

THE EFFECT OF RECYCLED MEDIA-BASED STORYTELLING METHODS ON LISTENING SKILLS OF GROUP B CHILDREN OF PAH TSUNG KINDERGARTEN

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Abstract

This study was conducted to determine the influence of storytelling methods on the listening skills of group B children of Pah Tsung Kindergarten. The type of research used is quantitative research with a Pre-Experimental approach using One Group Pretest-Posttest design. This study used a sample of 10 group B children. The instrument used is an observation sheet. Data collection techniques in this study used observation and documentation techniques while data analysis in this study used SPSS 20. Based on the results of the study, it was shown that there was an influence of the storytelling method on the listening skills of group B children of Pah Tsung Kindergarten. This can be seen after treatment to children three times, children can listen attentively, interpret, and can understand meaning. In addition, it is evident from the results of the analysis of the Statistical Paired Sample Test test with a sig value (2-tailed) result of $0.002 < 0.05$ which means that H_0 's hypothesis is rejected and H_1 is accepted. So it can be concluded that there is an influence of storytelling methods on the listening skills of group B children of Pah Tsung Kindergarten.

Keywords: Storytelling Method; Recycling Media; Listening Skills.

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INTRODUCTION

In the curriculum that runs in schools, there are four aspects of language skills including listening, speaking, reading and writing. Among the four skills above, researchers will focus on children's listening skills. Listening skills must be considered and given a good stimulus. The lack of stimulus will have an impact on the child's learning process. According to CANDY indicator No. 58 of 2009 concerning ECCE standards for early childhood development aged 5-6 years, namely understanding several commands simultaneously, repeating more complex sentences, and understanding the rules in the game (Safrudin et al., 2022).

Storytelling has several objectives including developing children's language skills, thinking skills, instilling moral messages contained in stories, training memory, developing children's socioemotional sensitivity, and developing children's creativity. Early childhood tends to easily feel bored if you have to sit for long periods of time. Conversely, if the child sits down to listen to the story delivered by the teacher to listen to the advice or message contained in the story (Anggraini, 2021). When telling stories, teachers convey by using easy-to-understand discussions and expressions with movements that attract children's attention so as to make children interested in what is conveyed by the teacher.

However, in recent years, many parents and educators have been concerned about low listening skills in early childhood. This is caused by several factors, such as changes in parenting, excessive use of technology, and lack of adequate social interaction (Putri & Pransiska, 2021). One way that can be done to overcome this problem is to apply recycled media-based storytelling methods.

The recycled media-based storytelling method is an approach that uses recycled media as a tool in storytelling activities to children. Recycled media can be storybooks made from recycled materials, hand puppets from used T-shirts, or audio stories recorded using recycled materials (Asmara & Mariati, 2019). By using recycled media, it is hoped that children can be more interested and enthusiastic in following stories, so that their listening skills can increase.

This study tried to combine two aspects, namely storytelling methods and the use of recycled media, as a way to improve listening skills in early childhood. The storytelling method was chosen because stories have a strong appeal to children, and are able to stimulate their imagination and thinking. Meanwhile, the use of recycled media was chosen because of sustainability aspects and the need to support environmental protection efforts by reusing existing materials.

The importance of optimizing listening skills in early childhood is becoming an increasingly urgent issue to address. In the midst of the rapidly developing information and technology era, children are often exposed to a variety of media and gadgets that can affect the way they acquire and process information. Unfortunately, children's listening skills are often neglected and do not get enough attention in their learning process (Ariawan et al., 2019). This condition is a serious concern for educators, parents, and related parties in the field of education.

The storytelling method is a learning approach that uses stories to teach children moral values, knowledge, and skills. The selected stories must have a positive message and can be applied in children's daily lives (Lida Holida Mahmud et al., 2020).

According to (Hilyana & Rachmayani, 2022) the storytelling method is a learning method that has an appeal that can touch children's feelings and is able to educate children by relying on language, both oral and written. The storytelling method is called Abudin.

The storytelling method is a learning technique in which the teacher communicates the subject matter through the use of interesting and relevant stories. Teachers as storytellers must be able to choose stories that are in accordance with the level of development and interest of students so that the message to be conveyed can be well received. (Rosyidi et al., 2022).

