

UTILIZING MAIN CHARACTERS OF THE GOTONG ROYONG SERIES FOR CHARACTER BUILDING AND DEVELOPING EARLY CHILDREN'S LANGUAGE ABILITY

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Abstract. The research was conducted at RA Rumah Kreatif Wadas Kelir Purwokerto Selatan, with 16 children aged 5-6 years who were included in group B. This research used descriptive qualitative research by analyzing the subtitles of fairy tales and the characters in the fairy tales. The process of analyzing the contents of the story is continued by using fairy tale books to develop language skills and increase the vocabulary of early childhood at RA Rumah Kreatif Wadas Kelir. Researchers conducted observations, in-depth interviews with class teachers and accompanying teachers, madrasa heads, and parents, and researchers conducted activity documentation in the form of photos and important documents from RA related to child data. The purpose of this study was to develop early childhood language skills through the Main Character Fairytale book entitled Gotong Royong and the application of the positive character values of cooperation in children's lives. The results showed that children developed very well with percentages of 78% -98% in the aspects of understanding language, expressing language, and literacy. Children can name and map or sort out special vocabulary and general vocabulary contained in fairy tales, the main character of early childhood, and the title cooperation.

Keywords: character, cooperation, and children's language skills.

INTRODUCTION

A language is a communication tool. The scientific study of language is called linguistics. Knowledge of early childhood language development helps to achieve good basic language skills learning (Isna, 2019). Children's language development is an effort or activity to develop children's ability to communicate with their environment through language (Aulina, 2021). The core goal of language development in AUD is that children can communicate according to the norms and characters that grow in society.

The characters revealed by Ir. Soekarno that character is a character of the Indonesian nation that must be built, but in Ki Hajar Dewantara's view, the character has the meaning of character education for children which includes creativity, taste, and intention. Character is a person's character that can be formed, even though character contains innate elements that are different from one another (Ningsih, 2021). Good character can lead children to become wise human beings in social life (Eliza, 2017).

Character education is the main way the formation the character of the nation's children. Early childhood is an important period in building character (Sriani, Pf, et al., 2021). The Ministry of Education and Culture of the Republic of Indonesia is aware that the national character is starting to fade. The anticipatory step taken by the Ministry of Education and Culture is to encourage educational institutions at all levels to organize character education for their students, starting from the level of Early Childhood Education (PAUD) to Higher Education (PT). Character education at the PAUD level consists of 15 characters, one of which is help, cooperation, and cooperation (Winarsih & Martani, 2018).

In line with the Indonesian Ministry of Education and Culture initiative program initiated by Nadiem Anwar Makarim, Minister of Education and Culture of the Republic of Indonesia Advanced Indonesian Cabinet whose concept is to create a more relevant and interactive learning atmosphere meaning that learning is carried out through project activities by providing wider opportunities to students to explore to support the development of children's character as well as competency profiles of Pancasila students (Nasution, 2022 ;Eka Retnaningsih & Khairiyah, 2022).

Cooperation is one of the main characteristics that must be taught in early childhood. Fairy tales are very good for introducing these main characters to children. The simple and short presentation of stories in the Main Character Tales of the Gotong Royong series is perfect for children who are just starting to like reading.

The reality on the ground shows that learning in PAUD focuses more on learning to read, write and do arithmetic, which is considered a reference or requirement for the child to be ready for higher education. Even though the main goal of PAUD is to form quality Indonesian children, namely children who grow and develop according to their level of development (Sriani, PF, et al., 2021). Children's language development is still self-oriented, in language development children gain from experience. Experience and habits in adapting to their environment (Kholilullah et al., 2020).

Yusuf said that language development was influenced by five factors, namely: health factors, intelligence, socioeconomic status, gender, and family relationships (Masitoh, 2019). If the current conditions are left unchecked, language skills in early childhood will decrease, considering that this age is also known as the golden age. At an early age, children experience a period of very rapid growth. The growth of the child's brain and head is faster than the growth of other organs. Viewed from the aspect of early childhood intelligence development, many experts say: a) ages 0-4 years reach 50%; b) ages 4-8 years reach 80%; and c) ages 8-18 years reach 100% (Fitriani, 2019).

