

READ ALOUD METHOD IN IMPROVING EARLY CHILDHOOD EMOTIONAL INTELLIGENCE AT RA RUMAH KREATIF WADAS KELIR

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Abstract. Read Aloud or reading aloud is a reading activity that is carried out by raising the voice accompanied by an appreciation of something that is read. This method is an effective method of training language skills in early childhood. Good language skills have implications for children's social emotional intelligence. This research was conducted with the aim of analyzing and identifying the effect of the method Read Aloud in improving the emotional intelligence of early childhood at the Rumah Kreatif Wadas Kelir. This research is qualitative field research, namely data collection techniques using the results of observations, interviews, and documentation of research objects. The object of this research is RA Rumah Kreatif Wadas Kelir with a focus on the use of methods Read Aloud in learning activities. The research data analysis technique was carried out by reducing data, presenting data in narrative form, verifying data, and drawing conclusions. Based on the findings, the researcher found that the method Read Aloud at RA Rumah Kreatif Wadas Kelir is done by: 1) Read Aloud at the beginning of each lesson; 2) Re-Calling reading results; 3) Cooperation between teachers and parents; 4) The routine of borrowing books at the Rumah Kreatif Wadas Kelir Community Reading Park. In addition, method Read Aloud effect on the emotional intelligence of early childhood at the Rumah Kreatif Wadas Kelir. Some of these influences are: 1) Emotional Sensitivity: Recognizing and Expressing Your Emotions; 2) Self-Confident: Courage and Confidence; 3) Self Control: The Ability to Manage Your Emotions Within.

Keywords: Read Aloud, Early Childhood, Emotional Intelligence.

INTRODUCTION

The emotional development of early childhood today is experiencing many challenges. Moreover, at the time Post Gen Z or generations Alpha In this case, children are said to be blank slate and they alone are able to create their own identity (Pratiwi, 2020). Alpha's Generation also has the characteristics of doing more application-based game activities and spending time in front of the screen. This is a challenge serious enough for the emotional development of early childhood. Reporting from isnet.or.id, emotional disorders in childhood are often encountered in generations Alpha is a behavioral disorder disruptif (Pratiwi, 2020). This behavior usually indicates aggression, deviance or antisocial behavior. This behavior is also often characterized by tantrums, defiance, anger, anxiety, and ongoing fear.

Method Read Aloud is wrong a learning strategy that aims to improve emotional intelligence in early childhood. Read Aloud consists of two words, namely "read" and "aloud" (Nuryanto, 2017). In general it means to read aloud. In a broader context, this method can be defined as reading stories/fairy tales using picture books in a loud voice. The media used is a picture series in which several stories are illustrated according to the story sequence. The book in question is made in a large size so that it makes it easier for the storyteller as well as the storyteller audience to enjoy the

story. Read Aloud capable of influencing vocabulary development, acquisition of sentences and vocabulary, retelling, and texts containing informational sentences (Siregar & et al, 2021). Based on the description above, it can be summarized an understanding that the meaning of the method Read Aloud is a method of stimulating language development in children.

Method Read Aloud it involves reading a text aloud by a reader (teacher or student) with the aim that students can hear and gain a better understanding of the text being read. Read Aloud not just reading aloud, even in it there are elements full theatrical expression according to what book he read (Nuryanto, 2017). Like stories about the universe or the organs of the body, it can be made very interesting and lively if we are able and willing to explore it.

In recent years, method Read Aloud or reading stories to children has received considerable attention in the context of early childhood education. This method involves adults reading books or stories to children, with the aim of improving children's language skills, literacy, and imagination. However, it turns out the method Read Aloud also has a strong potential in improving the emotional intelligence of early childhood.

At this time, children are actively developing various aspects of intelligence, including emotional intelligence. This ability plays a crucial role in helping children face challenges, interact with others, and achieve success in various aspects of life (Susilowati, 2018). Early childhood emotional intelligence refers to children's abilities to recognize, understand, manage, and express their own emotions, as well as their ability to understand and respond appropriately to the emotions of others. This involves the child's ability to identify emotions, control behavior related to emotions, manage stress, build healthy relationships, and solve problems effectively (Masitah & Setiawan, 2018).

