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The Influence of Miraculous Classiccast Media on the Ability to Express Language in Children Aged 4-5 Years at Kartika Sari Kindergarten Surabaya

Fransiska Maria Nahas[1], Sindy Anugerah Wati [2]*

Departemen Pendidikan Indonesia, Universitas Widya Mandala Surabaya, Indonesia
Correspondence: srfransiskanahas@gmail.com

A B S T R A C T

This study aimed to examine the effectiveness of Miraculous Classiccast media in enhancing the language expression abilities of children aged 4–5 years. Language development at this age is crucial for academic readiness and social interaction, and innovative media can provide meaningful stimulation to support this growth. The research employed a quasi-experimental design with a pretest-posttest control group involving 24 children from TK Kartika Sari Surabaya. Participants were evenly divided into experimental and control groups. The experimental group received learning treatment using Miraculous Classiccast media, while the control group followed conventional teaching methods without media intervention. Data collection was conducted through pretest and posttest assessments using a pop-up book, focusing on three key indicators: understanding the story, answering questions, and retelling the story in their own words. The results were analyzed using the Mann-Whitney U test to determine statistical significance. The findings indicated a significant difference between the experimental and control groups (Asymp. Sig. < 0.05). The experimental group showed improved vocabulary, sentence structure, storytelling skills, and verbal confidence. These outcomes suggest that the interactive and engaging features of Miraculous Classiccast support children's active participation and make the learning process more enjoyable and effective. This research highlights the importance of integrating interactive digital media into early childhood education to enhance children's language development in a fun, meaningful, and participatory way.

1. INTRODUCTION

Early childhood is a crucial phase for optimizing various aspects of a child's development. This period is often referred to as the golden age, during which children experience rapid, irreplaceable growth and development that cannot be repeated in later stages of life (Cahyani & Rasydah, 2020). Ignoring the importance of this phase, according to (Komari, 2025) means missing a golden opportunity to fully explore and develop a child's potential, which may ultimately affect their quality of life in adulthood. In line with this, various efforts must be made to ensure appropriate stimulation during this golden period. In this early phase, the child's brain is highly responsive to stimulation, especially through social interactions that are essential for optimizing language skills. However, there are several obstacles that can interfere with children's language development. According to Nasution & Listiana (2025), children's language development can be hindered by various challenges, one of which is a lack of stimulation from their environment-particularly from parents. Limited engagement in play activities or meaningful verbal interaction is a significant factor affecting a child's language acquisition.

Data indicates that early childhood literacy levels in Indonesia remain low and require serious attention. The 2022 Programme for International Student Assessment (PISA) reported that Indonesia's reading literacy score decreased by 12 points to 359, significantly below the global average. This underscores the urgent need to enhance children's literacy in the country. Similarly, the 2023 Early Childhood Profile by Statistics Indonesia (BPS) reveals that only 17.21% of children are read stories, and merely 11.12% engage in reading activities with their parents. These figures reflect limited parental involvement in supporting children's literacy development at home. As Primayana and Dewi (2022) emphasize, "Language skills should be started from home, because parents are the first school for children, the more often parents invite children to communicate, the better the child's ability to speak, the more often the child is involved in parental activities, the higher the child's curiosity will be." This highlights the critical role of parents in fostering their children's language skills through regular communication and active participation in daily activities.

The importance of active communication and parental involvement in the development of children's language skills cannot be overlooked. However, to fully optimize this development, additional approaches are needed to support the learning process, especially during early childhood. One effective approach is the use of engaging educational media. According to Husna and Supriyadi (2023), the use of learning media offers several benefits, including enabling students to gain more knowledge, not just passively listen, and fostering interest and inspiration in learning. Attractive and well-designed media can increase children's motivation to learn language more enthusiastically. As a teaching aid, media not only serves to deliver learning materials, but also makes the learning process more enjoyable and easier for children to understand. Moreover, learning media plays a vital role in creating an interactive learning environment, which is crucial for early childhood education to support effective learning outcomes (Daniyati *et al.,* 2023). At this stage of development, children tend to learn through play, especially with the help of concrete media that can be heard, seen, and touched. In line with this, Wisman *et al.,* (2025) emphasize that learning media incorporating elements of play not only make the process more enjoyable but also enhance children's active engagement. This greatly supports the development of language skills, as the use of concrete media helps children connect learning concepts to real-life experiences around them (Turiyah, 2022). Therefore, concrete learning media encourages children to be more active, involved, and participative during learning activities. In accordance with this, Sari

