



IMPLEMENTATION OF THE STORYTELLING METHOD USING THE BIG BOOK AS AN ATTEMPT TO INCREASE KINDERGARTEN TEACHERS' STORYTELLING SKILLS AT BUKIT RAYA PEKANBARU

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ABSTRACT

This paper is based on the Kindergarten teachers' skill lack of storytelling at Bukit Raya Pekanbaru. It can be seen from the initial survey that the researchers conducted indicate that most of the teachers are evidently not skilled at storytelling yet properly. Of the 18 teachers who test their storytelling skills, only 53.3% were skilled at storytelling well. Conversely, 46.7% are not skilled at storytelling yet properly. The purpose of this paper is to find out the increase in teachers' storytelling skills after applying the storytelling method using the big book, which was conducted at a kindergarten in Bukit Raya Pekanbaru. The type of research uses School Action Research. Based on the results of the data presentation and discussion, it can be concluded that the implementation of the storytelling method using the big book can improve kindergarten teachers' storytelling skills in Bukit Raya Pekanbaru. It is indicated from the research findings that in the pre-cycle the average score of teachers' storytelling skills was only 53.3%. After applying the storytelling method in cycle I, teachers' storytelling skills increased to 73.3%. After conducting reflection and improvement in cycle II, the average score increased to 88.9%. Thus, the hypothesis in the research was accepted, which indicates that "there is an increase in Kindergarten teachers' storytelling skills through the storytelling method using big books in Bukit Raya Pekanbaru".

Keywords: *storytelling, big book, kindergarten teachers' storytelling skills*

IMPLEMENTASI METODE BERCEKITA MENGGUNAKAN *BIG BOOK* DALAM UPAYA PENINGKATAN KETERAMPILAN MENDONGENG PADA GURU TK SEKECAMATAN BUKIT RAYA KOTA PEKANBARU

ABSTRAK

Tulisan ini dilatarbelakangi oleh kurangnya keterampilan mendongeng pada guru TK Sekecamatan Bukit Raya Kota Pekanbaru. Hal ini dapat dilihat dari survey awal yang peneliti lakukan ternyata sebagian besar guru belum terampil mendongeng dengan baik. Dari 18 orang guru yang dilakukan tes keterampilan mendongeng, hanya 53,3% saja yang terampil mendongeng dengan baik. Sedangkan selebihnya yaitu 46,7% belum terampil mendongeng dengan baik. Tujuan dari tulisan ini adalah untuk mengetahui peningkatan keterampilan mendongeng setelah dilaksanakan metode bercerita menggunakan *big book* di TK Sekecamatan Bukit Raya Kota Pekanbaru. Jenis penelitian yang digunakan adalah Penelitian Tindakan Sekolah. Berdasarkan hasil penyajian data dan pembahasan, maka dapat diambil kesimpulan bahwa pelaksanaan metode bercerita menggunakan *big book* dapat meningkatkan keterampilan mendongeng di TK Sekecamatan Bukit Raya Kota Pekanbaru. Hal ini berdasarkan temuan penelitian bahwa pada pra siklus rata-rata keterampilan mendongeng hanya 53,3%. Setelah dilaksanakan metode bercerita menggunakan *big book* pada siklus I, keterampilan mendongeng meningkat sebanyak 73,3%. Setelah dilakukan perbaikan pada siklus II, skor rata-rata semakin meningkat sebanyak 88,9%. Dengan demikian hipotesis tindakan dalam penelitian diterima yaitu "ada peningkatan keterampilan mendongeng melalui metode bercerita menggunakan *big book* di TK Sekecamatan Bukit Raya Kota Pekanbaru".