Learning strategies using the storytelling method is a child's skill that can develop children's ability to listen. Listening activities in the storytelling method are psychomotor processes carried out to receive sound waves through the ear, then the impulses are sent to the brain, and the brain will then respond to these impulses to determine the extent of different cognitive and affective mechanisms. (Adeani & Iskandarwassid, 2019).

From some of the theories above, it can be defined that the storytelling method is a method used by teachers in telling or conveying information or messages addressed to students through the stimulation of certain stories or events, with the aim of honing children's skills in listening or remembering the material presented to help children respond to existing problems related to problems faced in their daily lives.

The method of storytelling using media is an approach that uses various visual media, such as picture cards, dolls, or digital media, to help convey stories to children. This medium serves as a tool to clarify and reinforce the message of the story so that children can more easily understand and respond to it. (Nurina & Suyanta, 2019).

The method of storytelling using media is a learning technique that combines stories with visual media such as picture cards, posters, or digital applications. This medium serves as a tool to create a more interactive and intriguing learning experience for children so that they are more actively involved in the learning process. (Muryanti et al., 2014).

From some of the theories above, it can be concluded that the method of telling stories using media is an effective learning approach for increasing student engagement and understanding. By utilizing various visual or audiovisual media, stories become more lively, interesting, and relevant to children's worlds. The use of media in storytelling methods can help create an interactive, creative, and fun learning environment so that children can learn more enthusiastically and effectively.

According to (Tarigan, 2008b) Listening is a process that includes listening to language sounds, identifying, interpreting, judging, and reacting to the meaning contained in them. Listening involves sight, passion, memory, and understanding; even the situation that accompanies the sound of the language being listened to must be taken into account in determining its meaning.

According to (Wahidah et al., 2019), Early childhood listening skills are a child's ability to understand, remember, and respond to information conveyed through words or sounds. This ability includes the child's ability to identify words, understand the meaning of sentences, and respond in appropriate ways.

Based on the understanding of listening above, it can be concluded that early childhood listening skills are crucial to children's language and cognitive development. Through good listening skills, children can be more effective in learning, communicating, and interacting with the surrounding environment. Therefore, it is important for educators and parents to pay special attention to developing early childhood listening skills as an important foundation for child learning and development.

The purpose of listening can be classified into six categories: getting facts, analyzing facts, evaluating facts, getting inspired, entertaining yourself, and improving speaking skills. The terms listening and listening are closely related in meaning and are hierarchical. The purpose of listening is a very important variable in the series of listening activities (Prihatin & Sari, 2021).

Recycled material media are media or learning aids that use or are made from used materials or materials that are not used. (Agustina et al., 2021). It can be said that recycled materials are items that are no longer used or no longer needed by the owner, but not necessarily because they cannot be reused.

Learning media from recycled materials is a separate alternative for making media because, besides being cheap and easy to obtain, it also minimizes. According to (Novitasari et al., 2022) In learning, any medium can be used, including used items. Besides being cheap, used goods are also easy to get. For example, in externality learning, we can use old paper and newspapers that are considered garbage if it results in externality for others. Using used media must be supported by appropriate learning strategies such as simulation, role playing, inquiry, project learning, and others.

Early childhood recycling media are various materials or used items that are converted into creative and innovative learning media to support the early childhood learning process. This recycling medium includes various kinds of materials, such as waste paper, used plastic bottles, and cardboard, which are used as tools in learning activities. (Putri & Pransiska, 2021).

Based on the above understanding, it can be concluded that early childhood recycling media are various materials or used goods that are reprocessed into interesting and creative learning aids. The use of recycled media has several benefits, including supporting innovative and creative learning processes, increasing environmental awareness in children, and reducing resource waste by utilizing used items that can still be used.