The research that has been done before is related to the formation of children's character through fairy tale books, namely research conducted by Wahyu Fitriani whose results state that the formation of children's character can be carried out in the school learning environment and at home or family environment. Strategies for building children's character are carried out by giving examples, getting used to reading fairy tales, getting used to listening to fairy tales, and creating a supportive reading environment (Fitriani, 2019). Previous research related to children's language development through reading stories or storytelling was research conducted by Haryati, Lisa Suhayati, Anita Kusumawati, and Ruisah whose results stated that bilingual storybook reading activities had a very beneficial effect on readers including increasing children's reading skills. The reading skills obtained are in terms of vocabulary, pronunciation and understanding the content of the reading. or read stories in English (Haryati et al., 2021).

From the description above, the main problem in this study is how the form or role of traditional literary works, in this case, is fairy tales in shaping a child's personality. By this problem, the author determines the purpose of the research, namely to explain the importance of fairy tales and their role in the formation of good character for children and through fairy tale books children can develop language skills. This research has an urgency to explore the values that exist in traditional fairy tale literature so that it is still appropriate for today's children to use. Where the values contained in it can be used as material for the enrichment of teaching materials at the level of early childhood education.

RESEARCH METHOD

The research was conducted at RA Rumah Kreatif Wadas Kelir Purwokerto Selatan, with 16 children aged 5-6 years who were included in group B. This research used descriptive qualitative research by analyzing the subtitles of fairy tales and the characters in the fairy tales. The technique used is the content analysis technique using data sources from fairy tale books. Data analysis was carried out by reading the entire contents of the fairy tale and then analyzing the educational value of the characters in the fairy tale text. Fairy tales as children's literature are analyzed in this study and serve as a source of data, namely fairy tales "Fairy Tales of the Main Characters of Early

Childhood". The data was obtained through the book Source of Main Character Fairy Tales for Early Childhood Gotong Royong series.

The process of analyzing the contents of the story is continued by using fairy tale books to develop language skills and increase the vocabulary of early childhood at RA Rumah Kreatif Wadas Kelir. So the researchers also used this type of field research to find out children's language skills and the application of positive cooperation characters in children's real lives. So from him, the researchers conducted observations, in-depth interviews with class teachers and accompanying teachers, madrasa heads, and parents, and researchers conducted documentation of activities in the form of photos and important documents from RA related to child data.

RESULT AND ANALYSIS

Language has an important role in human life. Suhartono stated that the role of language in early childhood includes a means for thinking, a means for listening, a means for speaking and a means for children to be able to read and write. Through language, a person can convey his wishes and opinions to others (Pebriana, 2017). The development of language allows children to learn to understand and control themselves. The development of this language always increases according to the increasing age of the child (Kurniati, 2017).

Four basic language skills must be developed in early childhood (AUD), namely listening skills, speaking skills, reading skills, and writing skills (Fauzi, 2013). Language ability is an important requirement in a child's life, namely the need to be part of a social group (Rosalina, 2011). Language skills in early childhood can be created and honed by habituation for parents and teachers to read stories or storytelling to children because through this activity children will learn how to listen and pay attention. As a result of this habit, children will imitate the good characters in the story which are then applied in their daily lives, whether communicating with people at home, when playing with friends, or dealing with various events in their environment.

Every child has a Language Acquisition Device (LAD), which is the child's natural ability to speak (Madyawati, 2017). Language ability is the same as linguistic ability which at this linguistic stage occurs in children aged 2-6 years. The linguistic stage is at the age of 2-6 years or more, at this stage, the child begins to learn grammar and his vocabulary development reaches 3000 words (Kurniati, 2017). This is in line with research conducted by the author, namely children aged 5-6 years at RA Wadas Kelir Creative House, South Purwokerto. The children were given treatment by reading a book of Tales of the Main Characters of Early Childhood Series with the title Gotong Royong.

A person is said to have character if he has succeeded in absorbing the good things from the values and beliefs desired by society and using them as moral strength in his life. So, morals are the basis for consideration for a person's behaviour in life (Suryanto & Waluyo, 2017). Thomas Lickona as quoted by Arismantoro mentions ten signs of human behaviour that indicate the direction of the destruction of a nation, five of which are: (1) increased violence among adolescents, (2) entrenched dishonesty, (3) increasing disrespect for people parents, teachers and leaders, (4) increasing self-destructive behaviour and (5) increasingly blurred moral guidelines (Dewi et al., 2021).

