

**THE USE OF LEARNING ANIMATION VIDEO MEDIA IN EARLY CHILDREN'S LANGUAGE  
DEVELOPMENT IN RA AL IHSAN LEBAK WINONGAN**

Salsabila Umniyati<sup>1</sup>, Maulidah Milk

Early Childhood Islamic Education Study Program (Piaud)

Nu Tarbiyah College of Science (Stitnu)

Al Hikmah Mojokerto

: [salsabillah582@gmail.com](mailto:salsabillah582@gmail.com)

**ABSTRACT** : The development of children's language skills can be developed with various media. One of them is using audio-visual media with video stories that are applied through a laptop. The formulation of the problem in this study is "How is the use of animated video media in developing children's language skills at RAAI Ihsan Lebak Winongan". This study aims to determine how the use of animated video media in developing children's language skills at RA Al Ihsan Lebak Winongan. This research is a qualitative descriptive study that aims to describe objectively the situation at the research site using a series of words or sentences, with the research subject being group B at RA Al Ihsan which consists of 15 children. This study uses data collection techniques through observations made to children and teachers, interviews with teachers, documentation, qualitative data analysis using data reduction, data display and drawing conclusions. The results showed that the use of animated video media has been implemented less well. With the lack of LCD and projector tools so that video delivery is not optimal and teachers are less communicative to children. In the results of observations of the use of animated video media using the following steps: the teacher prepares the RPPH according to the theme to be taught, the teacher arranges and prepares the media equipment used, the teacher pays attention to the sitting position of the students in a comfortable state, the teacher invites the children to listen to the video and explain the learning objectives, the teacher makes sure the children are ready to watch the video, the teacher evaluates. Then all indicators of the development of language skills can develop as expected. Of the six steps for using animated video media applied by teachers at RA Al Ihsan Lebak Winongan can be an alternative in developing early childhood language skills

**Keywords:** Animated Video Media, Children's Language Ability

**PRELIMINARY**

Early Childhood Education is a form of education that focuses on laying the foundation for physical growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitude and behavior and religion), language and communication, as well as with the uniqueness and stages of development that early childhood goes through.

Early Childhood Education is stated in Law Number 20 of 2003 concerning the

National Education System Chapter 1 Article 1 Paragraph 14, "Early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education..According to Khotijah, (2016: 37) Oral language can already be used by children as a communication tool. The development of language skills in Kindergarten is so that students are able to communicate verbally with their environment. Early childhood language is the language used by children to convey wishes, thoughts, hopes, requests for himself. Suhartono stated that the role of language for early childhood is as a means of thinking, a means of listening, a means of speaking and a means for children to be able to read and write. Through language, a person conveys his wishes and opinions to others. According to Syamsu Yusuf, 2014: 118 says that language is the ability to communicate with other people. The meaning includes all ways to communicate, where thoughts and feelings are expressed in the form of symbols or symbols to express something understanding, such as using spoken, written signs, numbers, paintings, and facial expressions. Language is a liaison or communication tool between community members consisting of individuals who express their thoughts, feelings, and desires.From several opinions, it can be concluded that language is a symbol or sound symbol, both visual and verbal, which is used to convey wishes, thoughts and feelings to others.

Based on the characteristics of early childhood, the most important aspect of language skills developed is the ability to listen, speak, read and write. Speaking is the ability to pronounce articulation sounds or words to express, state or convey thoughts, ideas, and feelings. Speaking is a language skill that develops and is influenced by listening skills. The ability to speak is related to the vocabulary children get from listening and reading activities. Speaking and listening are two-way communication activities that are carried out directly. The ability to speak is related to the vocabulary children get from listening and reading activities. For this reason, these skills must be stimulated so that they can develop optimally.

