



Empowering parents in a bedtime storytelling program for children during a pandemic

Ridha Pratama Rusli¹, Linda Setiawati², Diemas Arya Komara³

^{1,2,3}Universitas Pendidikan Indonesia, Kota Bandung, Indonesia
ridhapr@upi.edu¹, lindasetiawati@upi.edu², diemas@upi.edu³

ABSTRACT

This article discusses parental empowerment in guiding children during online learning during the COVID-19 pandemic. This program is carried out with a focus on telling stories before going to sleep. The dedication method strengthens parents' understanding that it is essential to tell bedtime stories to increase children's emotional development. The results of the program's implementation show that telling bedtime stories to parents are beneficial for children's development in morals, imagination, interest in reading, and knowledge. This activity also affects the language and emotional intelligence of children. In online learning, the role of parents is essential in accompanying children. This program is carried out as part of KKN at the Universitas Pendidikan Indonesia to overcome the impact of COVID-19 in the education sector. Parents' application of bedtime stories significantly benefits children's development, especially during a pandemic. Parents can apply this method to support children's stories and in subsequent programs to assess the program's effectiveness in the longer term.

ARTICLE INFO

Article History:

Received: 26 Mar 2023

Revised: 1 Jun 2023

Accepted: 7 Jun 2023

Available online: 9 Jun 2023

Publish: 22 Jun 2023

Keyword:

COVID-19 pandemic; distance learning; parental empowerment; storytelling activities

Open access

Dedicated: Journal of Community Services (Pengabdian kepada Masyarakat) is a peer-reviewed open-access journal.

ABSTRAK

Artikel ini membahas pemberdayaan orangtua dalam membimbing anak selama pembelajaran daring di masa pandemi COVID-19. Program ini dilakukan dengan fokus pada kegiatan berkisah sebelum tidur. Metode pengabdian yang dilakukan adalah penguatan pemahaman kepada orangtua bahwa pentingnya berkisah sebelum tidur untuk peningkatan perkembangan emosi anak. Hasil pelaksanaan program menunjukkan bahwa berkisah sebelum tidur oleh orang tua bermanfaat bagi perkembangan anak dalam moral, imajinasi, minat membaca, dan pengetahuan. Kegiatan ini juga berpengaruh pada bahasa dan kecerdasan emosional anak. Dalam pembelajaran daring, peran orang tua penting dalam mendampingi anak. Program ini dijalankan sebagai bagian atau upaya dari KKN di Universitas Pendidikan Indonesia untuk mengatasi dampak COVID-19 dalam bidang pendidikan. Penerapan berkisah sebelum tidur oleh orang tua memiliki manfaat signifikan bagi perkembangan anak, terutama pada masa pandemi. Disarankan metode ini dapat diterapkan oleh orang tua untuk mendukung perkembangan anak serta pada program selanjutnya dapat mengkaji efektivitas program ini dalam jangka waktu yang lebih panjang

Kata Kunci: Kegiatan berkisah; pandemi COVID-19; pembelajaran daring; pemberdayaan orang tua.

How to cite (APA 7)

Rusli, R. P., Setiawati, L., & Komara, D. A. (2023). Empowering parents in a bedtime storytelling program for children during a pandemic. *Dedicated: Journal of Community Services (Pengabdian kepada Masyarakat)*, 1(1), 31-40.

Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.



Copyright

2023, Ridha Pratama Rusli, Linda Setiawati, Diemas Arya Komara. This an open-access is article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) <https://creativecommons.org/licenses/by-sa/4.0/>, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author, and source are credited. *Corresponding author: ridhapr@upi.edu

INTRODUCTION

The pandemic period began in 2020, and in 2023 it was declared an endemic. The coronavirus, which is growing very rapidly, led the World Health Organization (WHO) to announce that the COVID-19 virus was a pandemic in early 2020, until finally, in mid-2023, the pandemic status was revoked and replaced with endemic status. It is evident that, in addition to the health concerns, the pandemic has had a profound impact on various sectors. COVID-19 has had a huge impact on our lives. Despite the fact that the virus is no longer a global pandemic of concern, it continues to pose a threat in various regions of the world. As an endemic, COVID-19 has changed the way we live, work, and interact with others. It is imperative that we persist in our efforts to adapt to the prolonged existence of this virus, adhere to health protocols, and maintain a state of heightened vigilance. Although vaccinations have been initiated and offer a degree of optimism, it is imperative to acknowledge that the virus continues to circulate and potentially cause illness, particularly among those who have not been vaccinated.