The importance of emotional intelligence at an early age is because children are going through rapid emotional development and they need to learn how to recognize, express and regulate their emotions well. Children who have good emotional intelligence tend to have a better ability to deal with challenges and stress, have positive social relationships, and are able to deal with conflict in a constructive way.

Some important aspects of early childhood emotional intelligence include: 1) Emotional Awareness: The child's ability to identify and recognize their own emotions and the emotions of others. 2) Emotional Regulation: Children's ability to control and manage their own emotions, including the ability to self-soothe, deal with stress, and regulate emotional changes. 3) Social Skills: The child's ability to form good relationships with others, develop empathy, communicate effectively, and work together in groups. 4) Problem Solving Skills: Children's ability to solve problems and make decisions by considering their own emotions and the emotions of others (Martani, 2012).

The development of emotional intelligence at an early age is important because it has a long-term impact on a child's well-being and success in various aspects of life. Therefore, the application of methods such as Read Aloud in the context of early childhood education can assist in strengthening their emotional intelligence by helping them recognize and understand emotions through reading and interaction with readers. Several previous studies with similar topics include:

First, Research by Marzuki, N., & Hanum, F. (2018) entitled "The Effect of the Read Aloud Method on Critical Thinking Ability and Emotional Intelligence in Early Childhood". This research was conducted in private kindergartens in Padang City and involved the use of the Read Aloud method in learning. The results of the research show that there is a positive effect of the Read Aloud method on increasing children's critical thinking skills and emotional intelligence.

Second, Study by Pramandari, E. (2017) entitled "The Effect of the Read Aloud Learning Model on Social Abilities and Emotional Intelligence in Early Childhood". This research was conducted in kindergartens in Yogyakarta and involved the application of the Read Aloud method in learning. The results showed that the use of the Read Aloud method had a positive impact on improving social skills and emotional intelligence in early childhood.

Third, Research by Rahmawati, F. (2016) examines "The Effect of Read Aloud Learning on Early Childhood Emotional Intelligence in Kindergarten". This research was conducted in kindergartens in the city of Bandung and involved the application of the Read Aloud method in learning. The results showed that there was an increase in emotional intelligence in early childhood after participating in learning with the Read Aloud method.

Thus, there are several studies in Indonesia that have examined the use of the Read Aloud method in the context of early childhood education and its impact on the development of emotional

intelligence. Although these studies may not specifically refer to RA Rumah Kreatif Wadas Kelir, these findings provide insight into the potential of the Read Aloud method in improving the emotional intelligence of young children in Indonesia.

RESEARCH METHOD

This study uses a qualitative field research design that involves collecting data directly from research subjects in a real environment. This design allows researchers to understand the context, experiences, and perspectives of research subjects in depth. Data collection was carried out through several techniques, including: a) Observation: The researcher directly observed the process of applying the method Read Aloud in learning activities in class. Observations were made to gain an understanding of the implementation of the method and the children's emotional responses. b) Interviews: The researcher conducted interviews with the teachers and parents of the children to get their perspective on the effectiveness of applying the Method Read Aloud in improving children's emotional intelligence. c) Documentation: Data is also collected through documentation, such as observation notes, photos, and recording Learning Activities. The research subjects consisted of early childhood students who attended RA Rumah Kreatif Wadas Kelir. The selection of research subjects was carried out using a purposive sampling approach, namely choosing subjects who have characteristics that are relevant to the research topic. The focus of this research is the use of the method Read Aloud in learning activities at RA Rumah Kreatif Wadas Kelir. The collected data will be analyzed using a qualitative analysis approach. The analysis process includes data reduction, data presentation, and drawing conclusions. The data will be categorized and coded to identify emerging patterns, themes, and relationships. Thus, this research is expected to provide a better understanding of the effect of applying the method Read Aloud to the emotional intelligence of early childhood and contribute to the field of early childhood education.