et al., (2023) assert that "children generally really enjoy learning through the use of engaging media," highlighting the significance of attractive educational tools in boosting motivation and involvement in early childhood learning.

Based on Permendikbud Number 137 of 2014, children aged 4-5 years are expected to be able to achieve several language ability targets, such as repeating simple sentences, asking questions, and retelling stories. Achieving this target requires appropriate stimulation to help children's language development. Despite the recognized importance of language as a means for children to communicate, develop intellectual abilities, and express themselves, traditional teaching methods in early childhood education remain limited. Observations at Kartika Sari Kindergarten Surabaya show that the current language learning process relies on conventional media such as blackboards and notebooks, which fail to engage children effectively. As a result, 18 out of 24 students struggle with retelling stories, understanding narratives, and answering questions.

While prior research highlights the benefits of interactive learning, studies on the effectiveness of Miraculous Classiccast in improving early childhood language skills are still lacking. This study seeks to address this gap by investigating the impact of Miraculous Classiccast on children's ability to comprehend, express, and communicate stories interactively. This research introduces Miraculous Classiccast as an innovative and interactive learning medium specifically designed to enhance language expression skills in children aged 4-5 years. Unlike traditional media, Miraculous Classiccast integrates storytelling, recording, and interactive response features, allowing children to actively engage in language learning rather than passively receiving information.

The novelty of this study lies in its focus on using technology-driven interactive media inspired by classic television to create a stimulating and immersive language-learning experience. By exploring its effects on language expression skills at Kartika Sari Kindergarten, this study provides new insights into the role of modern educational tools in fostering children's vocabulary development, storytelling abilities, and communication skills, ultimately laying a strong foundation for their future academic and social success (Marwah, 2022).

2. METHODS

This study employed a quasi-experimental design with a pre-test–post-test control group approach to examine the impact of the *Miraculous Classiccast* media on the expressive language skills of children aged 4–5 years. This design allows for a comparison of language abilities before and after the intervention, while also helping to control for potential confounding variables. The pre-test was administered to establish a baseline of initial abilities in both groups, while the post-test was conducted to assess the changes following the intervention. In this way, any differences in outcomes between the experimental and control groups could be more accurately attributed to the use of *Miraculous Classiccast*, rather than to pre-existing disparities. The quasi-experimental approach was selected because it is more practical for application in real-world educational settings, where full randomization is often not feasible due to ethical or logistical constraints. As a result, the non-equivalent pre-test–post-test control group design is commonly used in educational research. The researcher utilized existing groups, administered a pre-test, applied the intervention to one group, and then conducted a post-test. As explained by Akbar *et al.,* (2024), this type of experimental method does not allow researchers to fully control all variables and conditions, yet it remains relevant and valid for implementation in real-world contexts.

In this study, the target subjects were children aged 4-5 years, as this period is a critical stage for language development. Wahidah & Latipah (2021) emphasized that without language, children are unable to express themselves or communicate their feelings to others-this includes children in early childhood. At this stage, children experience rapid growth in vocabulary, improved sentence structure, and greater ability to articulate their thoughts. Research has shown that early childhood is an optimal time for interventions aimed at enhancing language skills, as cognitive flexibility and learning capacity are at their peak during this period. Furthermore, children at this age begin to transition from simple verbal communication to storytelling and structured comprehension. This makes early childhood an ideal time to assess the impact of interactive media on language expression. The selection of interactive media in this study is based on its proven potential to enhance children's engagement and stimulate cognitive and language development. By presenting learning materials in an engaging and tangible manner, interactive media helps children more easily understand and retain language concepts. In line with this, Khoir & Aminatuzzuhriah (2024) emphasize that interactive media helps create a more immersive and enjoyable learning environment, making it easier for children to comprehend language concepts in a more contextualized way.