According to Jamaris in Marlen 2014: 6, the language skills of children aged 5-6 years are 1) able to pronounce more than 2,500 vocabularies, 2) the scope of the vocabulary spoken by children regarding taste, smell, beauty and speed, 3) children can do role, as a good listener, 4) can participate in a conversation. Children's language development can be assessed in indicators, the goal is to see how much children's language development at RA Al Ihsan Lebak Winongan. Based on observations that have been made at RA Al Ihsan that the language skills of children aged 5-6 years have difficulty retelling the lessons delivered by the teacher or the daily activities at home that children do, such as when the teacher asks what activities they did before going to school, it is also seen that there are some children who have unclear articulation of language sounds, lack of use of learning media, and the way the teacher conveys learning is less attractive, the teacher only provides understanding through the enlightenment method so that children do not play an active role in the learning process and only focus in giving assignments that make children feel that learning in RA is monotonous and boring.Based on observations made in the implementation of language learning, especially in storytelling activities, it was found that many difficulties were faced by teachers including, not yet maximal use of media by teachers that had been provided by the school, children's language development was still not developed optimally and lack of adequate facilities and infrastructure to support language learning. The implementation of the use of learning video media activities according to the theme. Based on the above background, the

researcher uses the title Use of Animated Video Learning Media in Early Childhood Language Development at RA Al Ihsan Lebak Winongan.

## **METHOD**

Based on the problems that arise, in this study using qualitative descriptive research. According to Iskandar (in Darman, 2014: 185) states that descriptive research is research that is used to explain or describe the phenomena or social phenomena studied by describing the value of independent variables, which consist of one or more variables based on indicators of the variables studied without making comparison or linking between the variables studied for exploration and classification with the variables studied.

The place where RA AL IHSAN's research is conducted is at Jalan Umbulan, Lebak Village, Winongan District, Pasuruan Regency.

Research time is approximately 1 month. The research itself starts from submitting a title to writing a research report. Qualitative research does not intend to describe the characteristics of the population or draw generalizations conclusions that apply to a population but rather focuses on the representation of phenomena. So the results of this study are not intended to draw general conclusions but only for schools related to the observed phenomena.

The data collection techniques in this study are interviews, observation, and documentation methods

## **RESULTS AND DISCUSSION**

### **1. Children Can Answer Questions Well**

The results of the research that the authors observed on January 10 to February 12, 2022 were related to the development of children's language skills at RA Al Ihsan Lebak Winongan through the use of animated videos, with indicators that children could answer questions well. When the teacher asks the children about the title, the name of the character, and the events that occur in the animated video story that has been broadcast. From the observations made there are 3 children who have developed very well, it can be seen that when children can answer the questions the teacher gives according to their opinion, 8 children develop according to expectations and 4 children who have started to develop.

### **2. Can Retell the Contents of the Story**

The indicator can retell the contents of the story that has been broadcast. From the results of observations after the teacher played the animated video to the child, the teacher gave directions to the child to retell the contents of the animated video story that was shown, in this case it can be seen that the child's language skills in conveying the animated video story that the child has seen and heard. There are 3 children who are developing according to expectations and have started to dare to come forward to retell the contents of the animated video story well even though it is still being guided by the teacher. And there are 12 children starting to develop as seen from when the children have started to listen to

the video well and follow the activities well thanks to the direction and encouragement from the teacher.

### **3. Children can pronounce vocabulary related to color, size, shape and chanting of songs in the story**

The results of the research that the author observed in the indicator that children could pronounce vocabulary related to color, size, shape and chanting of songs in the story there were 11 children who developed according to expectations seen when children gave input after the teacher explained the beauty of the rainbow, the shape of the rainbow and the colors of the rainbow, and things related to the universe and there are 4 children who are starting to develop.