Kata Kunci: *mendongeng, big book, keterampilan mendongeng guru TK*

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INTRODUCTION

The purpose of the Kindergarten children's learning activity program is to help lay the foundation towards the development of attitudes, knowledge, skills and creativity needed by students in adapting to their environment and

for further growth. Besides that, several things to remember are that childhood is a sensitive period to receive various kinds of stimulation from the environment to support physical and spiritual development which also determines the success

of students following their education in the future. Childhood is also a period of play, therefore educational activities in Kindergarten are given through playing while learning and learning while playing

The scope of the development of learning in kindergarten is divided into several fields of development, namely the field of habituation development and the field of basic abilities such as: language, cognitive, physical motor and art (Widyatmojo, 2017). The field of habituation development is an activity that is carried out continuously in the child's daily life, so that it becomes a good habit and sticks to the child. While the field of developing basic abilities is an activity prepared by the teacher in developing abilities and creativity according to the stages of child development, namely moral, cognitive, physical-motor and artistic development.

The fields of habituation development include: morals and religious values, social, emotional, and independence. In accordance with the development of habituation, they have basic competencies, namely children are able to worship, are accustomed to following the rules, can live clean, begin to learn to distinguish between right and wrong and are accustomed to behaving in a commendable manner.

The field of habituation development for kindergarten children requires learning outcomes, children are used to behaving politely, knowing and loving God's creation, accustomed to behaving or behaving respectfully, accustomed to being friendly and so on (Rahayu, 2015). The inculcation of moral behavior so far in Kindergarten has been implemented by providing habituation to children through behavioral attitudes such as; always give and return greetings, speak politely and have a sweet face, pray before and after carrying out activities, always say thank you if you get something, obey existing regulations, be patient in waiting your turn and so on.

Teacher skills in using learning methods are teachers who have skills in using various ways in delivering subject matter to their students. According to Felicia and Panji (2020) teacher skills in using learning methods are skills that teachers have both theoretically and

practically in choosing and using methods in learning.

Teachers are said to have skills in using learning methods if: 1) learning methods are used in order to streamline the learning process, 2) have an understanding of learning methods, 3) understand the value and benefits of using learning methods, 4) are able to choose appropriate learning methods, 5) knowing the various types of learning methods, 6) knowing the use of learning methods in each delivery of subject matter, 7) being able to make innovative efforts in using learning methods (Widayati and Simatupang, 2019).

Hajrah (2018) suggests that teachers who are skilled in using learning methods are: 1) recognize all learning methods, 2) master all learning methods, 3) are able to use them in the learning process, 4) know where their strengths and weaknesses are in using what learning methods even.

Teachers who are skilled in using learning methods will influence the learning achievements achieved by their students. Student learning outcomes, especially in the academic field, depend a lot on the teacher's ability to teach, one of which is his skills in using learning methods. Likewise Nurrita's opinion (2018) that "the success of a learning process is largely determined by the quality or ability of the teacher, which includes the ability to use learning methods."

One of the skills in using learning methods that must be possessed by teachers, especially teachers at the Kindergarten (TK) and PAUD levels, is the story method. The story method is a way of conveying material to students by telling interesting stories. By listening to stories, students will feel happy and at the same time absorb educational values without feeling stuffed. Using this story method will encourage students to learn to read a story book without having to wait for someone else to tell it. The story method is a way of conveying messages to students by telling interesting stories to students. Likewise, what Isjoni (2008) stated, that the story method is a method used to convey the values that apply in society.

In this case, the storytelling method uses the Big book, namely providing learning experiences for kindergarten children through stories told using big books by means of reading activities. Big book is a picture book chosen to be raised which has advantages including; can involve children's interest quickly because of the pictures it has, contains rhythms that are interesting to children and make their writing easy to remember, have large pictures, have repeated writing, contain vocabulary that is planned and some are repeated, have a simple storyline and clear, and often incorporates elements of humor

Based on the results of the initial test of storytelling ability on 18 (eighteen) teachers in Kindergarten in Bukit Raya District, Pekanbaru City in implementing the storytelling method using the big book, it turned out that most of the teachers were not skilled at storytelling. Of the 18 teachers who were tested on the skill of implementing the storytelling method using the big book, only 53.3% were skilled at storytelling. While the rest, namely 46.7%, are not skilled at storytelling.