The onset of the COVID-19 pandemic occurred in 2020. By mid-2023, the pandemic had been declared to be in the endemic phase. The virus is spreading rapidly around the world and has already caused significant impacts. The World Health Organization (WHO) has formally designated coronavirus as a pandemic, thereby underscoring the gravity of the circumstances. In addition to the threat to public health, the pandemic has also caused significant disruption in various sectors of life. Despite the implementation of measures aimed at the resumption of in-person educational activities, the ongoing deterioration of the situation has engendered a state of apprehension among governments and health authorities, prompting a reluctance to reach decisive conclusions (Singh *et al.*, 2021). The potential for a resurgence in new cases has led to a reevaluation of plans to resume in-person learning in schools. Ensuring public safety and health is of paramount importance; consequently, the distance learning policy must be given due consideration.

The COVID-19 pandemic has changed people's habits, including in the field of education. Since the beginning of the entry of the coronavirus into Indonesia, the government through Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of Coronavirus Disease. The Ministry of Education and Culture of the Republic of Indonesia has mandated remote learning through online/distance methods. This is a measure implemented to maintain public health and mitigate the spread of the virus. Within the educational context, the advent of online schooling has profound ramifications for teachers, students, and parents (Ewing & Cooper, 2021; Misirli & Ergulec, 2021). Parents, particularly those with young children enrolled in kindergarten or early childhood programs, often experience challenges in facilitating their children's online learning. The integration of technology in the educational environment poses a significant challenge for parents who lack proficiency in its utilization. A secondary impact of the aforementioned conditions is that children often exhibit irritability and experience a sense of nostalgia for the school environment, as well as for their teachers and peers. Consequently, the role of parents as educators within the domestic environment, as well as their function as facilitators, motivators, and guides, assumes significant importance in the execution of home learning.

Broadly speaking, the pandemic has changed the pattern of education by encouraging the use of distance learning methods. Online schools are the main option to continue the learning process during the pandemic. In addition, technology training is also provided to teachers and parents as student companions to support online learning activities. This change also has a psychological impact, where children feel bored and miss the school atmosphere (Tirajoh *et al.*, 2021). In response, parents need to take a more active role in accompanying and motivating children during online learning. The COVID-19 pandemic has shown the need for adaptation in education and the important role of parents as companions in the children's learning process.

Related to this, of course, the relationship between parents and children becomes very important to continue to be able to support all forms of activities that can be done, besides the need for extra strength, so that children continue to develop during online learning. One way that parents can implement this is by implementing a bedtime storytelling program by parents. Storytelling itself has many benefits that can be felt by both parties, namely the listener and the storyteller, especially if it is done by parents and their children (Geng, 2023; Pasupathi *et al.*, 2022). Unfortunately, until now, there are still many parents who do not know about the benefits and apply them to their daily lives. It is very useful, especially during a pandemic like now.

Nuryanto (2016), Nuryanto (2016) defines storytelling as the activity of telling stories. Some definitions state that a story is something that can happen in the past or a story that can make readers and listeners of the story feel as if they witnessed the event themselves. In addition, there is also another understanding of the story or Qisah explained by Agustina in her book entitled "Perpustakaan Prasekolahku Seru!" Where the story or qisah is something that refers to an almost sacred and spiritual event, such as the Qisah of the Prophet. In practice, this has goals and benefits for early childhood development and the relationship between children and parents, especially during a pandemic. The bond between parents and children in early childhood is very important because, during a pandemic, parents have a big responsibility and role in guiding and teaching knowledge when distance learning takes place.