To strengthen the implementation of character education, there are 18 values in the development of cultural and national character education created by the National Education Department. The 18 values in character education are: 1) Religious; 2) Honest; 3) Tolerance; 4) Discipline; 5) Hard Work; 6) Creative; 7) Independent; 8) Democratic; 9) Curiosity; 10) National Spirit; 11) Love of the Motherland; 12) Appreciate Achievements; 13) Friendly/Communicative; 14) Love Peace; 15) Enjoy Reading; 16) Care for the Environment; 17) Social Care; and 18) Responsibility (Zulfitria et al., 2020). If character education can be integrated into all lessons, then the strategy of giving meaning to character education in schools can be done through learning to appreciate reading stories or listening to fairy tales.

Children are great imitators, meaning that children will imitate good characters from figures or figures close to children, namely parents, family members, and teachers, and one of them is a character in a fairy tale book that children often listen to. Humans are creatures who like to tell

stories, so reading or telling fairy tales to children is ideally the obligation of parents. Fairy tales are not just jokes that have no meaning but wrap messages or good character values that are appropriate for children's development. The following is the presentation of the Main Character Fairy Tale Book for the Early Childhood Series entitled Gotong Royong:

Book Title	Book Subtitles	Judul Buku	Sub Judul Buku
The Main Character Fairy Tales of Mutual Cooperation Early Childhood	Help the ponies	<i>Dongeng Karakter Utama Anak Usia Dini Gotong Royong</i>	<i>Membantu kuda poni</i>
	Star from heaven		<i>Bintang dari surga</i>
	Drought in the forest		<i>Kemarau di hutan</i>
	Because of the race		<i>Gara-gara balapan</i>
	Play together		<i>Main ramai-ramai</i>
	Squirrel birthday		<i>Ulang tahun tupai</i>
	Visit the little pig		<i>Menjenguk babi kecil</i>
	Sightseeing		<i>Tamasya</i>
	Sharing tasks		<i>Berbagi tugas</i>
	Pangolin hero		<i>Pahlawan trenggiling</i>



In this book, 10 story titles are appropriate to the level of early childhood readability. Especially in RA Rumah Kreatif Wadas Kelir, namely group B aged 5-6 years. A total of 16 children were given the same treatment, namely reading fairy tales for 1 week. The results were very surprising where the children were able to name general types of vocabulary and special types of vocabulary. According to Hurlock, there are two types of vocabulary that children should learn, namely general vocabulary and special vocabulary. A common vocabulary is a vocabulary that can be used in many different situations, such as home, bad, and animals. Meanwhile, special vocabulary is a word with a specific meaning and can only be used in certain situations (Fauzi, 2013).

One of the consequences or effects experienced by children after being given treatment is listening and listening to the story of the main character's fairy tale book series for early childhood, one of which is increasing the vocabulary of children at RA Rumah Kreatif Wadas Kelir Purwokerto Selatan. More details will be explained in the following table:

Vocabulary categories that children can mention in the Main Character Tales of AUD Gotong Royong

Category	Kind of Word	Information
General Vocabulary	Noun	Concrete nouns: candle, cloth, curtain, smoke, log, moon, stars, tears, well, medicine, tent and body. Abstract noun: feel sorry. Animate nouns:-
	Verb	Seeing, inviting, singing, drinking, devotional work, thirsting, drawing water, embracing, setting

		up, lending, rolling, rolling, binding, and pulling.
	Adjective	Cooperation, missing, pity, busy, busy, fighting over, sharing, smart, active, comfortable, and relieved.
	Adverb	The sky, the restaurant, on the road, and into the abyss.
	Counsels and pronouns	He, -her, and they.
Special Vocabulary	Color vocabulary	Able to name each designated colour.
	Number vocabulary	-
	Time vocabulary	Night, dry season, overcast, since yesterday, during the day, almost dark, and every day.
	Money Vocabulary	-
	Popular sayings vocabulary	-
	Vocabulary oath	-
	Secret vocabulary	-

Types of words that children are curious about and must be explained in detail, such as: touched, grabbed, depressed, forest dwellers, racing, almost crying, back, celebrating, hungry, wrapping, visiting, recovering, outing, emergency, customer, hero, and slipping.

