



DEVELOPING FLASHCARD MEDIA TO IMPROVE CHILDREN’S BILINGUAL ABILITY IN KINDERGARTEN

Ety Youhanita^{1*}, Durrotun Nafisah², Evi Aulia Rachma³, Ratna Nurdiana⁴, Nur Fithria Wiji Astutik⁵

^{1,3,4} Economy Education, PGRI Adi Buana University of Lamongan, Indonesia
^{2,5} PPKn, PGRI Adi Buana University of Lamongan, Indonesia
etyyouhanita@unipasby.ac.id

ABSTRACT

Education is one of the important elements for State development. Therefore, the government is currently carrying out an educational revolution, which aims to improve the quality of education, either at the basic level or high-level learning. One of the attempts to improve the quality of education is that increasing children’s bilingual ability in kindergarten. Bilingual ability is the ability that uses two languages as a means of daily communication. The children’s bilingual ability can be developed through bilingual learning, which is taught in early childhood to develop the student’s cognitive abilities and make students recognize a more diverse foreign culture. To develop the children’s bilingual ability at the basic level, flashcard media will be developed to improve the children’s bilingual ability in the kindergarten of group B at Kamboja Kindergarten in Lamongan with the theme of transportation that is qualified to the validity criteria and practicality criteria for the kindergarten students. The test result of the flashcard media from material experts was 89.9% with very good criteria and the test result of the media experts was 76.8% with good criteria. While the individual test result was 91.2% with very good criteria, the small group test result was 90.6% with very good criteria, and the large group test result was 92.2% with very good criteria. Therefore, it implies that the development of flashcard media is suitable for students as the learning objectives and the use of flashcard media can achieve the learning objectives to improve the children’s bilingual ability in kindergarten.

Keywords: media development, flashcard, children’s bilingual ability

PENGEMBANGAN MEDIA FLASHCARD UNTUK MENINGKATKAN KEMAMPUAN DUA BAHASA ANAK DI TAMAN KANAK-KANAK

ABSTRAK

Pendidikan merupakan salah satu bidang atau unsur penting dalam kemajuan Negara. oleh karena itu pemerintah saat ini sedang melakukan revolusi pendidikan yang bertujuan untuk meningkatkan mutu pendidikan baik dari segi pendidikan dasar maupun pendidikan tinggi. Salah satu upaya untuk meningkatkan kualitas pendidikan adalah dengan meningkatkan kemampuan bilingual anak di TK. Kemampuan bilingual anak adalah kemampuan yang menggunakan dua bahasa sebagai alat komunikasi sehari-hari. Kemampuan bilingual dapat dikembangkan melalui pembelajaran bilingual yang diajarkan sejak dini untuk mengembangkan kemampuan kognitif siswa, dan mengenalkan siswa pada budaya asing yang lebih beragam. Untuk mengembangkan kemampuan bilingual pada tingkat dasar akan dikembangkan media flashcard dengan tujuan untuk meningkatkan kemampuan bilingual pada anak TK kelompok B di TK Kamboja Lamongan dengan tema transportasi yang memenuhi kriteria validitas dan kriteria kepraktisan untuk mata pelajaran tersebut pada siswa taman kanak-kanak. Hasil uji media flashcard ahli materi 89,9% dengan kriteria sangat baik dan hasil uji ahli media 76,8% dengan kriteria baik. Sedangkan hasil tes individu 91,2% dengan kriteria sangat baik, hasil tes kelompok kecil 90,6% dengan kriteria sangat baik dan hasil tes kelompok besar 92,2% dengan kriteria sangat baik. Dari hasil pengujian menunjukkan bahwa pengembangan media flashcard sesuai dengan tujuan pembelajaran yang telah ditetapkan dan penggunaan media flashcard dapat mencapai tujuan pembelajaran untuk meningkatkan kemampuan dwibahasa di TK.

