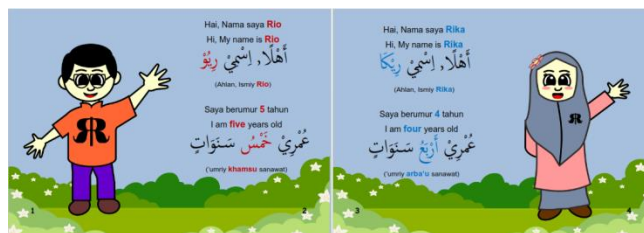


Figure 4. Introduction to Rio and Rika



Figure 5. Eye Limbs

Figure 6. Nasal Limbs



Figure 7. Oral Limbs

Figure 8. Ear Limbs

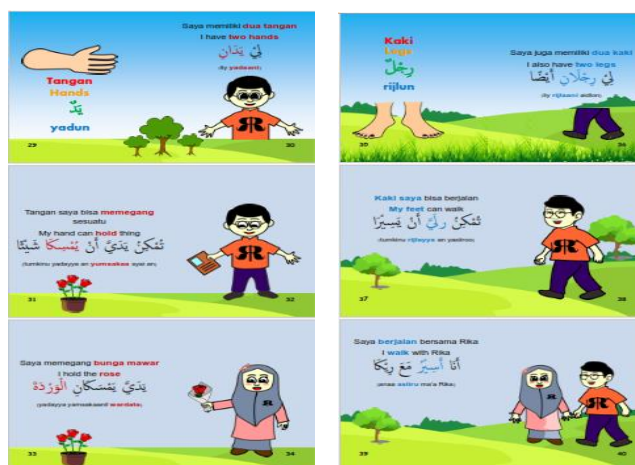


Figure 9. Hand Limbs

Figure 10. Leg Limbs

3.4 Implementation

Researchers provide stimuli first, such as asking the question of who created humans and telling the news child. After the researcher told the book, the researcher gave the opportunity for children to try the introduction of names using English and Arabic. Besides that, the researcher also gave children the opportunity to repeat simple stories using English and Arabic.



Figure 11. Implementation of Triilingual Storybook

Based on the implementation carried out, there are differences in children's responses to the media for the development of a three-lingual-based storybook entitled my Limbs using three languages. That this storybook is more conducive and effective given with not too many children, a maximum of 12 children and is done in a circle so that by using this book, children and readers are closer in interacting. The results of the effectiveness of this storybook learning media were obtained based on an assessment questionnaire based on the effectiveness of trilingual storybooks as learning media.

Table 6. Assessment Results on the Effectiveness of Three-Language Storybooks

No	Aspects	Assessment Score				
		1	2	3	4	5
1	Children hear well when read the media of a trilingual storybook				√	
2	Children's activeness in asking about images in the medium of a trilingual storybook					√
3	Children love to use trilingual storybooks					√
4	The child is able to mention Indonesian, English and Arabic about the limbs				√	
5	The child is able to repeat the story simply				√	
6	The child is able to name the functions of the limbs					√
Sum					12	15
Total Score					27	
Percentage					90%	

The results of the effectiveness test of the trilingual storybook media obtained a percentage result of 90%. Based on these results, the trilingual storybook media is included in the very good category as a language learning medium for children. Then the class teacher suggested that the use of trilingual storybook media is better not to apply to children of more than 20 people, because it is not effective if it is too crowded.

3.5 Evaluation

The learning media developed is in the form of a trilingual storybook (Indonesian, English and Arabic) which shows that the book is fulfilled as a medium for developing the developed language. The presentation of material applied to storybook learning media is in accordance with child development indicators. Furthermore, the learning media developed is declared valid and very good as a learning medium by material validators and media experts, but the parts of the learning media that must be improved are in accordance with the advice and input of expert validators. Trilingual storybooks were implemented in 11 children. In the learning process, researchers told stories using three languages then children repeated stories simply in three languages. So that the addition of vocabulary in three children's languages increases.

Based on relevant research, picture storybooks can improve children's language skills. However, in this study, researchers used trilingual storybooks as a medium for children's language learning that provides vocabulary and introduction to foreign languages in children, namely English and Arabic. Similar to Hariyati's research which uses bilingual, namely Indonesian and English, with the conclusion that reading bilingual children's story books can improve reading skills, especially in terms of language (Haryati, Suhayati, Kusumawati, & Ruisah, 2021).

Learning media is a means or tool that is used as a communication tool to convey information and knowledge from various sources to people who receive it to achieve optimal learning (Pito, 2018). Educators can create an interesting learning atmosphere in school by utilizing creative media so that learning is optimal. In the application of learning media, educators must pay attention to the development of the religious spirit of students.

Storybooks are one of the learning media that educators and parents can use. A trilingual storybook is a learning medium developed by researchers using three languages. The languages spoken are Indonesian, Arabic and English. This medium is created based on the importance of stimulating the child's linguistic intelligence. Each child has their own linguistic intelligence, but if it is not stimulated then the child's language development does not develop optimally. Therefore, researchers developed a three-language storybook themed on my limbs with material on recognizing limbs and their functions. With this trilingual book, it is hoped that it can increase children's vocabulary so that it makes it easier for children to communicate.

Language is a very important communication tool, so it must be taught early to children. Language is any form of communication between one's thoughts and feelings that is symbolized with the aim of conveying meaning to others (Usman, 2015). Early childhood development consists of gross and fine motor, social, cognitive and language. Language development is the child's ability to respond to the voice that the child hears, follows commands and speaks politely (Safitri, 2017). Early childhood development consists of gross and fine motor, social, cognitive and language. Discuss development is the child's ability to provide responses to the voice that the child hears, follows commands and speaks politely (Madyawati, 2016).

Based on previous relevant research, by developing and stimulating language development, children can use various learning media, namely video-based animation, picture storybooks, role-playing, image card, and finger puppet. In this study, it used storybooks that used three languages, namely, Indonesian, English and Arabic. This storybook media can not only develop and stimulate children's language development, but also can add children's vocabulary in foreign languages. So that with this media it makes children know more than one language used. This is in accordance with Cameron's description that stories using foreign languages can help the development of vocabulary and grammar, as well as a person's oral skills and literacy (Haryati, Suhayati, Kusumawati, & Ruisah,

2021). In addition, providing early Arabic education can make it easier for children to learn the Qur'an's language (Ramadhan, Sunan, & Yogyakarta, 2017). The only foreign language learning is Arabic, which is one of the interesting and important learnings to be introduced early to children (Pamessangi, 2020). Therefore, parents and educators need to provide early Arabic learning and direct children to various language skills.

4. CONCLUSION

Based on the purpose of this study, using learning media for three-language storybooks can be an alternative learning medium for educators in developing, stimulating language development and adding children's vocabulary using three languages, namely Indonesian, English and Arabic. This research did not reach the product's widespread because of the long time and funds needed. Further research is expected to develop the media of this storybook with more languages spoken.

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