Parents' guidance in their children's learning process is of paramount importance. They play a pivotal role in establishing a conducive learning environment, providing motivation, and facilitating children's learning. Parents are charged with the responsibility of overseeing their children's learning activities, providing assistance in comprehending the subject matter, and addressing any challenges that may arise (Lilawati, 2020). Bedtime storytelling has been demonstrated to have significant goals and benefits for children's early development and the close relationship between children and parents. Furthermore, during the ongoing pandemic, the bond between parents and children has become increasingly significant. Parents play a pivotal role in guiding and teaching their children, particularly during distance learning (Gabriela *et al.*, 2022; Tabroni *et al.*, 2022).

Bedtime storytelling provides parents with the opportunity to interact directly with their children. When parents employ storytelling techniques, children can become actively involved in the process of listening and imagining the story (Pulimeno *et al.*, 2020; Satriani, 2019; Tursunmurotovich *et al.*, 2020). This pedagogical approach has been shown to enhance children's communication skills while simultaneously fostering their imagination and creativity. The act of storytelling has been demonstrated to have a profound impact on children, serving to captivate their attention, broaden their horizons, and introduce them to fundamental moral and social values.

Furthermore, bedtime storytelling fosters moments of emotional closeness between parents and children. Engaging children in the narratives conveyed by their parents fosters feelings of care, love, and value. This fosters a robust emotional connection between the parents and their children, thereby contributing to the development of a sense of security and comfort, which is a critical aspect of child development (Palkovitz, 2019; Sutinah, 2019). During periods of heightened stress and anxiety, which are common during pandemics, bedtime storytelling can serve as a crucial source of emotional support for children, fostering feelings of protection and connection with their parents. In the context of distance learning, bedtime stories have been shown to possess significant benefits. Given the limited opportunities for direct interaction in the school environment, this medium offers an alternative avenue for children to engage in learning dynamically and interactively within the comfort of their family surroundings. The utilization of relevant stories serves to reinforce children's comprehension and cultivate their interest in learning.

It is imperative for parents to comprehend the merits and significance of bedtime storytelling to incorporate this practice into their daily routine. These resources allow for the selection of narratives that are congruent

with the age and interests of the children, subsequently inspiring discussion and introspection following the listening of said narratives. Moreover, the integration of technology can catalyze creativity, as evidenced by the use of digital platforms to access interactive storytelling or video calls to engage other family members in the sharing of narratives.

The impetus for this study stems from the necessity to deliberate on the matter of parental guidance in the context of the ongoing pandemic, particularly within the framework of distance education. The author's primary focus is on the socialization program that involves parents implementing bedtime storytelling activities with their children during the pandemic. The objective of this study is to elucidate the advantages of bedtime storytelling and the author's endeavors in promoting it to parents. The present study aims to contribute to the existing body of knowledge by offering a more nuanced understanding of the pivotal role of storytelling in assisting parents in coping with the repercussions of the pandemic, particularly within the context of distance learning. The objective of this study is to provide practical guidance for parents to effectively implement storytelling activities, thereby making a valuable contribution to the development of effective parental mentoring strategies during distance learning.

METHODS

The methodological approach employed in this study is that of descriptive qualitative research. The descriptive method is a technique employed to examine a group or subject, condition, thought, or event that occurs in the present (Mohajan, 2018).

The present study employed a literature review as the primary data collection technique. According to Lobe *et al.* (2020), the term literature study is defined as the process of examining and interpreting the data collection techniques employed in research, which involves the retrieval of relevant books or library materials related to the objectives and problems of the study.

In this service, the pedagogy of YouTube learning is executed through the medium of videos. The service team creates educational videos that contain socialization and invitations regarding bedtime stories. These videos can be utilized by parents to facilitate early childhood education during the ongoing pandemic. The service is currently being offered in an online format and disseminated via WAG (WhatsApp Group) to parents of students.