Kata Kunci: pengembangan media, flashcard, kemampuan bilingual anak

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INTRODUCTION

Language is the system of human communication by means of a structured arrangement of sounds (or written representation)

to form larger units, eg. Morphemes, words, sentences (Richards, Platt, & Weber, 1985). In the other words, language is a media or tool used

to communicate in the various forms, such as in the form of the words, the clauses, the various groups of the words and the sentence forms that can be expressed in writing or orally. Indonesia is a country that has various languages, especially local languages. Based on data obtained from petalanguage.kemendikbud.go.id in 2021, there are 718 local languages used as a means of communication in Indonesia. In addition, Indonesia also uses several foreign languages to communicate in the various fields, such as industry, health, trade, and education.

Education is one of the important fields or elements in the progress of the country, therefore, the government is carrying out an educational revolution at this time to improve the quality of education in the learning at the basic and high levels. One of the efforts to improve the quality of education is by increasing reading. Reading is an important element for every student because reading can encourage the brain to work harder in managing information. Reading can also improve the vocabulary which is expected to improve the self-confidence of each student. By reading a lot, the language and the communication skills of the students will improve quickly. By improving language skills, it will have an impact on the fluency of the students in communicating indirectly.

If the students are fluent in communicating, it is the hope of all parents in this world. This hope is realized by the teachers in making learning objectives in every learning design that is made. One of the learning objectives used by kindergartens (TK) in East Java, especially in TK Kamboja Lamongan is by introducing bilingual education to the students from an early age. Bilingual education is education that uses two languages as an introduction at the school (Artini & Nitiasih, 2014). Bilingual education or learning process in two languages by using Indonesian and international or foreign languages. The selected foreign language is English which is the language that has been set as an international language. Thus, Pransiska (2018) states that English is one of the important things to learn.

The use of English is more often used than other foreign languages in the learning process and in the daily life. Thus, English is the language that has the second largest number of speakers in the world (Artini & Nitiasih, 2014). It means that English is a language that is widely used in the various parts of the world, therefore, the use of English should be done since the students are still young. English is applied to the students from an early age because the development of the students' intelligence occurs very rapidly at an early age (Rachmana & Budian, 2013). When the development of intelligence grows rapidly, it means that the concept of the bilingual learning is the right choice to be applied to the kindergarten learning process.

According to Astuti (2017) that the bilingual learning which is taught from an early age to the students has the advantages to develop the students' cognitive abilities and introduce the students to a more diverse foreign culture. Basically, the concept of the bilingual learning is a combination of two languages, namely Indonesian and English. However, the students should understand Indonesian first before they are given English, because Indonesian is the mother tongue or the language used for daily communication. When the students are able to communicate in Indonesian, it means that the students understand every meaning of the word in the use of Indonesian. Thus, in mixing some English vocabulary in the learning process, it should be immediately replaced with the meaning of Indonesian, it aims to make it easier for each student to remember and understand the meaning. The level of intelligence development that occurs very rapidly in the students at an early age or often referred to as "the golden age" can be proven by Sulistiani (2009) who states that around 50% of adult intelligence capabilities occurred when the students are 4 years old, 80% occurred when the students were 8 years old, and reached a culmination point when the students were 18 years old. Thus, the bilingual learning should be given since the students enter the kindergarten, because the age of 0-6 years is a very decisive age in the formation of a child's

character and personality (Simatupang, 2011). In order for bilingual learning to be easily accepted by students in the learning process, the teachers should use tools that are appropriate to the characteristics of the students at the kindergarten level.

The characteristics of the students in the kindergarten are the same as those of the children at an early age, because the kindergarten is an early age and an individual who continues to process rapid development (Rahman, 2009). Early age is said to be an individual who quickly processes the internal development, because the students will determine the direction of their own life journey at the time. According to Idris (2016) that the children at an early age have a unique characteristics (Uniq), such as physically, psychologically, socially, morally, etc. Therefore, the education of child at an early age plays an important role because the children have their own development characteristics and abilities. To facilitate the students in developing themselves, the teachers should understand the characteristics of students at an early age. The characteristics of the kindergarten start from the age of 4 to 6 years, therefore, the characteristics of the kindergarten students are equivalent to the characteristics of the children aged 4-6 years.