RESULT AND ANALYSIS

1.1 Read Aloud Application in Student Learning at the RA Rumah Kreatif Wadas Kelir

The application of the Read Aloud Method in Student Learning at RA Rumah Kreatif Wadas Kelir includes several steps and strategies that can increase children's participation in reading activities and develop their emotional intelligence. Here are some implementations of the Read Aloud Method that can be done:

1.1.1 Read Aloud at every beginning of learning

Applying the Read Aloud Method at the beginning of each lesson at RA Rumah Kreatif Wadas Kelir is an important step in building reading habits and increasing children's emotional intelligence. In this activity, the teacher takes several steps, namely:

Introducing stories and books, when starting each learning session, the RA teacher at Rumah Kreatif Wadas Kelir chooses a story book that fits the theme or learning concept to be conveyed. Teachers can introduce the book to students by providing brief information about the title, author, and interesting pictures in it. This aims to attract students' interest and connect them with the material to be studied.

Read stories with clear and expressive pronunciation, after introducing the book, the RA teacher at Rumah Kreatif Wadas Kelir will read the story aloud with clear and expressive pronunciation. It is important for the teacher to bring the characters in the story to life through appropriate voice, intonation and facial expressions. Thus, students will be involved in the story and better understand the emotions contained in it (Susanti, 2018).

Using interactive techniques, during the Read Aloud session, the teacher uses interactive techniques to actively engage students. For example, the teacher can ask questions about story plots, characters, or the emotions experienced by characters. Students can respond by expressing their opinions, sharing their similar experiences, or conveying feelings that arise when listening to stories. This encourages students to think critically, develop speaking skills, and broaden their understanding of emotions (Meutia Mega Syahputri & Dewi Retno Suminar, 2021).

Connecting stories with everyday life, after reading the story, the RA teacher at Rumah Kreatif Wadas Kelir connected it to the students' daily lives. The teacher could ask questions like, "Have you ever felt the same emotions that the characters in this story are experiencing?" or "How do we manage emotions the way they do in stories?" These discussions encourage students to relate stories to their personal experiences, consider appropriate emotional reactions and responses, and broaden their understanding of emotions and how to regulate them (Ngura et al., 2020).

Foster interest and love of reading, through regular reading at the beginning of each lesson, the RA Rumah Kreatif Wadas Kelir teacher helps foster students' interest and love for reading. By introducing quality and interesting books and reading stories with enthusiasm, teachers create positive experiences that encourage students to continue reading outside the classroom. This will have a positive impact on the development of students' literacy and emotional intelligence (Herlina, 2019).

1.1.2 Re-Calling reading results

Recalling Reading results in the context of Read Aloud for early childhood at RA Rumah Kreatif Wadas Kelir is an important step to develop their emotional intelligence. Through this activity, children are invited to record and recall information and emotions related to the story that has been read.

Record information, after the Read Aloud session was over, the RA teacher at Rumah Kreatif Wadas Kelir gave the children the opportunity to record the information they remembered from the story that had been read. In the context of early childhood, this can be done by casually discussing and playing with story elements. The teacher also asks questions about characters, storylines, or messages conveyed. Children can talk about what they remember and may use visual language such as pictures or toys to represent stories.

Sharing the results of the 'recording', After the children have recorded the information from the stories, they can share their results recording with their peers or as a whole in the group. Children can listen to each other and tell what they remember from the story. Through sharing results recording, children can learn from each other's experiences and perspectives, and develop their social and language skills.

Exploring emerging emotions, during the results sharing recording process, teachers can encourage children to explore the emotions that arise as they listen to stories. RA Guru Rumah Kreatif Wadas Kelir asks questions like "How do you feel after reading this story?" or "Is there a moment in the story that made you happy/scared/sad?" Through these questions, children are invited to broaden their understanding of emotions and increase their awareness of the feelings that arise during the reading process (Dewi et al., 2020).

