

Developing Linguistic Intelligence For Early Childhood Through The Story Method

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ABSTRAK

Anak-anak mulai berkembang yang meniru kata atau kalimat kebencian atau dalam istilah lain ujaran kebencian. Kata-kata atau kalimat yang mereka dapatkan dari lingkungan sekitar dan media sosial tidak baik tanpa batasan dan pendampingan orang tua. Hal ini berupa tutur kata yang tidak sopan, meniru perilaku kekerasan, dan perilaku orang dewasa yang sangat tidak pantas bagi anak-anak. Jika setiap hari anak mendengar bahasa yang buruk, maka akan berdampak pada anak tersebut hingga ia dewasa. Padahal media dan lingkungan sekitar merupakan bagian dari objek yang mempunyai pengaruh besar terhadap perkembangan dan pertumbuhan anak usia dini. Perkembangan yang berpengaruh besar adalah perkembangan bahasa anak, dimana perbendaharaan kata anak akan bertambah seiring dengan apa yang mereka lihat dan dengar. Selain itu, Bahasa sangat penting untuk berinteraksi dan memiliki hubungan yang erat dengan aspek kognitif. Penelitian ini bertujuan untuk mengetahui perkembangan bahasa anak menggunakan metode cerita. Jenis penelitian ini menggunakan studi kepustakaan atau literature, yaitu mengumpulkan teori dan penelitian yang relevan. Berdasarkan hasil analisis, metode cerita dapat mengembangkan kecerdasan bahasa anak, karena anak banyak mendapatkan kosakata baru dan mampu meningkatkan kemampuan komunikasinya.

KATA KUNCI:

Kecerdasan Linguistik, Perkembangan Kognitif Bahasa Anak Usia Dini, Bahasa Inggris untuk Usia Dini.

ABSTRACT

Children are starting to develop who imitate hate words or sentences or in other terms hate speech. The words or sentences they get from the surrounding environment and social media are not good without restrictions and parental assistance. This is in the form of impolite speech, imitating violent behavior, and adult behavior that is very inappropriate for children. If every day the child hears bad language, it will affect the child until he grows up. Whereas the media and the surrounding environment are part of the object that has a major influence on the development and growth of early childhood. The development that has a major influence is the development of children's language, where children's vocabulary will increase along with what they see and hear. Other than that, Language is very important for interacting and has a close relationship with cognitive aspects. This study aims to determine the development of children's language using the story method. This type of research uses literature or literature studies, namely collecting relevant theories and research. Based on the results of the analysis, the story method can develop children's language intelligence, because children get a lot of new vocabulary and are able to improve their communication skills.

KEYWORDS:

Linguistic Intelligence, Cognitive Development of a Young Child's Language, English for an early age.

BACKGROUND OF STUDY

As the times progressed, the problems in Indonesia became more and more prominent. Through print and electronic media, there is quite a lot of information about bad cases that occur in children. Children nowadays imitate violent scenes and dare to say impolite words such as mocking, challenging and hate speech. It is different from before where most of these cases occurred in elementary school to high school age,

but now this case has spread to early childhood. This phenomenon is quite reasonable. The above cases should not occur in early childhood. Given that children at that age should be filled with feelings of pleasure and cheerfulness. Children's lives are playing while learning with various types of games to develop themselves in terms of attitudes, behavior and other potentials. In addition, children are at a critical stage, when children are ready to get stimulated from various things. So various behaviors or events around the environment will be easily absorbed and can even become a habit. Therefore, if the behavior seen in the environment is negative, the child will tend to behave negatively. Whereas early childhood has a big effect on their future. Based on this, it is very important to prevent the negative problems above by giving children the best possible education from an early age.