In this study, the participants consisted of 24 children from TK Kartika Sari Surabaya, selected through simple random sampling. This method ensures that every child in the population had an equal chance of being chosen. In line with this, Fadhillah *et al.,* (2024) stated that probability sampling guarantees each member of the population has an equal opportunity to be included in the sample. However, the final sample size (24 children) was likely determined based on feasibility, resource limitations, and statistical power considerations. The sample was evenly divided into a control group and an experimental group, allowing for a manageable study while still enabling meaningful statistical analysis. Moreover, early childhood research is often effectively conducted with small sample sizes due to limited classroom sizes and the need for intensive observation and interaction during the data collection process.

Data collection in this study was carried out through pretests and posttests using pop-up book media, accompanied by systematic observations during the intervention phase. The study involved two groups of subjects: an experimental group that received the *Miraculous Classiccast* media intervention, and a control group that followed conventional teaching methods. Prior to the intervention, both groups were given a pretest to measure their initial ability in language expression. In line with this, Wulandari *et al.,* (2025) stated that initial results were obtained through a pretest administered before the educational media intervention was implemented. Following the pretest, the experimental group engaged with the interactive media, while the control group continued with traditional learning approaches. At the end of the intervention period, both groups took a posttest to assess improvements in their language expression abilities. The data collected was then analyzed using the Mann-Whitney U test via SPSS version 29 to determine the statistical significance of the differences between the experimental and control groups.

3. RESULTS AND DISCUSSION

To support the investigation on the effectiveness of Miraculous Classiccast media, data were collected through a pretest and posttest procedure. In addition to explaining the data collection process, this section also describes the learning media used and how it was implemented in the classroom setting. The data collection was conducted in two stages,

namely the pretest and posttest, using the same assessment media: a pop-up book. The pretest was carried out on February 10, 2025, before any treatment was given to the experimental group. This stage aimed to measure the children's initial language abilities. After the pretest, the experimental group received a learning intervention using the Miraculous Classiccast media, while the control group continued with conventional learning methods. The posttest was conducted on February 25, 2025, also using the pop-up book, and was given to both groups to observe whether there was any improvement after the intervention. In both the pretest and posttest, children were assessed on their ability to understand the story that was read aloud, respond appropriately to questions related to the content of the story, and retell the story using their own words.

Their performance was observed directly and recorded using developmental assessment categories, namely BB (Not Yet Developed), MB (Beginning to Develop), BSH (Developing as Expected), and BSB (Very Well Developed). The comparison of results between the two tests aimed to determine the effectiveness of the Miraculous Classiccast media in improving children's language expression skills. Miraculous Classiccast media is a box-shaped learning aid resembling a classic television, equipped with speakers, story player buttons, volume, and illustrated story reels. This media is designed so that children can listen to fairy tales while viewing illustrations that support the story interactively. The media display can be seen in **Figure 1** below.

Figure 1. Miraculous Classiccast Media View

The use of this media begins with a story listening session, where children sit comfortably while watching the story illustrations displayed on the screen. The researcher or teacher will turn on the media and choose a story that fits the theme of the day. While the story is playing, the children listen attentively while looking at the illustrations that describe the contents of the story. After the listening session together, the children are given the opportunity to use the media independently. They can press the player button to repeat the story that has been heard before, and adjust the volume so that the sound is heard clearly. This media is also equipped with story scrolls that can be moved according to the plot, allowing children to follow the story illustrations more deeply. After the story is finished, the teacher or researcher asks questions related to the content of the story to test the child's understanding. Children are given time to think before answering in their own language. Furthermore, each child is encouraged to retell the story orally using their own language. Students using Miraculous Classiccast media in learning can be seen in the following **Figure 2.**

Figure 2. Children using media during learning activities

After collecting the pretest and posttest data, statistical analysis was performed to assess the effectiveness of the Miraculous Classiccast media. The analysis began with a normality test, followed by a Mann-Whitney U test to compare the two groups.