RESULTS AND DISCUSSION

The implementation of KKN (Kuliah kerja nyata) has been carried out at the Universitas Pendidikan Indonesia, which has been adjusted to the current situation. UPI is currently contributing to overcoming the impact of COVID-19, especially in education and the economy. Students have a variety of programs in education and economics to choose from.

In the field of education, one program is "Mendampingi orang tua dan siswa di dalam pelaksanaan pembelajaran daring pada tingkat pendidikan TK/PAUD, SD/MI, TPA, SMP/MTs, SMA/MA, SMK, Kursus dan PKBM" In its implementation, the service team chose parents at the kindergarten/early childhood education level. The discussion that ensued focused on the benefits and goals of parents reading bedtime stories to their children, which will be explained further in this section. The meaning of stories has been previously explained, so the service team will explain the benefits of implementing bedtime stories.

When implemented with fidelity, storytelling can facilitate the realization of its objectives, thereby engendering a mutually beneficial dynamic for both parties involved: the parents, in their capacity as storytellers, and the children, as listeners of the narrative. The benefits that can be experienced by listeners in early childhood who listen to bedtime stories are as follows. A thorough examination of Musfiroh's work

in [Fadlan \(2019\)](#) reveals several noteworthy advantages. The following four points are posited: (1) assistance in the development of children's moral principles and personality, (2) the direction of children's imagination and fantasy, (3) the stimulation of children's interest in writing and reading, and (4) the expansion of children's knowledge.

Furthermore, storytelling can facilitate the acquisition of new vocabulary. This phenomenon can also influence the manner in which children articulate words and the manner in which they string sentences together to convey their intended message. Consequently, storytelling exerts a significant influence on the development of children's language and emotional intelligence. Research conducted by [Rochmawati \(2019\)](#) demonstrates the efficacy of storytelling as a bedtime ritual. The results of the conducted interviews indicate that children who have been habituated to this practice exhibit behavioral changes and enhanced emotional regulation. It has been observed that children who are not able to express their needs promptly and are prone to anger when their desires are not immediately met tend to exhibit a heightened level of patience following the practice of storytelling or fairy tales before bedtime. This heightened patience is accompanied by an improvement in the child's ability to articulate their needs, suggesting an enhancement in their communication skills. Furthermore, children who engage in this practice appear to demonstrate a stronger adherence to the values and behaviors exemplified by the characters they are told to emulate.

As previously discussed, storytelling is a more robust form of language selection and is characterized by its literary nature, to the point that it can be considered almost sacred. Consequently, it is frequently referred to as the Prophet's Story rather than the Prophet's Tale. The selection of the story is of particular significance, as it impacts the benefits experienced by children who listen to it. [Nuryanto \(2016\)](#) posits that narratives have the potential to fortify the Islamic identity of readers and listeners. Consequently, from the perspective of character education, narratives are regarded as efficacious pedagogical tools. This efficacy stems from the notion that engaging with narratives enables individuals to acquire knowledge without experiencing a sense of patronization. In addition, stories can also last long enough in children's memories so that they can guide them in acting and acting. Children will always remember the character or story they listen to, so that directly or indirectly it will become their role model ([Rubini & Chaer, 2021](#); [Sujarwo et al., 2021](#)). In the application of the Prophet's story, a child is directly or indirectly invited to imitate the behavior of the idol character to whom they listen.

This relates to how the formation of children's character begins, this formation is divided into three stages which are important to be experienced by early childhood because this will affect how the character and nature of the child in the future, the three things are the first with moral knowing (introducing character values), the next is moral feeling (feeling how the character value is), and the last is moral action (doing character values) ([Rusli, 2020](#)). These stages can be facilitated through a variety of methods; however, the fundamental objective is for the child to engage with and experience these three stages. One of these methods involves the implementation of storytelling as a bedtime ritual by parents to their children.