Based on the results of the storytelling skill test, the researcher wants to improve the storytelling skills of Kindergarten teachers in Bukit Raya District, Pekanbaru City. The action taken is to apply the storytelling method using the big book effectively and efficiently to teachers, especially for storytelling skills. Through the storytelling method using the big book, it is expected that teachers in teaching and learning activities will be more professional. This effort is a continuous teacher development.

The storytelling method using the big book is carried out with the aim of improving storytelling skills. Improving storytelling skills through the storytelling method using the big book is carried out in a collaborative approach, and is carried out through sharing experiences with other teachers, with KKG supervisors, and with school supervisors, so that the problem of lack of storytelling skills can be optimally resolved. The storytelling method using the big book is expected to increase the academic quality carried out by the teacher.

The storytelling method using the big book was chosen in this study because it was hoped that through the supervision they would be able to improve their storytelling skills so that on their own accord they would make efforts to improve their skills using the learning method. The main objective in this lesson is to improve storytelling skills after the storytelling method using the big book has been implemented in Kindergartens in the Bukit Raya District, Pekanbaru City.

LITERATURE REVIEW

Definition of Storytelling Method

One method that can be used by the teacher to convey material to students is the storytelling method. The story method is a way of conveying messages to students by telling interesting stories to students. According to Mulyati (2020), the story method is a method used to convey the values prevailing in society.

In learning to speak there are many methods that can be used in delivering learning material. One method that can be developed to increase children's character values is through storytelling activities.

Mutia and Fakhriah (2016) state that storytelling is an activity carried out by someone to convey a message, information or a mere tale that can be done orally or in writing. How to tell the story can be done using props or without props. The presentation must be interesting so that the child's attention will be focused on telling the story we are telling. If the child can listen to the story with full attention then the message from the story can be easily captured.

Furthermore Novita (2016) states that the storytelling method is one of providing learning experiences for kindergarten children by telling stories to children orally. In line with what was conveyed by Fauziah (2020) states that: "Storytelling activities tend to have one-way interactions, namely from the speaker to the listener. Conversely, the listener does not have the opportunity to interact with the speaker. Both stories function as a means of conveying messages such as explaining things, incidents, incidents and so on to listeners. Storytelling activities can also improve language skills.

Before the storytelling activity begins the speaker prepares the material to be told through listening or reading the source material and rearranges it in written form.

Meanwhile the term children's story according to Juwairiyah (2017), says that the term children's story is a general term to refer to children's literature which is solely a prose genre, such as fairy tales, legends, myths which are reworked into children's stories and are not included in the type of children's poetry or child drama. While the term children's reading places more emphasis on written media, written language and not spoken language.

Aprianti (2013) states that storytelling is an activity that provides information to children both orally, in writing, and acting about trusted cultural values and traditions through the use of teaching aids or not to develop social skills, learn to read, and understand knowledge. world through experience.

Based on the explanation above, it can be concluded that the story is a story that describes how something happened or an essay that tells about the deeds, experiences, suffering of people and so on, both those that really happened and those that were just fiction. In connection with this research, what is meant by stories are children's stories as previously stated.

Steps in the Storytelling Method with Big book

The use of the big book to develop language skills demands teacher creativity. Teachers are required to display big book readers as attractively and attractively as possible, so that children are happy. If the child already enjoys reading this big book story, then introducing elements of language skills will be something that is easy to obtain, and far from feeling depressed. According to (Wulandari, 2021), the steps for reading the story are as follows:

a. Pre-reader activities

This activity takes place when the teacher pays attention to the front cover; the teacher creates a conducive atmosphere for discussions with children to occur by commenting on illustrations/pictures and words on the front cover; the teacher reads aloud the title of the book and its author; ask the child about possible

story contents (based on the title and cover illustration).

b. Complete story reading activity

This activity is carried out when the teacher reads the story continuously from the first page to the end.

c. Repetition reading activity

While rereading the book page by page, the teacher points out the words; the teacher asks for the child's comments; the teacher pauses to give the child a chance to guess the next word and predict what will happen. The teacher reads the story enthusiastically, passionately and lively.