### **4. Children can see and listen to stories**

The results of the research that the author observed on January 10 to February 12 2022 regarding the use of animated videos in developing children's language skills at RA Al Ihsan with indicators that children can see and listen to animated video stories that have been displayed in an orderly manner from the start of the video when it is played until the end video playback, there are 2 children who are developing very well, there are 11 children developing as expected this can be seen when the teacher plays the child to listen to the video that will be shown, the child is very enthusiastic in watching the video and makes the class atmosphere safe and orderly in viewing the video, and there are 2 children who are starting to develop this can be seen when the teacher has to be good at reprimanding the children so that the class remains orderly and in learning activities using audio visual media this can run well. Can Talk With Teachers And Peers The results of the research that the author observed on January 10 to February 12, 2022 regarding the use of animated video media in developing children's language skills in Al Ihsan Lebak Winongan, with indicators that children can talk to teachers and peers like talking about the consequences if littering. From the observations made there are 4 children who are developing very well, it can be seen when the teacher explains the ongoing learning, the children provide input to the teacher and understand what the teacher is saying. Furthermore, there are 6 children who develop according to expectations, this can be seen when children speak, they must be given encouragement first by the teacher, and there are 5 children who are starting to develop.

Based on the results of interviews, observations and documentation carried out, the final result of using animated video media in developing children's language skills at RA Al Ihsan Lebak Winongan, the author will describe in detail in developing children's language skills in group B aged 5-6 years, totaling 15 people. Children are as follows:

- a. The development of Rania's language skills, firstly, the child begins to develop, this can be seen when the child answers the questions and is still assisted by the teacher, secondly, the child does not dare to come forward to retell the contents of the animated video that has been broadcast and the child is also still assisted by the teacher in the vocabulary that has been developed. Related to taste, smell, size, shape and song. When listening to videos, children are less focused on

listening to the video that is being broadcast, Rania is more busy chatting with her friends, so the teacher always reprimands Rania so that she can focus on listening to the video. Furthermore, in talking to Rania's teacher, including children who tend to be silent in class. Based on the results of the assessment, the development of language skills can be categorized as starting to develop.

- b. The development of Aisyah's language skills, first, can answer more complex questions, Aisyah absorbs information quickly compared to her peers, this can be seen when children answer questions according to the questions given quickly without being assisted by the teacher. Second, Aisyah has dared to come forward and retell the contents of the story in the animated video that has been shown even though she is still being assisted by the teacher. Third, the vocabulary that is spoken involves feelings such as fear of natural disasters, smells, beauty and speed. Fourth, children want to listen to the video that has been given by the teacher well and continue to pay attention to the video even though they are occasionally disturbed by their peers. In the fifth item, the children have developed well which in learning Surya is an active child. Based on these data, children are categorized as developing according to expectations.
- c. The development of Atika's language skills, in the first item the child can answer the questions given by the teacher. Atika is also a fast child in absorbing information. He also often tells his friends who cannot answer the teacher's questions. Second, the child dares to retell the story in the animated video in front of his friends. This can be seen when Atika volunteered to come forward and retell the contents of the video. Third, children have understood vocabulary that includes taste, smell, size, shape and song. Fourth, the child has listened carefully to the content of the story in the animated video that is shown, although he is often reprimanded by the teacher, he knows and understands the content of the video. In the fifth item, children are able to converse with teachers and their peers, this can be seen because Atika is an active child. In terms of the development of this language ability, Atika can be categorized as having developed as expected.
- d. The development of Bilqis language skills, first, the child develops according to expectations, this can be seen when the child quickly and loudly answers the teacher's questions, second, the children are able to retell the contents of the story in the video even though they are still assisted by the teacher, third, the child understands vocabulary that includes taste, smell, size, shape and song of this thing. Fourth, children can already listen to animated videos well, this can be seen when children focus and feel happy while watching animated videos, the five children are able to talk to teachers and their peers. Bilqis is also an active child. So Bilqis in the development of language skills can be categorized as having developed as expected.
- e. The development of Akmal's language skills, firstly, Akmal can also absorb information quickly and can answer questions according to the questions that have been given by the teacher. Akmal also occasionally gives answers to friends who don't know the answer, on the second item, children have dared to come forward to tell the contents of the video. The animation in front of their friends, although not detailed, but the child already understands the content of the video story, in the third item the child's vocabulary has understood including taste, smell, size, shape and song. Fourth, the child listens to the animation video well, it can be seen that the child is able to answer when asked again the content of the story in the animated video, fifth, Akmal is able to converse with the teacher and his peers

well. So the development of the Akmal language is categorized as developing according to expectations.