Unfortunately, a considerable number of parents remain unaware of the advantages associated with incorporating bedtime stories into their children's routines. Consequently, the service team endeavors to promote this as one of the implementations of the mentoring program for parents in the 2021 MDBPE-MBKM UPI Thematic KKN in the field of education. The objective of this program is to guide parents of students in navigating the intricacies of online learning. MDT An-Nur serves as the implementation site for the KKN program. The institution enrolls students from diverse academic strata. Notably, the program is meticulously designed for parents of kindergarten and preschool students. During the pandemic, these parents have been instrumental in guiding their children in navigating the intricacies of online learning. The pedagogical approach entails the utilization of YouTube-based learning, which is disseminated through the parents' WAG (WhatsApp Group) that has existed since the inception of the learning process.



Figure 1. Video on the Application of Storytelling Before Bedtime
Source: Author's Documentation 2021

The video is divided into several sections on storytelling and its application, the purpose of which is to convey information to parents in an effective manner. The following sections are included: (1) Introduction, (2) Definition of Story, (3) Examples of Prophetic Stories, (4) The impact of storytelling by mothers or parents, (5) Time for storytelling, (6) Benefits of storytelling for children, (7) Benefits of storytelling for parents, and (8) Invitation to apply storytelling before bed.

The components of the video are concise summaries of the content presented in this study. The video was created using the Powtoon application, a website application that is frequently employed in the creation of brief videos with cartoons that are provided. The video has been revised to incorporate voice-over narration, which elucidates additional pertinent information. The video has been designed to be as engaging and effective as possible, to encourage parents to view it. It is hoped that the information and objectives contained within will be communicated to parents in a meaningful way. Moreover, it is anticipated that parents will be capable of comprehending the content or objective of the video. Furthermore, it is expected that parents will initiate the process of familiarizing their children with the practice of bedtime storytelling. The objective of this initiative is to raise awareness among parents of the merits of storytelling.

The dissemination of the video was facilitated through the MDT An-Nur parents' WhatsApp group, which has been in existence since its inception and serves as a medium for the exchange of information between educators and parents, and vice versa, concerning kindergarten and preschool students enrolled at MDT An-Nur. Following the dissemination of the responses from parents, a high level of enthusiasm was expressed. In addition to the dissemination of the video via YouTube, concerns regarding limited quota issues resulted in the video being disseminated through WAG. A number of parents provided answers to questions regarding the dissemination of this information. Furthermore, the service team conducted direct consultations with parents to ascertain their responses to the video. The parents' responses indicated their interest in implementing bedtime storytelling.

The dissemination of the video through the WAG (WhatsApp Group) of MDT An-Nur parents has had a positive impact on parents. They showed enthusiasm in responding to the video, especially regarding the implementation of the bedtime storytelling activity. Through direct interaction with the team, some parents expressed interest in implementing the activities in their daily lives with their children.

The behavioral change that occurs in parents is an increased awareness of the importance of bedtime storytelling and recognition of its benefits in supporting children's development. Parents may initiate bedtime storytelling, allocating designated time for this purpose, and fostering a conducive and soothing

environment around the child's bedtime. Furthermore, they may become more attentive to their children's emotional needs and recognize the importance of strong emotional bonds between parents and children in dealing with the impact of this pandemic. Consequently, the dissemination of the videos and the positive responses from parents have prompted more proactive and supportive behavioral changes in child guidance during the pandemic.

Discussion

As Agustina asserts in her book, storytelling is a skill that can be mastered by anyone. However, she also contends that storytelling by parents, particularly mothers, has a significantly more profound impact than other forms of storytelling. This impact is said to be 5,000 times stronger than that of other storytelling methods. This phenomenon can be attributed to the establishment of an emotional bond in utero, which serves as a stimulus for feelings of comfort, calm, cheerfulness, and happiness. Moreover, bedtime storytelling can be conducted over a relatively brief period of 5-7 minutes, which is regarded as adequate for early childhood, given their limited concentration span. Exceeding this timeframe may result in the child becoming disengaged from the narrative presented by the mother or parents.