d. Activities after reading repetition

The activities carried out by the teacher include: discussing key words in the text and helping children to make connections between one concept and another. The teacher asks the children which part of the story they like the most. Next, re-reading activities together. The teacher emphasizes how to read in certain parts and makes corrections to how to read in a comfortable atmosphere for children. The teacher applies activities to cover certain words; The child is asked to guess the closed word. They discussed every possible answer that came up. The teacher always appreciates every answer that the child gives.

e. Follow-up activities

This activity includes activities to invite children to pay attention to pictures and word patterns in text. Activities to pay attention to pictures, for example commenting on illustrations and activities to pay attention to word patterns, such as repetition of words (at the beginning of a word, middle and end). Pay attention to the use of punctuation, capital letters, other words and so on. Teachers can develop discussions according to the interests and development of children.

Definition of Storytelling

Harahap (2019) Fairy tales and storytelling are two things that are related to one another. Fairy tales are included in the type of oral folklore. The fairy tale itself is defined as an imaginary story that is considered not to have really happened either by the speaker or the listener.

According to Gunawan and Pranata (2019) fairy tales are the oldest form of art. Where through fairy tales can convey messages of virtue to children. Therefore, the art of fairy tales needs to be maintained from the child's life.

REASERCH METHOD

This type of research is School Action Research, which is carrying out school actions in an effort to improve storytelling skills through the action of implementing the storytelling method using the big book.

The study uses the Kurt Lewin School Action Research design. The main concept of PTS according to Kurt Lewin consists of four components, namely: planning (planning), action (acting), observing (observing), and reflecting (reflecting). The relationship between the four components is seen as a cycle. The implementation of each cycle in this study is an activity cycle consisting of two cycles. The main concept of action research according to Arikunto (2010) is that there are four stages of an action plan, namely planning, implementation of action, observation and reflection.

The subjects in this study were 18 (six) teachers in the Kindergarten of the Bukit Raya Subdistrict, Pekanbaru City, consisting of 5 kindergarten schools. With details of 2 teachers at Nurul Iman Kindergarten, 4 teachers at Al Arsi Kindergarten, 5 teachers at Kartika 1-22 Kindergarten, 5 teachers at Amilin Kindergarten, 3 teachers at Nurul Islam Kindergarten. The aim of this research is to improve storytelling skills through the storytelling method using the big book in Kindergartens in Bukit Raya District, Pekanbaru City. Place The research was carried out in the Foster Kindergarten, Bukit Raya District, Pekanbaru City.

Data analysis technique

In order for the data collected to be meaningful and can be used as a basis for determining research success, the data needs to be processed and analyzed. The data in the form of numbers (quantitative data) is processed to find the average, the highest data, the lowest data. Qualitative data is processed by calculating the percentage of similar data. After that, the results of data processing were tested differently by comparing the initial conditions, conditions in/after cycle I and conditions in/after cycle II. From the comparison test, we can see changes or improvements in storytelling skills.

Research Success Indicators

The indicator of success in this study is when 80% of the total number of teachers increases their skills in implementing the storytelling method using the big book, with the following criteria:

1. Completely master the contents of the story
2. Able to tell stories in a language that children can easily understand
3. Have the ability in rhythm and voice modulation
4. Able to use story tools that attract children's attention
5. Able to create emotional situations according to the demands of the story

RESULTS AND DISCUSSION

Based on the results of a preliminary survey conducted by researchers, before conducting school action research, the level of storytelling skills in Kindergartens in the Bukit Raya District of Pekanbaru City was still not optimal, as can be seen in the following table:

Table 1. Storytelling Skills (Initial Conditions)

No	Sample	Teacher Skills Implementation of the storytelling method using the big book				
		1	2	3	4	5
1	Marni H	√		√		√
2	Icha		√		√	√
3	Zulafni, S.Pd	√				√
4	Rini Widiastuty, S.Pd			√	√	