Group or class discussion, after sharing the recording results and exploring the emotions that arise, the RA teacher at Rumah Kreatif Wadas Kelir facilitates group or class discussions about children's stories and experiences. This discussion can involve questions such as "Try it, has anyone experienced this?" or "What is the nature of character A? What can you emulate?" Through these discussions, children can share experiences, develop speaking and listening skills, and broaden their understanding of emotions and how to regulate them.

Connect with yourself, the last step in recalling the result of reading is connecting stories with the personal experiences of children. RA Guru Rumah Kreatif Wadas Kelir invites children to think of a moment in their own life that is similar to a story being read, or to reflect on how they manage their emotions in certain situations. RA Guru Rumah Kreatif Wadas Kelir asks questions like "Have you ever felt like the character in this story?" or "How to solve it?"

Through this reflection, children can relate stories to their personal experiences, deepen their understanding of emotions, and build skills in managing their own emotions (Puji Ayu Handayani, 2021).

1.1.3 Collaboration between teachers and parents

Collaboration between teachers and parents at RA Rumah Kreatif Wadas Kelir plays an important role in implementing the Read Aloud method at RA Rumah Kreatif Wadas Kelir. Through close collaboration, the two parties were able to create a learning environment that supports and enhances the effectiveness of using the Read Aloud method for early childhood. As for the things that have been done by RA teachers at Rumah Kreatif Wadas Kelir to increase the collaboration of teachers and parents to implement the Read Aloud method, they include:

Open communication, teachers and parents need to establish open and regular communication. They can share information about the stories to be read, learning objectives, and expected results from the Read Aloud session. Good communication allows parents to understand the learning process that occurs at school and supports their children in developing emotional intelligence through the Read Aloud method.

Strengthening learning at home, after the Read Aloud session at school, parents can continue learning at home by discussing the stories read again. They can ask questions, stimulate discussion, or ask children to reflect on the emotions that arose during a Read Aloud session. Parents can also encourage children to retell stories to them, draw or write about stories, or do creative activities related to stories. Thus, learning Read Aloud becomes more integrated between the school and home environments.

Supports continuity of learning, with the cooperation between teachers and parents, learning Read Aloud at RA Rumah Kreatif Wadas Kelir can take place consistently and regularly. Teachers provide information to parents about the schedule and reading topics to be carried out at school, so that parents can mentally prepare their children and ensure that relevant books are available at home. Continuity in applying the Read Aloud method helps RA Rumah Kreatif Wadas Kelir students to build reading habits, deepen emotional understanding, and develop emotional intelligence in a sustainable manner.

1.1.4 The routine of borrowing books at the Rumah Kreatif Wadas Kelir Community Reading Park

The routine of borrowing books at the Rumah Kreatif Wadas Kelir Community Reading Park is an important aspect of applying the Read Aloud method. With this activity, early childhood children can have access to a variety of books and reading materials that are relevant to developing their emotional intelligence. The habituation carried out at RA Rumah Kreatif Wadas Kelir includes:

Selection of the appropriate book, The Rumah Kreatif Wadas Kelir Community Reading Park provides a diverse and interesting collection of books for early childhood. Teachers and Reading Gardens staff work together to select books that are age-appropriate, interests and needs of children. These books can include picture stories, nonfiction books, fairy tales, stories about emotion, or books that promote moral values and character.

The habit of borrowing books, children are taught to get used to borrowing books from Taman Baca. They are given an understanding of the importance of reading and literacy exploration. The teacher and staff at the Reading Gardens provide explanations about the rules and procedures for borrowing books that are simple and easy for children to understand. This routine is carried out regularly, such as every week or according to a predetermined schedule.

Assistance and guidance, teachers and staff at the Reading Gardens provide assistance and guidance to children in choosing books according to their interests and level of understanding. They help children get to know book genres, understand synopsis, and choose books that interest them. This assistance helps children broaden their understanding of various types of books and builds a positive interest in reading.