The Indonesian state defines early childhood as children aged 0-6 years. As stated by the Republic of Indonesia Law Number 20 of 2003 concerning SISDIKNAS (National Education System) article 1 paragraph 14 which states that early childhood education is prepared for children from birth to the age of 6 years. In contrast to the NAEYC (National Association for The Education of Young Children) which states that early childhood is children aged 0 to 8 years. The child gets educational services in daycare, family child care home, pre-school education both public and private, kindergarten (TK), and elementary school (Pebriana, 2014, p.3). During this developmental period, children often actively ask questions, but for parents or adults who don't understand it, they think that the child is fussy and annoying. Actually this is not a problem, it is a process in which children are digging for information in the surrounding environment as well as developing cognitive aspects.

Parents must understand that preschool age children are a golden age. The golden age that makes physical, psychological and psychological development experience rapid development. As stated by Willian Aears in (Wibowo, 2012, pp.1-2), that from birth to the age of the first 1 year, brain cells or neurons develop quite rapidly beyond further development. As children grow and develop, especially when they begin to get to know the world around them, these neurons connect with each other so that the brain can function properly and optimally. Preschool education is the lowest or initial level of education, but it determines education at the next level. This is one of the urgencies of children's education at this age, where children will get learning according to their needs and abilities. One of the important aspects at this level is the cognitive aspect which includes knowledge, understanding, to higher levels of thinking. The hope is that children will know and understand many things from their environment.

In line with this, some experts state that there is a relationship between language intelligence and children's thinking intelligence. Children who have a lot of vocabulary, automatically the development of children's thinking is getting higher. Therefore, it is important to motivate children to be able to maximize language development in everyday life. Given the importance of increasing language intelligence in early childhood, parents or educators should be able to understand and provide appropriate stimulation. In improving linguistic intelligence, it must be in accordance with the characteristics of early childhood learning. Fun learning, namely learning while playing to mature children's development. Playing can also be said as a situation or a good way to provide

learning and experience to children. Because playing will foster feelings of pleasure, so that when playing with feelings of pleasure you will not feel bored and can easily accept learning well. One of the effective ways that can be given is through the story method.

RESEARCH METHODOLOGY

The research method used is the study of literature or research literature by collecting theories that are appropriate to the problem and discussion. The relevant theoretical references are obtained through tracing from various literatures. According to John W. Creswell, the research literature has the main objectives of providing information to readers on the results of other studies that are closely related to the research being carried out at that time, linking research with existing literature, and filling gaps in previous research. Creswell, 2014, p.40).

Geoffrey and Airasian stated that the purpose of literature review is to find out the results of research conducted by other people. So that researchers can perform hypotheses and explain the importance of the research to be carried out. Anderson confirmed that there was a literature review to summarize, analyze, and interpret concepts and theories related to the research to be carried out (Pebriana, 2017, p.8). In addition, literature research is carried out by studying written language, especially articles contained in journals and scientific works (Soehartono, 2011, p.34).

RESEARCH RESULTS AND ANALYSIS

1. Linguistic Intelligence Concept

According to (Sujiono, 2012, p.185) language or linguistic intelligence is a person's ability to process words, use words effectively in verbal and non-verbal forms. According to him, people who have linguistic intelligence with their language will easily convince others, like to argue, and if he is a teacher, he will convey material in an effective language. Ideally, someone with linguistic intelligence is able to listen carefully, speak effectively, read well, and write skillfully. However, not everyone with linguistic intelligence has these four skills, because everyone has a different level of linguistic intelligence. Linguistic intelligence is also defined as skills in processing thoughts well and clearly and being able to practice them both when speaking, writing and reading. Most people with this intelligence will be able to become negotiators, orators, lawyers, resource persons, and so on (Suyadi, 2014, p.126). In addition, linguistic intelligence makes a person able to manipulate the syntax or structure of a language, the phonology or sound of a language, semantics, and the practical benefits of a language. (Martuti, 2008, p.75).