According to Idris (2016) that the children aged 4-6 years have four characteristics. First, the physical development which the children are very active in various activities. Second, the language development is getting better. Third, the cognitive development (the thinking power) is very rapid, it is indicated by the child's extraordinary curiosity about the surrounding environment. The last is the form of the child's game that is still individual, not a social game. Based on the characteristics of the students, it can be concluded that students aged 4-6 years have improved language skills so they can be invited to communicate and can ask the questions out of their curiosity. Idris (2016) states that the students' cognition develops rapidly and the students' desire to learn is higher, then the students will learn through asking questions and communicating.

Flashcard media is one of the media that is appropriate to the characteristics of the students, the environmental conditions in the learning process and the characteristics of the learning material. According to Utami, Rukiyah, & Andika (2021) that Flashcard is one of the media from the results of the printing technology. Flashcard media is the cards that contain pictures or writing related to the concepts (Chatib, 2011). It means that each flashcard that is printed will be designed according to the desired learning concept, because flashcards that are designed based on the education are often referred to as the education flashcards. To develop flashcard media to support the concept of bilingual learning, the theme of transportation should be designed as optimally as possible so the learning objectives can be achieved.

RESEARCH METHODS

The development of flashcard media aims to improve bilingual skills at the kindergarten level. The development of using flashcard media is included in the type of the research and development. The flashcard development consists of three activities such as development model, development procedures and product testing which will be explained as follows:

Development Model

The flashcard development model consists of three models such as the conceptual model, the procedural model and the theoretical model. The conceptual model according to Kusumawati & Mariono (2016) is an analytical model that provides the product components to be developed and the interrelationships between the components. The theoretical model according to Rusijono and Mustaji (2008) is a model that shows the relationship between changes in events. Last, the procedural model according to Nugroho, Raharjo, & Wahyuningsih (2013) is a descriptive model that shows the stages that should be followed to produce a product in the form of learning media.

Development procedure

The development procedure in the procedural model for developing flashcards has some steps that must be followed at each stage in accordance with the established procedures. The procedural development procedures according to Rusijono & Mustaji (2008) are:

a. Identification of needs

Identification of needs or initial studies is the first step that must be done before developing flashcard media. Identification of needs was carried out in Class B of TK Kamboja Lamongan with the aim that the results of the identification could be used as a basis for developing media. The results of identification of needs in TK Kamboja Lamongan was 8 out of 10 students could not achieve the set learning objectives, it is because the majority of students could not master the learning themes. The learning theme of the selected learning material in developing flashcards was the theme of transportation, where each student was expected to be able to mention the types of transportation in Indonesian and English. To help students made it easier to mention the types of transportation from the family, it was necessary to develop flashcard media that contained the pictures and their identity separately.

b. Formulation of objectives

The second step is to formulate the objectives. The objectives are formulated before the flashcard is developed in order it can be used as a measuring tool in achieving success in the media development. According to Sadiman & et al (2007) that in order to formulate the objectives, the teachers must understand the four elements in the formulating objectives, it is the ABCD formula.

The explanations of the ABCD formula are: A is the audience (it explains who the target students are), B is behavior (it is the behavior that students can do at the end of the activity in the learning process), C is the condition (it is the condition of the students that aims to improve the skills or abilities that exist of the students), and D is the degree (the success level that can be achieved by the students).

There were several objectives formulated for the development of flashcards in TK Kamboja Lamongan. The first was an indicator, where the students could mention and link the pictures with the writing on the flashcards. The second was a general instructional objective, where the students could recite it again in two languages (Indonesian and English) after following the learning process using flashcards.

The third was the specific instructional objective, where students were expected to be able to mention the types of transportation in two languages, the students were expected to be able to rewrite the names of the means of transportation that had been studied. The students were expected to be able to pair pictures with writing, and the students could classify the transportation equipment according to the use.

c. Formulation of material items

The third step is the formulation of the material items that aim to sort and select what material will be developed into the flashcard media. The formulation of the material items is considered important because it can achieve the predetermined instructional objectives of the activity.