Language skills in children at RA Rumah Kreatif Wadas Kelir were measured by researchers using an assessment sheet by the Content Standards regarding Levels of Achievement of Children's Development in the 5-6 Years Age Group in the Scope of Language Development with 3 aspects assessed, namely understanding language, expressing language, and literacy. Each scope of childbearing is divided into three indicators that have been adapted to the Developmental Levels of Children Aged 5-6 years. Analyzing the child's assessment sheet at RA Rumah Kreatif Wadas Kelir, the language skills achieved by children are as follows:

1. Aspects of understanding the language, where in this aspect there are 3 indicators. Based on the research results show that:
 - a. Children can say words with a percentage of 97%, meaning that the child is developing very well and is included in the very good criteria.
 - b. Children can play with sounds to create new words with a percentage of 97% indicating that children are developing very well and are included in the very good criteria.
 - c. The child can retell the events in the story with a percentage of 95% indicating that the child is developing very well and is included in the very good criteria.
2. Aspects of Revealing Language, where in this aspect there are 3 indicators. Based on the research results show that:
 - a. Children can name the characters in the story with a percentage of 98% indicating that the child is developing very well and is included in the very good criteria.
 - b. The child can answer questions related to the events in the story. The percentage of 97% indicates that the child is developing very well and is included in the very good criteria.
 - c. Quickly the child can understand the meaning of the good character sentence in the story, the percentage of 98% indicates that the child is developing very well and is included in the very good criteria.
3. Literacy aspect, in which there are 3 indicators in this aspect. Based on the research results show that:
 - a. Children by themselves show a sense of pleasure towards books that are told a percentage of 98% indicates that children are developing very well included in the very good criteria.
 - b. Children can read short words and sentences with a percentage of 78% indicating that the child is developing according to expectations and is included in the good criteria.
 - c. Children can arrange letters with words in the story with a percentage of 78% indicating that the child is developing as expected and is included in the good criteria.

The implications of storytelling or storytelling activities: 1) Children's imagination can develop properly, 2) Being able to increase children's knowledge and experience, 3) Can train children's concentration, 4) Increase children's vocabulary, 5) Create an intimate atmosphere between children and teachers or parents, 6) Training children's absorption and grasping power, 7) Developing children's social feelings or empathy, 8) Knowing the child's emotional level, 9) Children practising listening and listening carefully, and 10) Children are introduced to positive and negative values (Mursid, 2017).

Storytelling or storytelling activities have a good impact on children, children have and master a variety of vocabulary, so children will go to the next level, namely applying what they pay attention to and hear in everyday life. This study showed significant results where RA children at Rumah Kreatif Wadas Kelir were very enthusiastic and able to instil the good characters in fairy tales in everyday life and when playing with their friends. Children can name all kinds of colours in fairy tale book illustrations. This is amazing. A case that I have encountered is a child saying "Mother, let's lift this stool together. Because we have to help each other and work together," this was done when the learning process in class was about to begin. I believe that children know the words "bench, help, and cooperation" after the child is given the treatment of being read the book Fairy Tales of the Main Characters of Early Childhood Series entitled Gotong Royong (Source: Story from Dian Wahyu Sri Lestari as Head of Madrasah RA Rumah Wadas Kelir on February 20, 2023).

The manifestation of the depiction of the cooperation character values in the AUD Main Character Tale book entitled Mutual Cooperation is divided into three categories, namely the depiction of the cooperation character values which can be illustrated through the characters' character, the things experienced by the characters in the story, and the dialogue between the characters in the story. The manifestation of cooperation character values through the character of the characters in the story The first form of cooperation character values in the AUD Main Character Fairy Tale book entitled Gotong Royong which is illustrated through the character of the characters in the first story is found in the title Dry in the Forest in the following quotation:

Page 1	During the dry season, the forest-dwelling animals are busy working to dig wells so they can drink water.	Halaman 1	<i>Saat musim kemarau, hewan-hewan penghuni hutan sibuk kerja bakti membuat sumur agar bisa minum air.</i>
Page 2	But gorillas sleep all day. He's never been to community service.	Halaman 2	<i>Tapi Gorila malah tidur seharian. Dia tidak pernah pernah ikut kerja bakti.</i>
Page 3	The gorilla wakes up thirsty, he is confused and looking for drinking water. Feeling sorry, the lion gave him a bucket of water to drink.	Halaman 3	<i>Bangun tidur Gorila haus, dia kebingungan mencari air minum. Karena merasa kasihan, Singa memberi seember air minum untuknya.</i>
Page 4	Gorilla says thank you. In return, the Gorilla diligently helps draw water with his strong hands.	Halaman 4	<i>Gorila mengucapkan terimakasih. Sebagai balasannya, Gorila rajin membantu menimba air dengan tangannya yang kuat.</i>
Page 5	Every day, Gorillas always come to help fetch water for all the forest dwellers to drink.	Halaman 5	<i>Setiap hari, Gorila selalu datang membantu menimba air untuk minum semua penghuni hutan.</i>

Departing from the above facts about students inviting teachers to lift chairs together is also in line with the story of Dryness in the Forest. It is said that all the inhabitants of the community

service forest made wells so they could drink. A job if done together will feel light and quickly completed. But one gorilla sleeps while the others are working. When awake, gorillas are thirsty and confused for water. Lion came and gave drinking water to Gorilla. From that story, Gorilla realized and diligently helped bring water to drink for all forest dwellers.