The bedtime storytelling mentoring program implemented in KKN at Universitas Pendidikan Indonesia (UPI) has provided significant benefits for parents and children in dealing with online learning during the COVID-19 pandemic. The habitual narration of bedtime stories by parents to their children has been demonstrated to engender a number of advantages, including the cultivation of children's moral values and personality traits, the channeling of their imaginative and fantasy needs, the stimulation of their interest in reading and writing, and the expansion of their knowledge. Furthermore, this habituation has been demonstrated to exert an influence on the linguistic development and emotional intelligence of children. Research indicates that children who are encouraged to engage in storytelling routines before bedtime exhibit enhanced behavioural modifications in the domains of emotion management and communication of desires. The narratives, particularly those concerning the Prophet, have been demonstrated to possess the capacity to fortify the character and Islamic values in children, thereby serving as a source of guidance for their actions (Juhaina, 2015). The cultivation of children's character commences with the introduction of character values, the cultivation of these values, and their subsequent implementation. The habitual consumption of bedtime stories constitutes an efficacious method in this developmental stage.

The mentoring program was delivered via a video created using the Powtoon application and disseminated through the WhatsApp group of parents of MDT An-Nur students. The response from parents was very positive, with many of them showing interest and awareness in implementing bedtime storytelling activities with their children. In interactions with the service team, parents revealed that they realized its benefits in supporting child development and increasing the emotional bond between parents and children. Positive behavioral changes that occurred in parents included increased awareness of the importance of bedtime storytelling activities, allocation of dedicated time, and creation of a comfortable environment at bedtime. The program has prompted proactive and supportive changes in child guidance during the pandemic, helping to overcome the impact of online learning and creating stronger relationships between parents and children.

The function of storytelling in the early childhood education sector is of significant importance in facilitating growth and development. The objective of storytelling is to cultivate children's ability to focus on the narrative presented by the storyteller or other individuals (Diantari & Tirtayani, 2020; Mujahidah *et al.*, 2021). Furthermore, children are encouraged to pose questions or offer answers related to the narrative. They are then able to express or retell the story, thereby achieving the fundamental objective of storytelling: to impart lessons or advice contained within the narrative. As Izzati Dam Yulsyofriend (2020) has asserted, the utilization of storytelling as a pedagogical approach can facilitate the development of

multiple developmental domains in children, including, but not limited to, emotional, social, motor/physical, religious, moral, linguistic, and cognitive facets of development.

Furthermore, it is important to consider the benefits of storytelling for the individuals responsible for telling the stories. In this particular instance, the focus is on parents or mothers. In addition to the child as a student, in this case, an early childhood child who has entered kindergarten or early childhood, the online learning environment can present significant challenges for the child. It is also important to consider the role of parents in supporting and guiding their children through the process of online learning. The present situation is the result of a long-term trend, and the children are, at times, difficult. This hurts the relationship between parents and children and has been exacerbated by the necessity of online learning during the present pandemic.

It can thus be concluded that storytelling can be a solution to this issue, particularly with regard to the benefits that accrue to mothers in terms of relationship problems between mothers and children. The benefits of storytelling for mothers or parents as storytellers are manifold, ranging from the establishment of a bond of affection between children and parents to the strengthening of the physical and emotional relationships that parents and children have (Butauski & Horstman, 2020; Lin *et al.*, 2021). In this case, the fulfillment of one of the main principles of the quality of the relationship between mother and child is evident. This is regarding the interaction between children and parents, which can create a relationship so that they can form memories in the past and anticipate future interactions. The establishment of a positive relationship between children and mothers is of paramount importance, as it fosters a sense of emotional closeness that engenders mutual dependence, assistance, recognition, and attention (Chung *et al.*, 2020; Karaer & Akdemir, 2019).

The practice of storytelling has been demonstrated to engender a number of benefits for both the storyteller and the listener. In this particular instance, it is imperative that individuals possess a strong inclination and aspiration to cultivate the habit of storytelling prior to bedtime for their offspring. It is imperative that children are able to benefit from and achieve the purpose of this storytelling.