Research Hypothesis

A hypothesis is a temporary answer that wants to be tested for truth through research. With hypotheses, the results produced are based on the background and problem formulation. The hypotheses tested in this study are:

H1 = The influence of recycled media-based storytelling methods on early childhood listening skills in Group B of Pah Tsung Kindergarten

H0 = No effect of recycled media-based storytelling methods on early childhood listening skills in Group B of Pah Tsung Kindergarten

RESEARCH METHODS

This type of research is conducted by the experimental method, which is research conducted to look for the effect of certain treatments on others under controlled conditions. Controlled conditions mean that the results of the research are converted into numbers for analysis using statistical analysis (Sugiyono, 2017). Experiments, which involve the structure of at least one independent variable, called an experimental variable, are manipulated by researchers (Sutama, 2015). This research is a quantitative type of research with a Pre-experimental approach.

This type of research is about the effect of recycled media-based storytelling methods on early childhood listening skills in Group B of Pah Tsung Kindergarten using the Pre-experimental research method with a pretest-Posttest design. (Asrin, 2022).

So that this research does not deviate from the objectives that have been set, the researcher makes a research design with a design developed based on problem analysis in research units that are organized systematically so that they are used as research guidelines.

Table 1. Research Design

	Pre-test	Treatment	Post-Test
Experiments	O ₁	X	O ₂

Information:

O₁ : Pre-test experimental class

O₂ : Postes class experiment

X : Treatment of storytelling methods based on recycled media

The population in this study was all Pah Tsung kindergarten students. This study used a sampling technique called purposive sampling aimed at simplifying the process of data collection and processing. The sample taken was grade B students of Pah Tsung Kindergarten, totaling 10 students, of which the B1 Kindergarten group was the experimental group.

This study uses quantitative research to determine the quality of instruments based on their validation and reliability, and the quality of data collection is related to the accuracy of the method used to collect the data. In this research, data collection instruments are in the form of observation sheets and checklists.

Table 2. Research Instrument Variable Y Listening Skills

<i>N</i>	<i>Variab</i>	<i>Aspect</i>	<i>Indicators</i>
1	Listening	Listen attentively	<ol style="list-style-type: none"> 1. Look at the speaker. 2. The look on the face looks happy to listen, in accordance with what is heard. 3. Enthusiastic to hear the story and try to follow the story to the end 4. Respect the talk of others.
2		Interpret	<ol style="list-style-type: none"> 1. Respond as the story progresses and ask questions. 2. Give opinions regarding the characters in the story, or the child understands the answers given by the teacher. 3. Respond to the story or express the impression of the story conveyed.
3		Understanding meaning	<ol style="list-style-type: none"> 1. Mention the characters in the story. 2. Pointing to the image according to the instructions 3. Know the meaning of new words in the story.

The statistical program used for all statistical analysis in analyzing the data obtained during the study was SPSS 20.0.

RESEARCH AND DISCUSSION

Research Results

In this study, researchers acted as class teachers when conducting research. The implementation of treatment is carried out three times by adjusting the needs of the children. Before the child is given treatment, the child is invited to practice concentration first with a simple concentration pat. By restoring the child's concentration before treatment, the child will more easily understand when the teacher uses the storytelling method. Treatment activities were carried out three times, with two meetings for the pretest and posttest.

The first step taken by the researcher is to conduct a pretest to determine the child's initial ability related to the child's listening skills before the Posttest. A pretest is done once to see how children respond to listening attentively and how they can interpret and understand the meaning contained in the story given. Of the several research indicators, many children with "sometimes" or "never" ratings emerged from some of these indicators. Even children do not give expressions or responses with pleasure, sadness, or anger, according to the story listened to by the teacher. This is because children have not been able to follow the plot of the story and have weak listening skills.

Table 3. Pretest Experiment Results

<i>Respondent No</i>	<i>Results</i>	<i>Category</i>
1	15	<i>Sometimes it appears</i>
2	17	<i>Sometimes it appears</i>
3	24	<i>Frequently Appears</i>
4	14	<i>Never Appears</i>
5	18	<i>Nervous</i>
6	14	<i>Sometimes It Appears</i>
7	11	<i>Never Appears</i>
8	12	<i>Never Appears</i>
9	14	<i>Sometimes It Appears</i>
10	13	<i>Never Appears</i>
Σ	152	
<i>Average</i>	<i>15,2</i>	<i>Nervous</i>