In line with the above, in developing one's language one has certain goals, including; First, so that children can communicate well in oral and written form. Second, the ability to convince others with the language they have. Third, being able to memorize information, being able to explain things well to others, and being able to The purpose of developing linguistic intelligence is for children to be able to communicate, both orally and in writing; have the language skills to convince others; able to remember and memorize information; able to provide explanations; and able to explain the language itself. discuss the language

itself. (Halimah, 2016, p.122). In other words, everything around the child can be used as a context for storytelling activities. Moreover, these objects or events are often encountered in everyday life. So that children easily understand it because its form is concrete or real.

The same thing was also said (Suyadi, 2014, pp. 126-127), that generally children who have high language intelligence can influence others through the style of language used and their rhetoric. As for the style of language used, his speech, verbal movements, the use of appropriate expressions when speaking, all of them have an extraordinary allure to other people. More than that, linguistic intelligence is able to awaken or attract people's attention so that the words spoken seem full of deep meaning. Therefore, he is able to give a speech in public and captivate the attention of all his listeners. This is done because it can choose the appropriate words, present brief illustrations, focus the conversation well, the language used is systematic and communicative. In addition, he is able to invite dialogue appropriately and on target, so that each audience pays close attention.

Stimulating oral and written linguistic intelligence in early childhood education can be done in various occasions, such as when welcoming children to school, children playing individually or in groups, eating together, and at the end of activities. It is no less important in stimulating linguistic intelligence, especially in stimulating reading interest and interest in writing from an early age, schools must provide an environment rich in reading resources that are relevant to the developmental needs of early childhood. According to Sornson (2001), children need easy access to interesting books and stories. They need the freedom to choose at least some of the books they want to read, and educators should try to encourage the voluntary desire of children to read independently (Halimah, 2016, p.123). Often found in several schools that have a mission to develop children's intelligence, but are not balanced with adequate facilities. Other than that, as for coercion given as a way to stimulate interest in reading, it will turn off talent and pleasure in children. Because it will be a burden, the child will no longer do it wholeheartedly. So a special method is needed to encourage and develop reading interest that is in line with early childhood language intelligence. Other than that, as for coercion given as a way to stimulate interest in reading, it will turn off talent and pleasure in children. Because it will be a burden, the child will no longer do it wholeheartedly. So a special method is needed to encourage and develop reading interest that is in line with early childhood language intelligence. Other than that, as for coercion given as a way to stimulate interest in reading, it will turn off talent and pleasure in children. Because it will be a burden, the child will no longer do it wholeheartedly. So a special method is needed to encourage and develop reading interest that is in line with early childhood language intelligence.

Siti Fatonah in a journal entitled "Growing Multiple Intelligences" stated that reading in addition to increasing linguistic intelligence provides benefits for the development of science. So that his insight becomes broader and more open. The weakness of students and teachers in Indonesia is the lack of interest in reading, so that their ideas become narrow and even more dangerous, can kill students' creativity. Reading in this case,

can be done by looking at pictures and listening to stories from educators. Then from these activities will stimulate children's reasoning and imagination. Plus, the child will find a lot of new vocabulary that usually raises the question "what". This is a form of stimulation from the results of listening or reading.

2. The Urgency of Language Development for Early Childhood

The rapid development of education, psychology, medicine and psychiatry has opened new insights into children's understanding of both care and education. They revealed that many potential intelligences in children or called (Multiple intelligences), which according to Hogwart Gardner are divided into eight intelligences including; musical intelligence, logical-mathematical, spatial-visual, naturalist, linguistic (verbal), interpersonal, intrapersonal, and kinesthetic. This intelligence needs to be explored and developed optimally in order to grow as early as possible (Wibowo, 2012, p.46).

In line with the statement above, that of the eight multiple intelligences, every child has one intelligence that stands out the most. So it needs special attention in order to develop optimally. The discussion of intelligence here is the development of linguistic (verbal) intelligence.

Language according to Ambara (2015, p.34) as a very important tool used by humans in interacting and communicating with each other. Through language, humans can express what is being felt and everyday experiences. Especially for children, language is used as a benchmark for their development. In general, language skills are divided into two types, including receptive abilities, namely the human ability to hear and understand something. Expressive ability, namely the human ability to express something or speak. However, language is often associated with a person's ability to speak.