1.2 Emotional Intelligence Generated from the Application of the Method Read Aloud in Improving Early Childhood Emotional Intelligence at RA Rumah Kreatif Wadas Kelir

1.2.1 Emotional Sensitivity: Recognizing and Expressing Your Emotions

Emotional sensitivity in early childhood is a child's ability to recognize, understand, and manage their own emotions and the emotions of others around them. The read aloud method at RA Rumah Kreatif Wadas Kelir is one way that can help develop emotional sensitivity in early childhood (Dewi et al., 2020).

The read aloud method is the process of reading books or stories to children using the right tone of voice, clear facial expressions, and supportive body language. When reading books using this method, teachers or caregivers can use stories that contain emotional themes such as joy, sadness, anger, fear, or anxiety. By reading stories about different emotions, children can develop an understanding of different emotions and how they can deal with them.

Here are some ways the read aloud method at RA Rumah Kreatif Wadas Kelir can help develop emotional sensitivity in early childhood:

Recognizing emotions: In the read aloud process, the selected stories will describe various situations that trigger emotions in the characters in the story. Children will learn to recognize and identify the emotions the character is feeling. For example, they can learn to recognize facial expressions and body language that indicate joy, sadness or anger (Efendi, 1970).

Understanding emotions: Through the stories read, children will be able to understand the causes and roots of the emotions experienced by the characters in the story. They can learn that emotions are a natural response to certain situations or events. Teachers or caregivers can help explain and discuss the emotions that appear in stories, so that children can understand that each emotion has a role and importance.

Managing emotions: In the stories read, children will be introduced to various strategies used by the characters to manage their emotions. For example, in stories dealing with fear, characters may use deep breathing techniques or share stories with friends to overcome their fear. Through these stories, children will learn that they too can use similar strategies to manage their own emotions.

Empathy: The read aloud method can also help develop empathy in children. When they listen to stories about the feelings and experiences of the characters in the story, children will learn to understand and respect other people's feelings. This will help them build their empathic abilities and increase their sensitivity to other people's emotions.

1.2.2 Self-Confident: Courage and Confidence

At RA Rumah Kreatif Wadas Kelir, the read aloud method is used to develop courage and confidence in early childhood. Let's see how this method influences the development of self-confidence in children through the stories they read.

Every day in the RA reading room at Rumah Kreatif Wadas Kelir, the children sit enthusiastically waiting for the teacher to read the story. When stories are read, they are actively involved by listening and paying attention to the main characters in the story. The selected stories have characters who are bold and confident.

Through these stories, children can see concrete examples of courage and confidence. They pay attention to how the main characters face various challenges and overcome their fears with conviction. It inspires children to find courage and confidence in themselves.

After the story was finished, the teacher gave time for the children to share their experiences and thoughts. They were invited to talk about times when they felt brave and confident. In a supportive environment at RA Rumah Kreatif Wadas Kelir, children feel comfortable talking and getting appreciation from their teachers and friends.

In addition, the read aloud method also provides opportunities for children to play a role in story dramatization. They can portray brave and confident characters, express their ideas, and show their courage in appearing in front of the group. This helps them experience first-hand what it's like to be bold and confident.

Through active participation in the read aloud method, children begin to build their self-confidence. They learn that their every opinion and contribution is valuable, and they have the ability to dare to express themselves and take part in challenging activities.

Teachers and caregivers at RA Rumah Kreatif Wadas Kelir play an important role in developing children's self-confidence. They provide encouragement, praise, and positive feedback which strengthens children's self-confidence. They also help children overcome fears and obstacles that may arise in the process of developing courage and confidence.

As time goes by, the children at RA Rumah Kreatif Wadas Kelir feel a change in themselves. They become more confident in dealing with new situations, express their opinions, and take healthy risks. They have the belief that they have the potential and ability to achieve whatever they dream of.

By continuing to be involved in the read aloud method, young children at RA Rumah Kreatif Wadas Kelir strengthen their courage and confidence. They learn that courage is not the absence of fear, but facing fear with courage. They learn that every time they overcome an obstacle or try something new, they become stronger and more confident.