The manifestation of cooperation character values through the things that are experienced by the characters in the story. The second manifestation of the character value of gotong royong in the AUD Main Character Tale book entitled Gotong Royong which is illustrated through the things experienced by the characters in the first story is found in the title Sharing Tasks in the following quote:

Page 1	Mother Kangaroo is very good at cooking. The Kangaroo family opens a restaurant. Lots of customers coming.	Halaman 1	<i>Ibu Kanguru pandai sekali memasak. Keluarga Kanguru membuka restoran. Banyak sekali pelanggan yang datang.</i>
Page 2	Every day when it's closed, the restaurant is very dirty.	Halaman 2	<i>Setiap hari kalau sudah tutup, restoran sangat kotor.</i>
Page 3	The Kangaroo family shares the chores of cleaning the restaurant.	Halaman 3	<i>Keluarga Kanguru berbagi tugas membersihkan restoran.</i>
Page 4	Kangaroo's mother washes the dishes. Kangaroo dad sweeps the floor. The little kangaroo takes out the trash.	Halaman 4	<i>Ibu Kanguru mencuci piring. Ayah Kanguru menyapu lantai. Kanguru Kecil membuang sampah.</i>
Page 5	Every day, the Kangaroo Family works hard. Their restaurant is always clean and comfortable. More and more customers are coming.	Halaman 5	<i>Setiap hari, Keluarga Kanguru bekerja dengan giat. Restoran mereka selalu bersih dan nyaman. Para pelanggan makin banyak yang berdatangan.</i>

It is said that Mother Kangaroo was a good cook and the Kangaroo family decided to open a food restaurant. Every day, the Kangaroo Family experiences this continuously, namely the condition of the restaurant is very dirty. Because he didn't want his customers to run away because of the dirty condition of the restaurant, the Kangaroo father had the idea to clean up the restaurant by sharing the tasks. Her job is that the Kangaroo Mother washes the dishes. Kangaroo dad sweeps the floor. The little kangaroo takes out the trash. As a result, because the restaurant is clean, more and more customers come. This makes the Kangaroo family more active in managing the restaurant. A job if done together will feel light and quickly completed. Sharing tasks is an effective way to instil the positive character of cooperation from parents to children. Do not forget, parents should also set an example of good treatment in front of their children because children need a good figure, not words that only give advice.

The two examples of the stories above are Agung's opinion that the value of the character of cooperation can be reflected by working together to solve problems together (Agung, 2017). Therefore, this is included in the character values of gotong royong because there are activities that work hand in hand to complete a particular job, namely that which is carried out by animals in the forest called Gorillas and Kangaroo Families.

CONCLUSION

Language skills in children at RA Wadas Kelir Creative House were measured by researchers using an assessment sheet by the Content Standards regarding the Level of Achievement of Developmental Achievement of Children in the 5-6 Years Age Group in the Scope of Language Development with 3 aspects assessed, namely understanding language, expressing language, and literacy. Data from the scoring sheet shows that the child is developing very well, shown in the final results of the percentage of 95%-97% in the aspect of understanding language, the percentage of 97%-98% in the aspect of expressing language, and the percentage of 98% in the aspect of literacy with indicators of children with itself shows pleasure towards the books that are told and 78% in the aspect of literacy on the indicator that children can read words and short sentences and children can assemble letters with words in the story.

The result or effect of using the AUD main character book series in cultivating positive characters experienced by parents and teachers is that children apply the good character of story characters in fairy tales to real life. Like when children play and study with their friends, children ask the teacher to lift stools together as an application of the cooperation activities that children hear in the story of the gorilla carrying water for drinking. Another statement came from the child's parents who said that their child was diligent in sweeping the house after being treated to listening to stories of the Kangaroo family sharing the task of cleaning the restaurant.

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