The materials selected in developing flashcard media include:

- 1) Means of land transportation: cars, bicycles, rickshaws, buses, trucks, trains, etc.
- 2) Means of transportation at sea: boats, boats, kayaks, etc.
- 3) Means of transportation in the air: planes, rockets, helicopters, etc.

d. Formulation of success measurement instrument

The success measurement instrument that is developed must be appropriate to the objectives set, so the development of flashcard media can be measured for the success level. Before making a measuring instrument, the teachers must prepare a questionnaire guide that is used as a reference in developing the measuring instrument. The measuring instrument used to measure the feasibility of flashcard media.

e. Making layouts

Before developing flashcard media, the learning material must be designed in the form of a layout that will be used in the learning process, but it must be consulted with material experts and media experts first before applying it to the

learning process to get the suggestions for the development of flashcard media to be better and more appropriate to the learning objectives. The example of a flashcard layout design can be seen below:



Figure 1. Flashcard from the front side



Figure 2. Flashcard from the back side

f. Test or Trial and Revision

The final step is to test the flashcard media product in order to get input as revision material to get a prototype that fits the learning objectives. The test is useful as a measure of success in making flashcard media in prototype form so that the developed media can be said to be feasible to be applied in the learning process.

3. Product Test

a. Test design

Flashcard development uses a test design that refers to Arif Sadiman's development model which this model is expected to be used as an instrument to measure the level of effectiveness, efficiency and attractiveness of the media being

developed. At the test design stage, there are four stages such as expert test (material and media experts), individual test, small group test and large group test.

b. Test subjects

Flashcard media development has 3 subjects. First, a material expert (Mrs. Sumarlik, S.Pd.) as a Kindergarten teacher. Second, a media experts (Mr. Dr. Abd. Ghofur, S.Pd., M.Pd.) as lecturers in learning media at UNIPA Lamongan. Last, fourty students of Group B of TK Kamboja Lamongan.

c. Type of data

The development of flashcard media uses mixed data types, namely qualitative and quantitative data. Qualitative data is obtained

from the suggestions and responses from the material and media experts, while quantitative data is obtained from the results of individual test, small group test and large group test.

d. Data collection instrument

The instrument is a research tool using a method (Arikunto, 2006). The research method is used in the research is the questionnaire method and the observation method. Questionnaires are used to obtain initial information from the respondents that aim to make flashcard designs. According to Sugiyono (2018) that a questionnaire is a data collection technique that is carried out by giving a set of written statements or questions to the respondents to be answered.

The observation method is a method used in the process of collecting data related to the students' interest in the learning process with flashcard media. According to Sugiyono (2018) that an observation is a complex process composed of various biological and psychological processes. The type of observation chosen is structured observation, which in the data collection process uses a guideline as an instrument in the research.

e. Technical data analysis

Data analysis techniques in the development of flashcard media used content

analysis and percentage descriptive, which at the data analysis stage included two things such as the content analysis and percentage descriptive method.

The content analysis is obtained from suggestions and responses from the material experts, media and students which are used to analyze qualitative data. The analysis is used to improve the development of flashcard media in order to achieve the learning objectives.

In the other hand, the percentage descriptive method is a method that aims to get results from a questionnaire distributed in the terms of material, media and students. The percentage descriptive method uses non-statistical data in the form of percentages, the aim is to obtain a descriptive summary of the answers given by the respondents.

According to Hariyadi (2009) that the percentage formula used is $P=f/N \times 100\%$, it means that P is the percentage number, f is the frequency that the percentage is looking for and N is the number of cases or the number of frequencies/number of individuals. As for the assessment criteria uses the assessment criteria according to Arikunto & Jabar (2007) which will be explained in table 1, as follows:

Table 1. Assessment Criteria

Percentage	Criteria
81%-100%	Very Good
61%-80%	Good
41%-60%	Enough
21%-40%	Less
<20%	Very Less

RESULTS AND DISCUSSION

This chapter describes the results of developing flashcard media to improve the bilingual ability in the kindergarten from the initial stage until ready to use. The steps in this research procedure are the first stage of preliminary study or observation in the field. At this stage, it is explained to find out and obtain an overview of the problems or gaps that exist in the field. The second stage is planning, at this stage, the researcher plans in stages in developing the

product, as follows:

1. Look for the reference books related to flashcard media to improve the bilingual ability of the kindergarten children.
2. Make the interview and observation instrument grids for the needs analysis stage for the teachers to obtain the additional data and look for the material studies related to bilingual abilities at the kindergarten age.
3. Search for the studies that are tailored to the needs analysis on the Core Competencies,

Basic Competencies and Themes' Group A to increases the bilingual ability in the kindergarten.