The results of the study, which will be described by looking for the range of each category, will be described as follows:

$$\begin{aligned} \text{Range of each category} &= \frac{\text{Maximum Score} - \text{Minimum score}}{\text{Number of Categories}} \\ &= \frac{24-10}{4} = 3.5 \end{aligned}$$

Providing treatment to research subjects, namely group B children, using recycled media-based storytelling methods. When doing treatment, researchers use stories that can be easily understood by children and show children how to express joy, sadness, anger, and so on according to what is heard in the story and respond to the story or propose a response to the story. Through the storytelling method, researchers can easily find out about children's listening skills. The stages carried out in the treatment of children are listening to the story told, being able to understand the story given, interpreting or interpreting the content of the story, evaluating, and finally responding to the content of the story that has been told.

In the posttest implementation, researchers repeat the material that has been given to children around the content of the story that has been given. The last stage in this study is a posttest to determine the child's final ability to listen using recycled media-based storytelling methods. This final measurement is carried out once after three treatments.

Table 4. Posttest Experiment Results

<i>Respondent No</i>	<i>Results</i>	<i>Category</i>
1	21	<i>Nervous</i>
2	27	<i>Always Show Up</i>
3	27	<i>Always Show Up</i>
4	22	<i>Nervous</i>
5	25	<i>Frequently Appears</i>
6	24	<i>Frequently Appears</i>
7	19	<i>Sometimes</i>
8	17	<i>Sometimes</i>
9	23	<i>Nervous</i>
10	23	<i>Nervous</i>

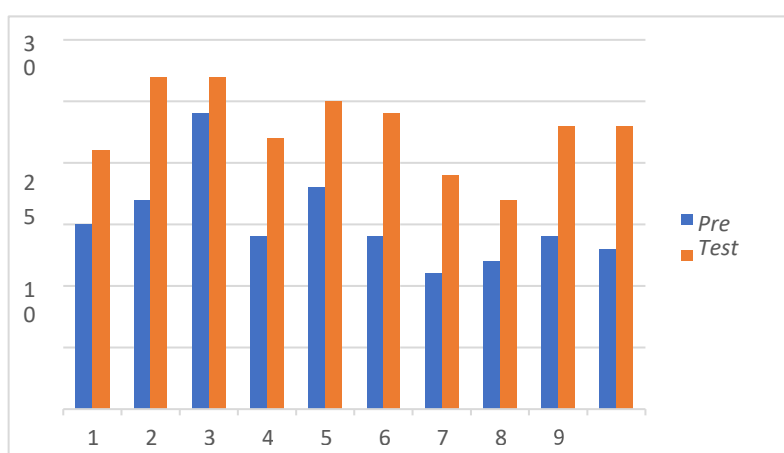
Σ	22,8	
<i>Average</i>	22,8	<i>Grow as Expected</i>

The results of the above research will be described through finding the range of each category, as follows:

$$\begin{aligned} \text{Range of each category} &= \frac{\text{Maximum Score} - \text{Minimum Score}}{\text{Number of Categories}} \\ &= \frac{24 - 10}{4} = 3.5 \end{aligned}$$

Based on the results of the research data above, to make it easier can be seen in the graph below:

Figure 1. Pretest and Posttest Children's Listening Skills Chart



After the study, the results of observations made by researchers regarding the ability to listen based on recycled media for group B children of Pah Tsung Kindergarten were as follows:

a) Normality Test

The normality test is used to find out the data that whether the results of research are normally distributed or not. One Data is said to be normally distributed if the level of significance is ≥ 0.05 , while if the significance level is < 0.05 , then the data It is said to not be normally distributed. This normality test using the help of SPSS 20.0 for Windows with techniques

Kolmogorov Smirnov-Z (Priyatno, 2014).