5	An Mutia, S.Pd	√		√	√	√
6	Riwaya Bati Wartini,S.Pd	√	√		√	
7	Sumarni, S.Pd			√		
8	Ernawati		√	√	√	√
9	Epi Nopria Sanopa, S.Pd	√			√	
10	Rezeki Mulyani, S.Pd	√	√	√		√
11	Yusmily A, S.Pd AUD			√	√	
12	Asnimar, S.Pd	√				
13	Sumarni, S.Pd		√		√	√
14	Rino Novina, S.Pd		√		√	√
15	Apriani, S.Pd	√			√	
16	Yusnely, S.Pd	√	√			√
17	Nurlela S.Pd		√		√	√
18	Dona Trisna, S.Pd	√	√	√		
	Total	10	9	8	11	10
	Average	55.6%	50.0%	44.4%	61.1%	55.6%
	Overall Average		53.3%			

Information:

1. Completely master the contents of the story
2. Able to convey stories in a language that students can easily understand
3. Have the ability in rhythm and voice modulation
4. Able to use story tools that attract children's attention
5. Able to create emotional situations according to the demands of the story

Based on the results of the initial test on the abilities of 18 (eighteen) teachers in Kindergarten in the Bukit Raya Subdistrict,

Pekanbaru City in implementing the storytelling method, it turned out that most of the teachers were not skilled at storytelling. Of the 18 teachers who were tested on the implementation of the storytelling method, only 53.3% were skilled at storytelling. While the rest, namely 46.7%, are not skilled at storytelling.

Based on the results of observations while carrying out the storytelling method using the big book, in general the researcher has carried out the steps for implementing the storytelling method using the big book well. However, what still needs to be improved, for more details can be seen in table 2.

Table 2. Cycle I storytelling skills

No	Sample	Teacher Skills Using the Story Method				
		1	2	3	4	5
1	Marni H	√	√	√		√
2	Icha		√	√	√	√
3	Zulafni, S.Pd	√		√		√
4	Rini Widiastuty, S.Pd	√		√	√	
5	An Mutia, S.Pd	√		√	√	√
6	Riwaya Bati Wartini,S.Pd	√	√		√	√

7	Sumarni, S.Pd		✓	✓	✓	
8	Ernawati		✓	✓	✓	✓
9	Epi Nopria Sanopa, S.Pd	✓			✓	✓
10	Rezeki Mulyani, S.Pd	✓	✓	✓		✓
11	Yusmily A, S.Pd AUD		✓	✓	✓	
12	Asnimar, S.Pd	✓		✓		✓
13	Sumarni, S.Pd	✓	✓		✓	✓
14	Rino Novina, S.Pd		✓	✓	✓	✓
15	Apriani, S.Pd	✓		✓	✓	
16	Yusnely, S.Pd	✓	✓	✓	✓	✓
17	Nurlela S.Pd	✓	✓		✓	✓
18	Dona Trisna, S.Pd	✓	✓	✓		✓
	Total	13	12	14	13	14
	Average	72.2%	66.7%	77.8%	72.2%	77.8%
	Overall Average			73.3%		

Source: 2021 research data

Information:

1. Completely master the contents of the story
2. Able to convey stories in a language that students can easily understand
3. Have the ability in rhythm and voice modulation
4. Able to use story tools that attract children's attention
5. Able to create emotional situations according to the demands of the story

Based on the results of observing the skills of 18 (eighteen) teachers in Kindergarten in

the Bukit Raya Subdistrict, Pekanbaru City in implementing the storytelling method using the big book after the action was taken in cycle I, it turned out that there was an increase in storytelling skills. Of the 18 teachers whose skills were observed in implementing the storytelling method using the big book, 73.3% had increased their storytelling skills.