CONCLUSION

The implementation of the Thematic KKN MDBPE-MBKM UPI 2021 is an opportunity for students to be directly involved in tackling Covid-19 in the field of education, one of which is parental guidance in online learning. The application of bedtime storytelling is one of the programs that researchers implement. In the course of its implementation, researchers have identified the importance of socialization in the context of bedtime storytelling, thereby enabling parents to recognize the potential benefits of this practice. The merits of storytelling are manifold, encompassing such domains as language development, emotional intelligence, and the cultivation of children's knowledge. In addition, the text explores the implications of this storytelling technique on children's interpersonal relationships. It is therefore vital for parents to be cognizant of the program and demonstrate a willingness to support its implementation. In subsequent research, the researcher proposes an examination of the impact on children and parents following the implementation of bedtime storytelling during a pandemic, with a particular focus on the relationship between children and parents. It is suggested that this method can be applied by parents to support child development and that further research can examine the effectiveness of the program in the long term.

AUTHOR'S NOTE

The authors declare that there is no conflict of interest related to the publication of this article. The authors emphasize that the data and content of the article are free from plagiarism. The author would also like to express his deepest gratitude to his family, who continued to support him during the implementation of KKN, as well as to the Field Supervisor (DPL), who patiently guided and provided constructive advice

during KKN. To all teachers and parents at MDT An-Nur who have allowed me to carry out KKN at MDT An-Nur. And don't forget my Group 3 friends, who accompanied me during KKN and always encouraged each other. Finally, to UPI, especially LPPM, which allowed me to participate in the 2021 Thematic KKN activities.

REFERENCES

- Butauski, M., & Horstman, H. K. (2020). Parents' retrospective storytelling of their child's coming out: Investigating contributions of communicated perspective-taking about well-being. *Journal of Family Communication, 20*(4), 345-359.
- Chung, G., Lanier, P., & Wong, P. Y. J. (2020). Mediating effects of parental stress on harsh parenting and parent-child relationship during the coronavirus (COVID-19) pandemic in Singapore. *Journal of Family Violence, 37*, 1-12.
- Diantari, N. M. E., & Tirtayani, L. A. (2020). Motivation for learning English in early childhood through the storytelling method using e-book media. *Journal of Education Technology, 4*(2), 211-217.
- Ewing, L. A., & Cooper, H. B. (2021). Technology-enabled remote learning during COVID-19: Perspectives of Australian teachers, students, and parents. *Technology, pedagogy and education, 30*(1), 41-57.
- Fadlan, A. (2019). Efektivitas metode bercerita dalam perkembangan bahasa anak. *Smart Kids: Jurnal Pendidikan Islam Anak Usia Dini, 1*(1), 28-37.
- Gabriela, M., Cicerchi, G., Colin, H., & Ana, C. (2022). The role of parents in helping Arabic teachers to improve students' vocabulary. *JILTECH: Journal International of Lingua & Technology, 1*(2), 131-139.
- Geng, Q. (2023). Narrative inquiry of translators' identities: A study of meaning-making in narrating knowledge. *Frontiers in Psychology, 14*, 1-10.
- Ikhwan, A., Biantoro, O. F., & Rohmad, A. (2019). The role of the family in internalizing Islamic values. *Dinamika Ilmu, 19*(2), 323-335.
- Izzati, L., & Yulsyofriend, Y. (2020). Pengaruh metode bercerita dengan boneka tangan terhadap perkembangan kognitif anak usia dini. *Jurnal Pendidikan Tambusai, 4*(1), 472-481.
- Juhaina, J. (2015). Metode cerita untuk mengembangkan aspek-aspek perkembangan anak. *Syamil: Jurnal Pendidikan Agama Islam (Journal of Islamic Education), 3*(2), 195-236.
- Karaer, Y., & Akdemir, D. (2019). Parenting styles, perceived social support, and emotion regulation in adolescents with internet addiction. *Comprehensive Psychiatry, 92*, 22-27.
- Lilawati, A. (2020). Peran orang tua dalam mendukung kegiatan pembelajaran di rumah pada masa pandemi. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 5*(1), 549-558.
- Lin, C., Šabanović, S., Dombrowski, L., Miller, A. D., Brady, E., & MacDorman, K. F. (2021). Parental acceptance of children's storytelling robots: A projection of the uncanny valley of AI. *Frontiers in Robotics and AI, 8*, 1-15.
- Lobe, B., Morgan, D., & Hoffman, K. A. (2020). Qualitative data collection in an era of social distancing. *International journal of qualitative methods, 19*, 1-8.
- Misirli, O., & Ergulec, F. (2021). Emergency remote teaching during the COVID-19 pandemic: Parents' experiences and perspectives. *Education and information technologies, 26*(6), 6699-6718.
- Mohajan, H. K. (2018). Qualitative research methodology in social sciences and related subjects. *Journal of Economic Development, Environment, and People, 7*(1), 23-48.
- Mujahidah, N., Damayanti, E., & Afiif, A. (2021). The role of storytelling methods using hand puppets in early children's language development. *Child Education Journal, 3*(2), 78-91.
- Nuryanto, S. (2016). Berkisah metode penguatan nilai karakter islami pada anak usia dini. *Prosiding Pengintegrasian Nilai Karakter dalam Pembelajaran Kreatif Di Era Masyarakat Ekonomi ASEAN, 2*(1), 1-8.
- Palkovitz, R. (2019). Expanding our focus from father involvement to father-child relationship quality. *Journal of Family Theory & Review, 11*(4), 576-591.