**Table 5. Normality Test
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		10
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	11.217291 3
Most Extreme Differences	Absolute	.221
	Positive	.221
	Negative	-.211
Test Statistic		.211
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

From the results of the normality test calculations that have been carried out, For the experimental class, an Asymp.Sig value of 0.200 was obtained. Since the value of Asymp.Sig is 0.05, it can be concluded that the average data in the experimental class and control class are normally distributed. So, it can be concluded from the calculation of the normality test that has been done that the distribution of data in the experimental class is normally distributed.

b) Homogeneity Test

It is said to have the same or not different (homogeneous) variance value if the significance level is ≥ 0.05 , and if the significance level is < 0.05 , then the data is concluded not to have the same / different variant value (not homogeneous).

**Table 6. Homogeneity Test
Test of Homogeneity of Variances**

Listening Skills				
Levene				
	Statistic	df1	df2	Sig.
	.311	1	9	.476

Based on the output table "Test of Homogeneity of Variances" above, it is known that the significance value (Sig.) of the speaking ability variable in grade B1 students is 0.476. Because the value of Sig. $0.476 > 0.05$ is the basis for decision-making in the homogeneity test above, it can be concluded that the variance of social ability data in grade B1 students is the same or homogeneous.

c) Paired Sample T Test

Based on the statistical results of paired samples of the experimental class, the average research results of the experimental class are 15.3000, and the standard deviation is 3.73561. The posttest mean in the experimental class was 22.5000, and the standard deviation was 3.22492..

Tabel 7. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	15.3000	10	3.73561	1.18135
	Pos Test	22.5000	10	3.22492	1.01970

Based on the "Paired Samples Test" output table above, it is known that the value of Sig. (2-tailed) is $0.002 < 0.05$, then H_0 is rejected and H_a is accepted. So it can be concluded that there is an average difference between the learning outcomes of the pre-test and post-test, which means that there is an influence on listening ability based on recycled media for group B children of Pah Tsung Kindergarten.

Table 8. Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre Test - Pos Test	-7.50000	2.3664	7.4833	-9.2928	-5.9171	-10,150	9	,002

Based on the "Paired Samples Test" output table above, it is known that the value of Sig. (2-tailed) is $0.002 < 0.05$, then H_0 is rejected and H_1 is accepted. So it can be concluded that there is an average difference between the learning outcomes of the pre-test and post-test, which means that there is an influence on listening ability based on recycled media for group B children of Pah Tsung Kindergarten.

The output table "Paired Samples Test" above also contains information about the value of "Mean Paired Differences," which is -7.50000 . This value shows the difference between the average pre-test learning outcomes and the average post-test learning outcomes and the difference between -9.2928 and -5.9171 (95% Confidence Interval of the Difference Lower and Upper).

DISCUSSION

The research conducted by the researcher was an experimental study with as many as three treatments and one pretest and posttest. Based on the results of research conducted at the Pretest stage to determine the child's initial ability in listening, it shows that the listening skills of Group B children at Pah Tsung Kindergarten are still not developed optimally. This can be seen with children who do not give full attention to the teacher when learning in the form of storytelling methods, and the responses or facial expressions given by children are not in accordance with what is conveyed by the teacher. Most children still cannot listen to stories well, and a small number only focus on the media used for short stories.

In the posttest results or final results, there is a considerable improvement after treatment. There is a significant difference between pretest and posttest results. This result can be seen with children who give full attention to the teacher when conveying the content of the story, expressing what the child hears, being able to express opinions, and expressing impressions of the characters and the content of the story. The results of the analysis of children's learning data increased by 7.6 from the average pretest score of 15.2 to 22.8 in the average posttest score.

By investigating the effect of recycled media-based storytelling methods on children's listening skills, this research can make a positive contribution to the development of more effective curriculum and learning strategies for early childhood education. In addition, it is hoped that this research can also provide a more comprehensive understanding of the importance of utilizing recycled media as a sustainable and environmentally friendly learning aid.

CONCLUSION

There is an influence of the storytelling method on the listening skills of Group B children of Pertiwi VIII Kindergarten, Simpung Layung Village, Muara Uya District, Tabalong Regency, where the calculation results using SPSS assistance based on the table of t test results obtained a sig value of 0.002, which is smaller than $\alpha = 0.05$. Thus, H_0 was rejected and H_1 was accepted, which means that there is an influence of recycled media-based storytelling methods on the listening skills of Group B kindergarten-age children, Pah Tsung.

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