- f. The development of Candra's language skills, firstly the child can answer questions correctly and loudly, secondly, Candra bravely poses and comes forward to retell the contents of the animated video that has been watched even though the teacher is still directing the storyline, thirdly, the child has started to understand vocabulary. Words that include a sense of smell, size, shape and song, this can be seen when talking to the teacher, fourth, the child can listen to the animated video well and is very enthusiastic so that if there is a friend who is noisy he occasionally reprimands him, fifth, the child is able to talk to the teacher and his friends, he is very close to the teacher and his friends, Shiva is an active child in the class. Based on this assessment, the development of Candra's language skills is categorized as having developed as expected.
- g. The development of Faim's language skills, first, the child is able to answer questions according to the questions given by the teacher even in a low voice, in the second item the child is able to retell the contents of the animated video story even though it is still being helped by the teacher, in the third item the child's vocabulary already understand includes taste, smell, size, shape and song, this can be seen when children understand the impact of throwing garbage, a beautiful universe, planets, moons, suns and others. In the fourth item, children can listen to the video well even though they are occasionally disturbed by their friends, fifth, Faim is able to talk to teachers and peers, this can be seen when he is very close to his friends, based on the results of the assessment, the development of language skills is categorized as having developed according to hope.
- h. The development of Aan's language skills, firstly Aan was able to answer the teacher's questions even though he was still reminded by the teacher, in the second item the child had begun to develop in retelling the contents of the animated video he had seen even though he was still assisted by the teacher, third, the child was still assisted by the teacher in the vocabulary he had seen. Includes taste, smell, size, shape and song, fourth, when the animated video is played the child can listen even though he occasionally chats with his friend the teacher reprimands him so he can refocus, fifth, Aan can talk to the teacher and his friends even though he has to be stimulated first In the past, teachers and children were only close to a few friends, children were also less active in class. Based on the results of the assessment, the development of Aan's language skills is categorized as starting to develop.
- i. The development of Sofi's language skills, firstly Sofi is able to answer questions according to the questions given by the teacher, second, Sofi has dared to show herself to tell the contents of the animated video story even though she is still reminded by the teacher, third, Sofi already understands vocabulary related to taste, smell, size, shape and song this can be seen when the child answers questions related to the vocabulary. Fourth, Sofi can listen to animated videos well even though her seat is not neat, fifth, Sofi can talk to teachers and her peers she is also an active child. Based on this assessment, the development of Sofi's language skills is categorized as having developed as expected.
- j. The development of Brili's language skills, first, Brili can answer questions correctly even though with a low voice intonation, second, Brilu can retell the contents of the animated video even though the teacher is still reminded, third, Brili's

vocabulary development includes taste, smell, size and shape and a song where the child already knows the shape of the rainbow and is a little memorized with the song of the universe, fourth, Brili can listen to animated videos well even though the teacher occasionally admonishes her not to chat with her friends and focus on listening to the video again, on the fifth item the children can already have conversations with teacher and friends in class. Based on the assessment of the development of language skills, children are categorized as having developed according to expectations.