Language development depends on the maturity of cortical cells, environmental support, and environmental education. Some of the important things in language development are the development of perception, understanding, adaptation, imitation, and expression. Another important requirement is good hearing to pick up different types of speech tones and the ability to be able to feel the emotional tone of the other person. Children must learn to understand all these processes, try to imitate and then try to express their desires and feelings (Musfiroh, 2005: 8). So, in this process the role of educators is very important, because early childhood is able to carry out activities well through the guidance and encouragement of adults.

As mentioned earlier, Vygotsky also relates language skills to cognitive abilities because language can describe a person's cognitive level. Humans can think because humans have language and animals don't. The "language" of animals is not language like that of humans. Animal "language" is an instinctual language that doesn't need to be taught and taught. Human language is the result of culture that must be learned and taught (Ambarawa, 2015, p. 35). Thus, when a child has good, structured and abundant language mastery, of course it affects the way children think in general. Good language achievement

compared to other children encourages children to know things or objects around them more broadly. Can be likened to walking on stairs,

3. Stages of Language Development in Early Childhood

According to Bromley (1992) in (Dhieni and Fridani: 2014, p.5), language is defined as an orderly symbol to transfer ideas and information in visual or verbal form. These visual symbols can be seen, read and written. Meanwhile, verbal symbols are those that can be spoken and heard. As stated by Vygotsky in (Mursid, 2015, p.9), children's language develops from simple things to more complex things. Children learn language by imitating other people's speech, then saying those words over and over again. After that, the child learns language by imitating the sounds he hears around him.

Children in (Wiyani, 2016, pp. 117-118) have various language developments, this is due to the provision of stimulation by adults around them, especially the role of their parents. Language in the development of cognitive aspects is used and needed to take the initiative, solve a problem, classify something, sort and mention certain symbols and symbols. In addition, language can show emotions that are being felt such as happy, sad, angry, and happy as well as for the purposes of interacting with other people. Therefore, language has a fairly close relationship with the cognitive and emotional development of children.

Once psychiatric experts in a study reported on the increase in vocabulary in a child. Based on the research, it was found that one year old children only had three words. However, after that, the results were quite drastic, namely when Muli was two years old, she had 272 words, at three years 896 words, at four years at 1540 words, at five years at 2072 words, and at six years at 2562 words (Mursid, 2015). , p.257). So from the research data, it is enough to strengthen the important role of stimulating children's language development from an early age. If not done, this optimal stage of development will be wasted.

The language skills possessed by children will be the main capital in communicating with their friends, parents, teachers and so on. At least, before entering formal school, children have a “mother” language (Wahyudin and Agustin, 2015, p. 257). Meanwhile, Piaget said that the language possessed by kindergarten children is egocentric and self-expressive, that is, many things are still associated with themselves. Meanwhile, language skills that a child has is one of the benchmarks for his intelligence. At this time children begin to master language skills, but they are encouraged to learn more to achieve adult language skills. It is explained in (Bachri, 2005, p.119) that in early childhood the vocabulary he obtained was approximately 200 words.

Every child has different language development and will always develop in a more complex direction according to the child's age level. The following are the stages of early childhood language skills from the age of 0-6 years (Wiyani, 2016, p.119).