The results of observations on storytelling skills after correcting the action in carrying out the storytelling method using the big book in cycle II can be seen in the table below:

Table 3. Cycle II storytelling skills

No	Sample	Teacher Skills Using the Story Method				
		1	2	3	4	5
1	Marni H	✓	✓	✓	✓	✓
2	Icha	✓	✓	✓	✓	✓
3	Zulafni, S.Pd	✓	✓	✓		✓
4	Rini Widiastuty, S.Pd	✓	✓	✓	✓	✓
5	An Mutia, S.Pd	✓	✓	✓	✓	✓
6	Riwaya Bati Wartini, S.Pd	✓	✓		✓	✓
7	Sumarni, S.Pd	✓	✓	✓	✓	✓

8	Ernawati		✓	✓	✓	✓
9	Epi Nopria Sanopa, S.Pd	✓	✓		✓	✓
10	Rezeki Mulyani, S.Pd Yusmily A, S.Pd	✓	✓	✓		✓
11	AUD	✓	✓	✓	✓	✓
12	Asnimar, S.Pd	✓	✓	✓		
13	Sumarni, S.Pd	✓	✓		✓	✓
14	Rino Novina, S.Pd	✓	✓	✓	✓	✓
15	Apriani, S.Pd	✓		✓	✓	
16	Yusnely, S.Pd	✓	✓	✓	✓	✓
17	Nurlela S.Pd	✓	✓	✓	✓	✓
18	Dona Trisna, S.Pd	✓	✓	✓	✓	✓
	Total	17	17	15	15	16
	Average	94.4%	94.4%	83.3%	83.3%	88.9%
	Overall Average			88.9%		

Source: 2021 research data

Information:

1. Completely master the contents of the story
2. Able to convey stories in a language that students can easily understand
3. Have the ability in rhythm and voice modulation
4. Able to use story tools that attract children's attention
5. Able to create emotional situations according to the demands of the story

Based on the results of observing the skills of 18 (eighteen) teachers in Kindergarten in the Bukit Raya Subdistrict, Pekanbaru City in implementing the storytelling method using the big book after corrective action was taken in cycle II, it turned out that there was an increase in storytelling skills. Of the 18 teachers whose skills were observed in implementing the storytelling method using the big book, 88.9% had increased their storytelling skills. Discussion This research is a learning improvement action carried out by researchers to find out and improve teachers' abilities in teaching. This study aims to improve the ability of teachers in improving storytelling skills through the storytelling method using big books in Kindergartens in Bukit Raya District, Pekanbaru City.

Preliminary data in this study found the storytelling ability of 18 (eighteen) teachers in

Kindergarten in Bukit Raya District, Pekanbaru City in the implementation of the storytelling method using the big book. big book, only 53.3% are skilled at storytelling. While the rest, namely 46.7%, are not skilled at storytelling. Based on the data found, it can be compared with the data after the action is given which consists of 2 cycles. It was found that in cycle I there was an increase in storytelling skills, of the 18 teachers whose skills were observed in implementing the storytelling method using the big book, 73.3% had increased their storytelling skills. Then in cycle II again there was a significant increase in the teacher's ability in storytelling. Of the 18 teachers whose skills were observed in implementing the storytelling method using the big book, as much as 88.9% had increased their storytelling skills. Based on the results of this study, it can be said that the application of the storytelling method using the big book in an effort to improve storytelling skills for teachers was successfully implemented. Regarding this, it can be concluded that the teacher's storytelling skills have increased after learning remedial action. this is in line with the opinion expressed by Triutami (2022) who said that the big book method can improve storytelling skills or tell stories to teachers because with this method the teacher is able to develop learning creations or create a

communicative atmosphere with students so that learning topics can be easily conveyed well to students. student.

CONCLUSIONS AND RECOMMENDATION

Based on the results of data presentation and discussion, it can be concluded that the implementation of the storytelling method using the big book can improve storytelling skills in Kindergartens in the Bukit Raya District, Pekanbaru City. This is based on research findings that in the pre-cycle the average storytelling skill was only 53.3%. After implementing the storytelling method using the big book in cycle I, storytelling skills increased by 73.3%. After correcting the action in carrying out the storytelling method using the big book in cycle II, storytelling skills increased by 88.9%. Thus the action hypothesis in this study was accepted, namely "There is an increase in storytelling skills through the storytelling method using big books in Kindergartens in the Bukit Raya District, Pekanbaru City."

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