- k. The development of Avika's language skills, first, the child can answer questions according to the questions given by the teacher, second, the child can retell even though it is still assisted by the teacher, third, the development of vocabulary the child has understood which includes taste, smell, size, shape, song, etc. this can be seen when talking to the teacher, in the fourth item the child can listen to the video well and conducive, fifth, the child is able to talk to the teacher and friends even though the child is less active in the class. Based on the assessment of the development of language skills, children are categorized as having developed according to expectations
- l. The development of Ani's language skills, first, the child can answer questions from the teacher according to the questions submitted by the teacher, second, the child can retell the contents of the video story that is broadcast even though the teacher is still reminded and assisted by the teacher, third, vocabulary development includes taste, smell the size of the shape, the beauty of the child already understands and is able to distinguish even though the teacher is still reminded, on the fourth item the child is able to listen to the animated video even though he occasionally lacks focus and is reprimanded by the teacher, fifth, the child is able to talk to the teacher and their peers, when including passive children. Based on the results of the assessment of the development of language skills, the child can be categorized as having developed as expected.
- m. The development of Wardani's language skills, first, Ani has been able to answer the teacher's questions correctly without being helped by the teacher, second, the children have dared to come forward and tell the contents of the animated videos they have seen and sing, the three children have understood and understood the vocabulary which includes the sense of smell the size of the shape and the beauty of this can be seen when talking to the teacher, fourth, the children can listen to animated videos well and conducive, the five children can talk with friends and teachers. Based on the assessment of the development of language skills, children are categorized as having developed according to expectations
- n. The development of Arin's language skills, first, children can answer questions but are still assisted by the teacher, second, children can tell animated videos but still with the help and encouragement of teachers, third, there are some children who are still giving explanations to children in vocabulary such as shape size, sense of smell and beauty, fourth, children can listen to animated videos well, it can be seen that children focus on watching videos from the beginning to the end of the video, fifth, children are able to talk with teachers and also with their peers, based on an assessment of the development of language skills, children can be categorized as developing
- o. The development of Rina's language skills, first, the child is able to answer according to the questions given without the help of the teacher. Second, children can retell the contents of the story in animated videos even though they

are still assisted by the teacher. Third, children already know and understand vocabulary related to taste, smell, size and shape as well as songs. Fourth, children can already listen to animated videos well, this can be seen when the video is played by the teacher. Fifth, children can talk with teachers and their peers well, this can be seen Rina is very close to her peers and teachers, she is also an active child in the class in this assessment can be categorized as developing according to expectations.

when the main activity wants to start playing the contents of the animated video story, the teacher should pay more attention to the child's seating position so that all children can see the video clearly without anyone feeling hindered, and the teacher should also sit parallel to his child and be more communicative to the child so that the child feels close to the teacher. Furthermore, the school should have adequate audio-visual media facilities, such as the use of projectors and LCDs. At the end of the activity the teacher should repeat the material presented or evaluate as much as possible. In order to achieve this goal, it is achieved in accordance with the stage of development of language skills. Teachers can re-stimulate children's memory and can provoke knowledge that information received by children can be stored properly in children's minds and memories. It is hoped that all indicators of the development of language skills can be developed optimally. The data on the results of using audio-visual media in developing children's language skills are

Table 10

Research Results on the Development of Early Childhood Language Ability Group B RA Al Ihsan Lebak Winongan

No.	Nama	Indikator					Keterangan
		1	2	3	4	5	
1.	Candra	BSB	MB	BSH	BSH	BSB	BSH
2.	Aisyah	BSB	BSH	BSH	BSH	BSB	BSH
3.	Atika	BSB	MB	BSH	BSH	BSB	BSH
4.	Bilqis	BSB	BSH	BSH	BSH	BSB	BSH
5.	Akmal	BSH	MB	BSH	BSH	BSH	BSH
6.	Rania	MB		MB	MB	MB	MB
7	Faim	BSH	MB	BSH	BSB	BSH	BSH
8.	Sofi	BSH	MB	BSH	BSH	BSH	BSH
9.	Aan	MB	MB	MB	MB	MB	MB
10.	Avika	BSH	MB	BSH	BSH	BSH	BSH
11.	Brili	BSH	MB	BSH	BSH	MB	BSH

12.	Ani	BSH	MB	BSH	BSH	BSH	BSH
13	Wardani	BSH	MB	BSH	BSH	BSH	BSH
14.	Dea	BSH	MB	BSH	BSH	MB	BSH
15	Arin	MB	MB	MB	BSH	BSH	MB

Source: Observations on January 2022 at RA Al Ihsan Lebak Winongan

Development Achievement Description:

1. BB: Not Developed: if the child does it, it must be under the guidance of the teacher or an example by the teacher, with a score of 1 with the characteristic (\*)
2. MB: Starting to Develop: if the child is still reminded or assisted by the teacher, with a score of 2 with the characteristic (\*\*)
3. BSH: Develops According to Expectations: when the child is able to do it independently without having to be reminded by the teacher, with a score of 3 with the characteristic (\*\*\*)
4. BSB: Very Good Development: if the child is able to do it independently and help his friend who has not achieved the ability according to the expected indicators, with a score of 4 with the characteristic (\*\*\*\*).