Table 1. Indicators of Achievement of Early Childhood Language Development

Age	Language skill
0 to 3 months	Children's early language skills begin with crying, screaming and mumble
3 to 6 months	Children listen to other people's words, babble, laugh and smile at the person who invites to communicate
6 to 9 months	Imitating other people's words, responding to the "peek-a-boo" game, show things by saying one word
9 until 12 month	Saying two words to express desire, refuse, name object or animal
12 until 18 month	Says sentences consisting of two words, responds to questions with answer "yes" or "no", indicating the body part in question, and understand short stories
18 until 24 month	Using simple words to express curiosity, put attention to the pictures in the book, answer questions with sentences short, and sing a simple song
2 to 3 years	Memorize a few simple songs, understand a simple story or fairy tale, using question words correctly (what, who, why, how, and di .) where)
3 to 4 years	Expressing desire by saying simple sentences, telling experiences experienced with simple stories, reading illustrated stories in the book in one's own words, understanding a command containing two understanding (take a book and give it to mother)
4 to 5 years	Saying something to someone else, stating the reason for something desired or disapproval, know the vocabulary of adjectives (naughty, stingy, kind, good, ugly, etc.), retell stories or fairy tales that have been heard
5 to 6 years	Arrange simple sentences in complete structure (main sentence-predicate-information), are involved in selecting and deciding which activities to do with friends, the vocabulary is richer and complete for do verbal communication

Based on the table, it shows the ideal stages of language development in children in a certain age range. Ideally all children should go through these stages. However, it does not deny that external and internal factors sometimes affect the development of a child's language, so that it is not in detail that children will achieve it. Vgotsky (1962) emphasized that language development is important because it affects the way children think. What Vigotsky means is that because when young children learn the names of shapes, they will be more able to choose the names of shapes, they will be more able to choose shapes and colors. He also emphasized how important social and cultural interactions are for infants and toddlers to learn language and use it in various ways in

various environments. Research supports how important adults are to children's language development. The more words a responsive and sensitive adult hears, the more words the children will speak (Petersen and Wittmer, 2015, pp. 200-201). Then the duty of the adult apply methods that are appropriate to the child's needs, for example through storytelling to develop children's language.

4. Developing Language Intelligence Through Stories

If analyzed the storytelling method has similarities with the lecture method. It is said so because teachers or educators both provide information or verbal explanations to their students. According to (Wiyani and Barnawi, 2016, p.126), storytelling or story telling is an activity that has been carried out since ancient times or can be said to be inherited from ancestors. In ancient times storytelling or story telling became a tradition as a way to put their children to sleep. Because according to them the stories told to children will provide enough information about everyday life and encourage imagination and great curiosity in children. In addition, through the characters in the story, it can be used as a way to instill moral values with interesting language. On the other hand, now storytelling is a method that is now starting to be forgotten. This is due to the dense material that must be delivered and completed and due to the teacher's lack of mastery in storytelling.

The method of telling stories in (Majid, 2008, p.8) is one part of art. Art is a source of a sense of life and education is a part of it, for example photography, painting, sculpture, and music. Likewise, literature and stories are part of both. The story contains pleasure for the person who composes, listens, and tells it. The arts also have a good influence on the souls of children and adults because they sharpen their thoughts or minds and feelings. Art for children is certainly different from adults in terms of quantity, style, quality, and method of conveying it.

According to the Ministry of National Education (2004, p.12) defines that "The storytelling method is a way of telling a story or giving an explanation to children orally, in an effort to introduce or provide information about new things to children". Meanwhile (Salha Umar 2007, p.49) said that "The storytelling method is a way of delivering or presenting learning material orally in the form of stories from the teacher". The storytelling method is often used by teachers because children like to listen. The application of the storytelling method to children is expected to achieve several developments such as moral, social emotional, and provide new information or knowledge for children. Meanwhile, when reading stories, it must adapt to the child's development both in terms of language.

One way to develop early childhood language is to use story media. Through story telling, children will gain a lot of new vocabulary and can learn how to construct sentences correctly. Thus, it will further encourage children's language development to be better (Musbikin, 2010, p.255). Children's stories or storytelling are closely related to sound or language. Storytellers or story tellers are usually able to imitate the voices of characters (animals, humans, grandmothers, children, etc.). On this basis, it can be emphasized that stories are language learning media that have a lot of vocabulary for children. In addition, it encourages children's imagination to be higher, so that children can be more creative. As mentioned earlier, the brain cannot distinguish real from imaginative rules. Therefore, when children are read a story, it is as if they are experiencing events as the setting in the story (Suyadi, 2014, p.207). The imagination that arises in them is related to the environment or events seen in everyday life. As stated

by (Yulianti, 2010, p.37), that the storytelling method is one way of providing learning experiences for children because it contains messages and information. By reading stories orally either by direct reading or using props can develop children's imagination power.