4. Plan the contents of the flashcard media to improve the bilingual ability in the kindergarten.

The third stage is product development, during the initial product form development stage in flashcard media development using several stages such as looking for the materials to improve the bilingual ability to be used on

flashcard media, determining the shape design and size of the flashcards, and printing a product draft as a result of the overall complete design in accordance with predetermined sizes. The fourth stage is validation. The purpose of this validation stage is to find out product errors that have been made by the researchers if there are still deficiencies or weaknesses. Then, product validation will be carried out by the material and media experts. Furthermore, the following is the result of the product validity test in the Table 2.

Table 2 Results of the Product Validity Test

Test Subjects	Result Validity (%)	Description
Material Expert Test	89,9%	Very Feasible
Learning Media Expert Test	76,8%	Feasible
Individual Product Test	91,2%	Very Feasible
Small Group Product Test	90,6%	Very Feasible
Large Group Product Test	92,2%	Very Feasible

Based on Table 2 of the results of the product validity test, the results of developing flashcard media to improve the bilingual ability will be described, as follows:

1. Expert Test

Development of flashcard media for the material experts after revision with the data percentage level was 89.9% with very good criteria. It means that the developed flashcard media is feasible to be applied in the learning process. In the other hand, for the media experts after revision with the data percentage level was 76.8% with good criteria. In the result, it can be concluded that the development of flashcard media is very interesting to use in the learning process.

2. Individual test.

Individual test was carried out to get early input before the media was tested on the small groups and large groups. Individual test was given to 5 students and the results of the individual test showed the percentage is 91.2% with very good criteria.

3. Small group test

After expert and individual test were carried out, the media was revised according to the second entry first. The result of the second phase of the revision was used for the small

group test phase which had a percentage of 90.6% with very good criteria. It means that the development of flashcard media can improve the bilingual ability of the students in the kindergarten.

4. Large group test

The last stage is a large group test which at this stage all students with a total of 40 students took the part in the test process of using flashcard media in the learning process. Based on the results of the large group test, the percentage result was 92.2% with very good criteria. It means that flashcard media is very feasible to use in the learning process and the media is ready to be used as material for innovation in the learning process.

The fifth stage of the product revision at the product revision stage is carried out to correct deficiencies in the product to be developed. The following is a revision of the material and media validator, as follows:

1. Media Expert, the letters on the flashcard should be made bigger and thicker so that later children can see them from a distance when the teacher explains in front of the class to make the media usable according to the purpose. Flashcard media can also be laminated so that the media is not easily damaged and can be stored easily.

2. For material experts, revisions to this product are by adding pictures to the environment around students. The function of adding this image is that the media is more attractive to children when it is in the learning process and can also train the cognitive abilities of the children.

The sixth stage, there is a product test, the final stage carried out in this study. The researchers gave the revised media to the teacher as the subject, and the researchers filled out a questionnaire prepared as a product evaluation to get input and corrections regarding the flashcard media. From the results of the questionnaire given to the validator and the response to the use of the product from the test subjects, it is known that flashcard media is very suitable for use to improve the bilingual ability in the kindergarten.

Discussion

In the product research and development, it was carried out with the initial planning with the observations in the Kindergarten and it was found that the children were less enthusiastic about the learning, then flashcard media in bilingual development had never been used as a learning media. Then, the product that had been developed is validated by several experts before being tested in the field. Learning media is a tool for the learning process to be able to stimulate thoughts, feelings, and abilities in the learning which can encourage or motivate the learning process in the classroom (Aprinawati, 2017; Citrasmi et al., 2016; Ulfah & Soenarto, 2017). One of the learning media that was developed in this research is flashcard media. Flashcard media is a learning media in the form of cards and it is a group of visual media that can be seen and involves the senses of sight and plays an important role in the learning process (Ikhwati, 2015; Maryanto & Wulanata, 2018; Pratiwi, 2016). Then it can be concluded that flashcard media is a two-dimensional picture card media that contains each learning material.