The table above shows that there are 11 children who are developing according to expectations and 4 children who are starting to develop. It was concluded that the use of learning animation video media in the development of children's language skills at RA Al Ihsan was very good in accordance with the level of achievement of children's language skills.

### C. Discussion

In this discussion, the researcher will discuss all the research results that have been compiled following the problems taken from the observations. As has been described in the results of previous studies, namely:

1. The teacher prepares the Learning Implementation Plan (RPPH) according to the theme to be taught
2. The teacher arranges and prepares the media equipment that will be used
3. The teacher pays attention to the sitting position of students in a comfortable state
4. The teacher invites the children to watch the video and explain the learning objectives
5. The teacher makes sure the child is ready to watch the video
6. The teacher evaluates learning

In creating a fun learning for children it is an effort that must be made by a teacher, learning media can be used as a teacher's tool in conveying learning to children to make it easier for children to understand the learning given by the teacher, especially in the development of children's language skills, one of which is The media that can be used is learning animation media.

Before starting the lesson, the educator prepares a video according to the learning theme that will be used to develop children's language skills at RA Al Ihsan Lebak Winongan by using animation media and the teacher's question and answer process to students and presenting it in the form of a Daily Learning Implementation Plan (RPPH). Furthermore, before carrying out learning activities using animated video media, the teacher prepares animation media tools before the children come to school such as laptops, sound, cables and videos that children show. So I arranged a clean and tidy room, so that the children felt safe and comfortable in the classroom.

After preparing the RPPH according to the theme and the tools to be used, the teacher begins to adjust the child's sitting position so that the children do not fight and all children can watch the video that will be shown later and it can run well. The teacher invites the children to watch the animated video which starts with enthusiastic applause and is ready to watch the video, after all the children are silent and ready to pay attention to the teacher, the teacher explains the learning objectives to be carried out, namely introducing children to the audio-visual media tools that will be used. In the learning process, such as introducing laptops, sound systems and cables, the teacher also explains a little about the contents of the stories and titles that will be shown to children.

After the child understands and is ready, the teacher plays the video to the child, the children are so enthusiastic when watching the video, during the activity the teacher observes and supervises the child with the aim of conditioning the classroom so that audio-visual learning activities can run well and in an orderly manner.

At the time the activity was taking place the teacher gave questions related to the content of the video with the aim that children could express their opinions individually by answering questions posed by the teacher. Children are also given the opportunity to come forward and retell the contents of the stories that have been witnessed to their friends but this cannot be separated from the help of the teacher.

From the steps of using animated video media in developing children's language skills at RA Al Ihsan Lebak Winongan, the teacher has done it according to these steps, but there are still some steps to using animated learning videos whose application is less than optimal, such as the use of media tools that lack examples of projectors and LCD, with the addition of a large screen tool can make it easier for children to see the contents of the video to make it clearer, and when children are given the opportunity to repeat the contents of the video story to their friends, the teacher only focuses on children who are advanced and make other children not conducive and do not listen to children who are telling stories in front. The teacher should provide direction and bring order again so that children become orderly and influence the results of the development of children's language skills. In order to succeed optimally and help students achieve assessment standards that are appropriate to their level of development. From several indicators of the use of learning animation video media on early childhood language development at

RA Al Ihsan, it can be categorized as good and feasible to continue to use and the contribution of thoughts given by researchers can be input for further development.