Storytelling in the context of communication as a way of influencing others through speech and narrative about something. Storytelling in the context of early childhood can be said as a way to develop children's language skills through listening and retelling it as a way to train children's skills through conversing and conveying ideas in oral form (Bachri, 2005, p.8). Stories as a method that can be understood by children who can not read as well as encourage children to like reading activities.

Collin in (Isbell et al., 2004) also emphasized that storytelling or storytelling has uses in children's primary education. Collin concluded that storytelling or storytelling provides a conceptual framework for thinking and allows children to shape their experiences into a whole that they can understand. Through stories or fairy tales, children can mentally map an experience and see the images formed in their heads through imagination. Storytelling or children's traditional storytelling a model of language and thought that they are capable of imitating. Sanches et al (2009) in (Ahyani, 2010, p.26) stated that the story or fairy tale method has the main power to connect stimuli through character images.

The storytelling method helps children develop comprehensively through the implications of their language development. The development of this language is the main capital to achieve other developments in children. Some of the other developments referred to include; have the ability and skills to listen well, speak coherently, interact or socialize, express, do imagination, and think or think well (Bachri, 2005, p.10).

Quoting from the journal "The Effect of Fairy Tales and Communication on the Moral Development of Children aged 7-8 Years", according to Al-Qudsy, Nurhidayah, and Nur'aini stated that stories or fairy tales have several benefits including; able to develop children's imagination skills, increase language skills for early childhood, grow and develop moral values in children, form positive characters, entertain children, eliminate wounds due to psychological trauma, increase concentration power, stimulate children's curiosity, grow and improve desire to read, and a closer relationship between parents and children.

Through stories, educators can stimulate speaking skills and increase children's vocabulary, especially for toddlers or babies who are learning to speak. It is undeniable that the environment has a great influence on children, so early childhood who are in a period of very good development must be considered. As language education is not only applied by teachers, but to support it, parents must be more actively involved. Considering that the influence of parents is very large, especially the mother tongue is the first language known to children and the profile of parents is an example for their children. Storytelling in this case involves body gestures and language style. Although parents have limitations in such abilities, The statement above is in accordance with what was conveyed by Bachtiar S. Bachri (Bachri, 2005, p.9), that one of the most visible language activities for pre-school children is the existence of interrogative sentences. Even though they have been able to ask a question with a fairly good sentence structure, children often ask questions because of their growing curiosity about a process.

Based on some of the explanations above, it can be seen that almost all children's education experts agree about stories as a very rich language learning medium. In fact, several studies have shown that children who are cared for by a mother who is crewet

(too much talk, not talkative) language development is much faster. On the other hand, children who are cared for by quiet caregivers who are not speech impaired will cause the child to have difficulty speaking until he is an adult (Suyadi, 2014, p.207). Therefore, the development or smoothness of the child's speech ability also requires the support of the closest people around him.

CONCLUSION

Preschool age children are individuals who are undergoing a process of growth and development that is very fundamental for life in the future. Therefore, early childhood is the right time to maximize all of their potential and intelligence. One of them is the development of language intelligence which must be stimulated as early as possible. Language is the main human capital in interacting, communicating and developing civilization throughout his life. Through language, humans can create various symbolic interactions to express a feeling that is being experienced, experiences that have been passed, and values held. As Vigotsky and Mursid state the same thing, that there is a fairly close relationship between children's language development and cognitive abilities. The more and better the child's language, the higher his cognitive level. Stories are one of the right methods in developing early childhood language. The story method is a fun method, able to increase children's vocabulary, train concentration, and develop imagination and build children's conceptual thinking. From the various statements and research results above, the story method is important to be applied in early childhood learning.

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