1. Normality Test

A normality test was conducted using the Kolmogorov-Smirnov and Shapiro-Wilk tests to determine whether the data followed a normal distribution. The results are presented in **Table 1**.

Table 1. Normality Test Results

Test	Statistic	df	Sig.	Conclusion
Kolmogorov-Smirnov	0.366	24	< 0.001	Not normally distributed
Shapiro-Wilk	0.782	24	< 0.001	Not normally distributed

Since the significance values (Sig.) are below 0.05, the data are not normally distributed, indicating that a non-parametric test is appropriate for further analysis.

2. Mann-Whitney U Test

A Mann-Whitney U test was conducted to compare the language expression abilities between the experimental and control groups. The results are summarized in **Table 2**.

Table 2. Mann-Whitney U Test Results

Test	U	Z	Sig. (2-tailed)	Conclusion
Mann-Whitney U	0.000	-4.249	< 0.001	Significant difference

The test results indicate a statistically significant difference (p < 0.001) in language expression ability between the experimental and control groups. This suggests that the use of Miraculous Classiccast media had a significant impact on enhancing children's language expression skills.

Tabel 3 presents the results of the Control Group Pretest, showing individual scores for each participant based on three indicators. The total scores for the control group participants range from 5 to 7, with a combined total score of 67 for all participants.

Tabel 3. Results of the Control Group Pretest

No.	Name	Control Group			Total
		Indicator 1	Indicator 2	Indicator 3	
1	NA	2	2	1	6
2	CK	2	2	2	6
3	MR	2	2	1	5
4	ER	3	2	1	6
5	NN	2	2	2	6
6	MZ	2	2	1	5
7	MFA	2	2	1	5
8	EF	2	2	2	6
9	HS	3	2	2	7
10	SKD	2	2	1	5
11	MF	2	2	1	5
12	SKP	2	2	1	5
Amount					67

Based on the posttest results, the experimental group showed a significant improvement in comprehension, the ability to answer questions, and retelling skills compared to the control group. These findings indicate that the use of *Miraculous Classiccast* media has a positive impact on children's language development. This result is in line with the study by Sembiring *et al.,* (2021), which states that the use of audio-visual learning media in the form of videos is effective in developing children's public speaking abilities and is appropriate for use in early childhood education. **Table 4** shows the results of the Experimental Group Pretest, detailing each student's scores across three indicators. The individual total scores range from 5 to 7, with a cumulative total score of 69 for all participants in the experimental group. These findings suggest that innovative teaching methods, such as pop-up books, can significantly improve children's comprehension, making them an effective tool in early childhood education.

Tabel 4. Results of the Experimental Group Pretest

No.	Name	Experimental Group			Total
		Indicator 1	Indicator 2	Indicator 3	
1	MB	2	2	1	5
2	PB	3	2	1	6
3	MA	2	2	2	6
4	GN	3	2	2	6
5	EA	2	2	1	5
6	MS	2	2	1	5
7	AE	2	2	2	6
8	SK	2	2	2	6
9	ZN	2	2	2	6
10	AR	3	2	1	6
11	ARH	2	3	2	7
12	AB	2	2	1	5
Amount					69