## CONCLUSION

Based on the observations made, it can be concluded that children's language skills through learning animation video media have been carried out poorly because they only use a laptop with a small screen so that the video image is not clear when viewed from a distance, the teacher is also less communicative to children. But in all indicators of achievement of children's language development in RA has developed as expected. As for what the teacher did before carrying out developing children's language skills through the use of learning animation videos:

1. The teacher prepares a Learning Implementation Plan (RPPH) according to the theme to be taught
2. The teacher arranges and prepares the media equipment that will be used
3. The teacher pays attention to the sitting position of students in a comfortable state
4. The teacher invites the children to listen to the video and explain the learning objectives
5. The teacher makes sure the child is ready to watch the video
6. The teacher evaluates learning.

Based on the observations made, it can be concluded that children's language skills through learning animation video media have been carried out poorly because they only use a laptop with a small screen so that the video image is not clear when viewed from a distance, the teacher is also less communicative to children. But in all indicators of achievement of children's language development in RA has developed as expected. As for what the teacher did before carrying out developing children's language skills through the use of learning animation videos:

1. The teacher prepares a Learning Implementation Plan (RPPH) according to the theme to be taught
2. The teacher arranges and prepares the media equipment that will be used
3. The teacher pays attention to the sitting position of students in a comfortable state
4. The teacher invites the children to listen to the video and explain the learning objectives
5. The teacher makes sure the child is ready to watch the video
6. The teacher evaluates learning.

## REFERENCE

- Ali Mustofah dan Ragil Saifulloh, "Tafsir Surat Ar-Rahman Ayat 1-4 : Karakteristik Guru", *Jurnal Qolamuna*, Vol 3, No 1 (Juli 2017), h. 95.
- Anita, "Perkembangan Bahasa Anak Usia Dini", *Jurnal Al-Shifa*, Vol.06, No.02 (Juli-Desember 2015) h. 164
- Arsyad, A. *Media Pembelajaran*. (Jakarta: Rajawali Pers, 2015), h 91
- Daryanto, *Media Pembelajaran*, (Bandung: PT Sarana Tutorial Nurani Sejahtera, 2015), h. 86 30
- Direktorat Pembinaan Pendidikan Anak Usia Dini, *Pedoman Penilaian Pembelajaran PAUD*, (Jakarta : 2015), h. 5
- Chamdani Ninik, Pengaruh Penggunaan Media Video Movie Maker Terhadap Hasil Belajar Siswa pada Mata Pelajaran Akidah Akhlak di MA Al-Fatah Palembang, *Skripsi*, h. 54
- Farid Helmi Setiawan, "Meningkatkan Kemampuan Berbahasa Anak Usia Dini Melalui Model Pembelajaran Audio Visual Berbasis Android", *Jurnal PG—PAUD Trunojoyo*, Vol. 3, No. 2, (Oktober 2016) h.94
- Khotijah, "Strategi Pengembangan Bahasa Pada Anak Usia Dini", *Jurnal Elementary*, Vol 2 Edisi 2 (Juli 2016) h. 37
- Dini Melalui Metode Mendongeng", *Jurnal Obsesi*, Vol 1 No 2 (2017) h.141
- Mukhtar Latif, dkk, *Orientasi Baru Pendidikan Anak Usia Dini*, (Jakarta: Kencana Prenadamedia Group, 2014), h. 154
- Oktaviani, Kamtini, Pengaruh Penggunaan Media Audio Visual Terhadap Kemampuan Membaca Permulaan Anak Usia 5-6 Tahun Di TK Salsa, *Jurnal Bunga Rampai Usia Emas*, Vol.3, No. 1, (Juni 2017), h. 31
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 137 Tahun 2014 tentang Standar Nasional Pendidikan Anak Usia Dini, h. 26
- Nabila Ulfah Maghi, "Penerapan Media Audio Visual Untuk Meningkatkan Mengenal Huruf Anak Usia Dini", *Skripsi*, h. 20

Yusuf Syamsu, *Psikologi perkembangan anak dan Remaja*, (Bandung: PT emaja Rosdakarya, 2014) h. 118