Based on the results of the trial by material experts, the percentage of flashcard media development was 89.9% with very good criteria, which means that the developed flashcard

media is feasible to be applied in the learning process. The initial vocabulary that children know is obtained from speech in their environment, types of vocabulary that have main words and function words. Children master the main vocabulary first because it consists of nouns, verbs and adjectives, of the three main vocabularies, it is easier for children to master nouns because they are more concrete (Dardjowidjojo: 2008). This is in line with the research of Markus, N., Kusmiyati, K., & Sucipto, (2017) that class of nouns occupies the highest number which is mastered by children. nouns occupy the top position with an average percentage of 49% and verbs occupy second place with an average percentage of 29%, then in third place are followed by class of adjectives with a percentage of 13%, and function words occupy fourth place with a percentage of 10%. The images on the flashcard media are mostly basic noun categories including pictures, cars, apples, mangosteens, cats, goats, pilots, and so on. Language is a medium used by people to communicate with others. Vocabulary mastery can affect a person's language skills. Likewise, a person's ability to use and learn language is influenced a lot by the vocabulary that the child has.

Based on the trial results of the Learning Media Expert, the development of flashcard media was 76.8%. So that this media is suitable for use in the learning process to improve the bilingualism of kindergarten children. Flashcard media is one of the learning media that can generate enthusiasm, motivate students and not cause verbalism, and can present something abstract to be more concrete, train memory and improve vocabulary and vocabulary mastery. Flashcard media is considered as a medium that creates fun and interest in students in learning vocabulary, because flashcard is a form of learning media in the form of picture cards that students like and can be presented in the form of games. Thus flashcards are an alternative that can be expected to help improve students' vocabulary skills, especially especially the ability to listen to vocabulary (Listening skill) and speak (speaking skill). The use of flashcard media can make it

easier for teachers to deliver learning material and for students can increase students' vocabulary and make learning fun and children are motivated to participate actively in learning activities so that there is positive interaction between teachers and students, students and students and students with learning media. (Hotimah, 2017).

Based on the individual trials given to 5 students, it showed a percentage of 91.2% with very good criteria. The results of the small group trial phase, where the percentage obtained was 90.6% with very good criteria. The results of the large group trial stated that the percentage obtained was 92.2% with very good criteria. Based on the results of these trials it can be concluded that flashcard media is a two-dimensional picture card media that can improve bilingual skills in kindergarten. The bilingual learning program for children at the kindergarten institution level is an attempt to introduce a second language to children, especially English, which is carried out in the teaching and learning process. Early childhood education institutions are formal educational institutions that help support and develop all the potential of children. Piaget stated that early childhood cognitive development is in the preoperational stage. This stage is the preparatory stage for organizing concrete operations. At this stage the child's thinking is based more on concrete experience than on logical thinking. When a child sees objects that seem different, he says they are different. At this stage there are characteristics that stand out including: Children learn to use language and describe objects with imagination and words.

In principle, the main goal of bilingual learning is to provide language skills to children which only include listening and speaking skills wrapped in activities to enrich children's vocabulary. Morrison (2012) revealed that in addition to supporting children's bilingualism, being bilingual also makes children benefit in cognitive, cultural and economic development. Djuhari (2011) in his research concluded that parents agree when school children in Kindergarten carry out a bilingual program because it can improve cognitive abilities. Children's ability to understand and speak English

directly is quite good and critical. Flashcard learning media can help all Kindergarten educators to improve students' bilingual abilities. Good learning is supported by the readiness of the teacher in preparing the program and choosing the right method so that the expected results can be maximized. So that it is hoped that students will become the next generation of a brilliant nation in facing future challenges (Pransiska, 2018).

CONCLUSIONS AND RECOMMENDATION

Based on the results of the research on the development of flashcard media to improve the bilingual ability in the kindergartens in group B of TK Kamboja Lamongan with the theme of transportation has met the validity criteria and practicality criteria for the kindergarten students. The test result for the material expert flashcard media was 89.9% with very good criteria and the test result for media experts was 76.8% with good criteria. In the other hand, the result of individual trials was 91.2% with very good criteria, the results of small group trials was 90.6% with very good criteria and the results of large group trials was 92.2% with very good criteria. It means that the development of flashcard media is enjoyed by the students and the impact of using flashcard media is the students have better the bilingual abilities than before.

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