Following the posttest, the experimental group exhibited a significant improvement in their comprehension, question-answering ability, and retelling compared to the control group. This indicates that the use of *Miraculous Classiccast* media has a positive impact on children's language development. In line with the increasingly advanced era, the use of information technology in education has become essential, especially in early childhood education. According to Kurniasih *et al.,* (2022), the use of information technology in today's era of globalization aims to improve the quality of education. One type of learning media that is also effective in stimulating children's language development is pop-up media. This media has strong visual appeal because it presents images in three-dimensional form, which can increase children's interest in learning and help them better understand the material in a more concrete and enjoyable way. Similarly, research by Munawwarah *et al.,* (2023) supports the finding that pop-up books can enhance the storytelling skills of early childhood children. Furthermore, these findings are supported by international studies. These studies suggest that incorporating interactive and visually stimulating materials into early childhood education can greatly enhance comprehension and language acquisition. Thus, the findings of this study reinforce the importance of using innovative teaching methods, such as pop-up books and digital storytelling tools, to support children's language development. **Table 5** presents the results of the Control Group Posttest, outlining each participant's performance across three indicators. The total scores range from 5 to 7, with a combined score of 69 for all participants in the control group after the intervention. The integration of such media in early childhood education can serve as an effective strategy to foster literacy skills and comprehension in young learners.

Tabel 5. Results of the Control Group Posttest

No.	Name	Control Group			Total
		Indicator 1	Indicator 2	Indicator 3	
1	NA	3	1	1	5
2	CK	2	2	2	6
3	MR	3	2	1	6
4	ER	2	3	1	6
5	NN	2	2	2	6
6	MZ	2	2	3	7
7	MFA	2	1	2	5
8	EF	2	2	2	6
9	HS	3	2	1	6
10	SKD	2	2	2	6
11	MF	3	1	1	5
12	SKP	2	2	1	5
Amount					69

The posttest results show that the control group performed moderately in comprehension, question-answering, and retelling skills. Most students scored between 5 and 7, indicating steady but limited progress with traditional learning methods. These findings align with previous research. Daniyati *et al.,* (2023) stated that conventional media may not fully optimize children's engagement and comprehension. Similarly, Nasution *et al.,* (2023) found that a lack of interactive materials can limit vocabulary growth and language skills. International studies also support this. **Table 6** displays the results of the Posttest

Administration for the Experimental Group, highlighting the participants' scores across three indicators. The total scores range from 8 to 11, with a cumulative total of 106, indicating a noticeable improvement compared to the pretest results. This suggests that while traditional teaching methods provide a foundation, incorporating interactive media can further enhance children's language development. Using digital storytelling and multimedia tools in early education can be an effective way to improve literacy and comprehension.

Tabel 6 Results of Posttest Administration of Experimental Group

No.	Name	Experimental Group			Total
		Indicator 1	Indicator 2	Indicator 3	
1	MB	3	4	2	9
2	PB	2	4	3	9
3	MA	3	3	3	9
4	GN	3	3	2	8
5	EA	3	3	2	8
6	MS	3	3	2	8
7	AE	4	4	3	11
8	SK	3	4	3	10
9	ZN	3	3	3	9
10	AR	3	4	2	9
11	ARH	3	3	2	8
12	AB	3	3	2	8
Amount					106

The study commenced with a pretest on Monday, February 10, 2025, following the daily learning plan (RPPH). The session started with welcoming the children, greeting the educators, and conducting a flag ceremony alongside the TKA and TK B Kartika Sari Surabaya groups. After the ceremony, students entered the classroom, prayed, and began their lessons. The core activity involved learning about inactive volcanoes through various teacher-prepared activities, along with reading and writing practice. During break time, the researcher conducted a pretest using a popup book. The session concluded with a recalling session, outlining the next day's activities, singing, praying, lining up, greeting, and dismissal.

The pretest, which assessed three indicators, provided the following results: For the first indicator, understanding the story, in the experimental group, three children received a BSH assessment, and nine children received an MB assessment. One child, EA, received an MB assessment due to an error in taking and sticking the picture upside down, whereas AR received a BSH assessment for successfully following the story's sequence. In the control group, ten children received an MB assessment, and two received a BSH assessment. ER demonstrated an understanding of the story and correctly arranged pictures, whereas NN, who was distracted and confused, misplaced the images and failed to complete the assignment.

For the second indicator, answering questions according to the story, the experimental group had one child, ARH, who received a BSH assessment for accurately responding to questions. However, eleven children received an MB assessment, indicating they needed teacher assistance to answer correctly. PB, for instance, struggled to identify characters, confusing Ciko and Cika. In the control group, all twelve children received an MB assessment, as they were unable to respond correctly without teacher guidance. MZ, for example, provided an incomplete response about the activities of Arif and Anita when it rained.