- Pasupathi, M., Wainryb, C., Bourne, S. V., & Oldroyd, K. (2022). Mothers and friends as listeners for adolescent anger narration: Distinct developmental affordances. *Developmental Psychology, 58*(4), 778-791.
- Pulimeno, M., Piscitelli, P., & Colazzo, S. (2020). Children's literature to promote students' global development and well-being. *Health Promotion Perspectives, 10*(1), 13-23.
- Rochmawati, N. I. (2019). Dongeng sebelum tidur dalam meningkatkan kecerdasan emosional anak 4-5 tahun. *Indonesian Journal of Early Childhood: Jurnal Dunia Anak Usia Dini, 1*(2), 54-61.
- Rubini, R., & Chaer, M. T. (2021). Children's character education in Javanese muslim families. *At-Tarbiyat: Jurnal Pendidikan Islam, 4*(1), 54-68.
- Rusli, R. (2020). The role of family in preventing social conflict in society from Islamic perspectives. *Hunafa: Jurnal Studia Islamika, 17*(1), 108-122.
- Satriani, I. (2019). Storytelling in teaching literacy: Benefits and challenges. *English Review: Journal of English Education, 8*(1), 113-120.
- Singh, J., Steele, K., & Singh, L. (2021). Combining the best of online and face-to-face learning: Hybrid and blended learning approach for COVID-19, post-vaccine, & post-pandemic world. *Journal of Educational Technology Systems, 50*(2), 140-171.
- Sujarwo, S., Kusumawardani, E., Prasetyo, I., & Herwin, H. (2021). Parent involvement in adolescents' education: A case study of partnership models. *Cypriot Journal of Educational Sciences, 16*(4), 1563-1581.
- Sutinah, S. (2019). Metode pendidikan keluarga dalam perspektif islam. *Al-Manar: Jurnal Komunikasi dan Pendidikan Islam, 8*(1), 161-224.
- Tabroni, I., Irpani, A., Ahmadiyah, D., Agusta, A. R., & Girivirya, S. (2022). Implementation and strengthening of the literacy movement in elementary schools post-COVID-19 pandemic. *Multicultural Education, 8*(1), 15-31.
- Tirajoh, C. V., Munayang, H., & Kairupan, B. H. (2021). Dampak pembelajaran jarak jauh terhadap kecemasan orang tua murid di masa pandemi COVID-19. *Jurnal Biomedik: JBM, 13*(1), 49-57.
- Tursunmurotovich, S. S., Eraliyevich, S. X., & Shuhratovich, I. U. (2020). Illustration and the Influence of Illustrator on children's understanding of fairy tales and works of art in books. *International Journal of Psychosocial Rehabilitation, 24*(5), 3526-3533.