In addition, through the read aloud method, the children at RA Rumah Kreatif Wadas Kelir also learn to appreciate and acknowledge the courage and confidence of their friends. They give each other support and praise when someone shows courage or overcomes their fears. This creates a positive and empowering environment where every child feels valued and encouraged to be bold.

The read aloud method at RA Rumah Kreatif Wadas Kelir not only develops the self-confidence of individual children, but also builds strong social bonds between them. Children learn that they can support and inspire one another on their journey to become bold and confident individuals.

With a foundation self-confident developed through the read aloud method, the children at RA Rumah Kreatif Wadas Kelir are ready to face challenges at school and in everyday life. They have the confidence to express their ideas, face challenging situations, and dare to take a step outside their comfort zone.

In the long term, the self-confidence that is developed through the read aloud method at RA Rumah Kreatif Wadas Kelir will become a valuable asset for children. They will have confidence in their own abilities, become more independent, and have a positive attitude in facing life's challenges.

Thus, the read aloud method at RA Rumah Kreatif Wadas Kelir plays an important role in helping young children develop courage and self-confidence. Through inspirational stories, an active role in dramatizations, support from teachers and friends, and a positive environment, children are able to grow into individuals who are brave and confident in living their lives.

1.2.3 Self-Control: The Ability to Manage Emotions Within

At RA Rumah Kreatif Wadas Kelir, the read aloud method not only helps develop courage and self-confidence in early childhood, but also helps them develop their abilities self-control or managing emotions within (Shaliha et al., 2019). Amel is an energetic and passionate child at RA Rumah Kreatif Wadas Kelir. However, he often has difficulty controlling his emotions when angry or upset. The read aloud method is an effective tool in helping Amel manage her emotions well.

During the read aloud session, the teacher reads a story that describes a situation where the main character experiences emotions similar to those experienced by Amel. For example, the main character in the story faces great disappointment or anger. Amel listened to this story enthusiastically and was able to let herself be involved in the storyline.

After the story is over, the teacher inserts a moment of reflection where the children are asked to share their feelings about the story. Amel feels comfortable talking about how the main character's emotions are also often felt by her. This gives him the opportunity to recognize his emotions and understand that emotions are a natural part of life.

Furthermore, teachers and caregivers at RA Rumah Kreatif Wadas Kelir assist Amel and other children in developing self-control strategies. They set examples and teach simple techniques such as deep breathing, counting to ten, or expressing their emotions through words rather than harmful actions.

Through the read aloud method, Amel learns that the emotions she experiences are normal and can be managed. He began to apply the self-control strategies learned in everyday life. When he feels angry or disappointed, he begins to breathe deeply and count to ten before reacting. This helps him to control his emotions and respond more wisely to situations.

In addition, the read aloud method also introduces children to the concept of empathy and understanding other people's emotions. Through stories, they learn to understand the perspectives and feelings of the characters in the story. This helps Amel to be more empathetic towards her friends when they experience strong emotions.

In a supportive environment at RA Rumah Kreatif Wadas Kelir, Amel feels supported and encouraged to manage her emotions well. The teacher and his friends provide support, understanding, and encourage him to use the self-control strategies he has learned.

CONCLUSION

The application of the Read Aloud method in improving the emotional intelligence of early childhood at RA Rumah Kreatif Wadas Kelir has a significant impact. Based on the findings, the researcher found that the method *Read Aloud* at RA Rumah Kreatif Wadas Kelir is done by: 1) *Read Aloud* at the beginning of each lesson; 2) Re-Calling reading results; 3) Cooperation between teachers and parents; 4) The routine of borrowing books at the Rumah Kreatif Wadas Kelir Community Reading Park. In addition, method *Read Aloud* effect on the emotional intelligence of early childhood at the Rumah Kreatif Wadas Kelir. Some of these influences are: 1) Emotional Sensitivity: Recognizing and Expressing Your Emotions; 2) Self-Confident: Courage and Confidence; 3) Self-Control: The Ability to Manage Your Emotions Within.

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