For the third indicator, retelling the story, in the experimental group, six children received an MB assessment, needing teacher assistance to recall and reconstruct the story coherently. ZN, for example, could only mention a small part of the story. The remaining six children received a BB assessment, indicating a reluctance to speak, as seen in MS, who remained silent when asked to retell the story. In the control group, four children received an MB assessment, needing guidance in structuring the narrative. CK, for instance, could recall only a fragment of the story. The remaining eight children received a BB assessment, as seen in SKP, who struggled with remembering story details due to lack of focus.

The posttest was conducted on Tuesday, February 25, 2025, in accordance with the daily learning plan (RPPH). The day started similarly, with welcoming activities, prayers, and lessons focusing on the dangers of volcanoes. During break time, the researcher administered the posttest using a popup book. The session concluded with recalling, outlining the next day's plans, singing, praying, lining up, and dismissal.

The posttest results showed an improvement, particularly in the experimental group. For the first indicator, in the experimental group, one child received a BSB assessment, one received a BSH assessment, and one received an MB assessment. AE demonstrated an advanced understanding of the story and arranged the images accordingly (BSB). ZN also improved and independently understood the story (BSH), while PB still needed teacher guidance (MB). In contrast, most children in the control group received an MB assessment, indicating they still required assistance.

For the second indicator, answering questions, in the experimental group, two children (AE and SK) received a BSB assessment for correctly answering with reasoning. Three children (PB and AR) received a BSH assessment, requiring minimal guidance, while seven children remained at the MB level. In the control group, the majority still received an MB assessment, demonstrating continued difficulty in answering independently.

For the third indicator, retelling the story, in the experimental group, one child (AE) received a BSB assessment for narrating the story logically and independently. Four children received a BSH assessment for retelling the story with slight guidance, while seven children remained at the MB level, needing significant teacher assistance. In contrast, most control group children retained an MB assessment, indicating a persistent struggle in retelling the story independently.

Based on the post-test findings, the experimental group showed significant improvements in comprehension, answering questions, and retelling compared to the control group. This indicates that the use of Miraculous Classiccast media has a positive impact on children's language development. These results are in line with research from Cahyani and Rasydah (2020), which highlights the benefits of interactive learning tools in improving early childhood literacy skills. Likewise, Kustiawan & Yafie (2021) found that learning activities assisted by pop-up book media significantly enhance early childhood linguistic intelligence. Children involved in these activities were observed to answer more complex questions, communicate orally without hesitation, and acquire a broader vocabulary. These findings suggest that innovative teaching methods like pop-up books not only support language development but also foster children's confidence and comprehension, making them a powerful tool in early childhood education.

4. CONCLUSION

Based on the results of data analysis using the Mann-Whitney U test, this study shows that there is a significant difference between the experimental group and the control group

in terms of children's language expression ability. The Asymp. Sig. (2-tailed) value < 0.05 indicates that the use of Miraculous Classiccast media has a significant effect on improving children's language skills.

This study has several limitations. First, the sample size was relatively small and limited to one kindergarten, which may affect the generalizability of the findings. Second, the duration of the intervention was short, which limits the observation of long-term effects. Additionally, the assessment relied primarily on observational scoring, which may involve subjectivity despite the use of standardized criteria.

Based on the results, it is recommended that teachers integrate interactive media such as Miraculous Classiccast in early childhood education to enhance language expression skills. Schools are also encouraged to support innovation in instructional tools and provide training for educators in using interactive learning media effectively.

Future studies are encouraged to involve a larger and more diverse sample across different schools and regions. Researchers could also explore the long-term impact of media like Miraculous Classiccast on other aspects of child development, such as cognitive, social, or emotional skills. Additionally, comparative studies using different types of digital media may provide deeper insight into the effectiveness of various tools in early childhood education.

5. ACKNOWLEDGMENT

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