

THE EFFECT OF KIDS' IMAGINATION AND INSPIRATION FLIP (KIDIFLIP) MEDIA ON STORYTELLING INTEREST OF 5-YEAR-OLD CHILDREN AT TK KEMALA BHAYANGKARI 33 UNGARAN

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ABSTRACT

Storytelling interest is an essential aspect of early childhood language development; however, in practice, many children show low interest in expressing stories orally. This condition was observed among five-year-old children at TK Kemala Bhayangkari 33 Ungaran, who demonstrated limited confidence, attention, and ability to convey story sequences. This study aimed to examine the effect of using the Kids' Imagination and Inspiration Flip (KidiFlip) media on the storytelling interest of five-year-old children. The study employed a quantitative approach with a one-group pre-test and post-test design. The sample consisted of 25 children selected through purposive sampling. Data were collected using observation sheets and storytelling interest questionnaires with a 1-5 rating scale, then analyzed using the Shapiro-Wilk normality test, Levene's homogeneity test, and the paired sample t-test. The results showed an increase in the mean storytelling interest score from 24.4 in the pre-test to 46.4 in the post-test. The paired sample t-test revealed a significance value of $0.000 < 0.05$, indicating a significant effect of the KidiFlip media on children's storytelling interest. The KidiFlip media proved effective in improving children's attention, confidence, and participation in storytelling activities in early childhood education.

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INTRODUCTION

Early Childhood Education (ECE) plays a fundamental role in establishing the foundation of children's development, particularly in the domain of language as the primary medium for communication and self-expression. At the age of five, language development accelerates significantly in line with the maturation of cognitive, socio-emotional, and motor aspects. One of the essential indicators of language development is storytelling ability and interest. Storytelling activities not only train children to organize ideas coherently but also enrich vocabulary, develop sentence structures, and foster confidence in speaking within social environments. Therefore, storytelling interest serves

as a crucial foundation for early literacy development (Wahyudi, Arisanti, & Muttaqin, 2024).

However, empirical evidence indicates that the storytelling interest among early childhood learners remains relatively low (Sari & Pranoto, 2025). Children often encounter difficulties in retelling stories they have heard, struggle to construct coherent storylines, and exhibit hesitation when speaking in front of their peers (Dewi et al., 2025). This condition negatively affects their literacy readiness, as storytelling ability is closely related to the development of reading and writing skills (Harfandi et al. 2024). Ilham and Aidin (2021) found that prior to the use of interactive media, children's storytelling ability was categorized as low, but it significantly improved after the implementation of visual-based learning media.

Similar findings were reported by Putri et al. (2025), who observed that children aged 5–6 years demonstrated limited speaking confidence and disorganized storytelling patterns. Conceptually, storytelling interest is defined as an internal drive that encourages children to actively engage in constructing and delivering oral narratives (Widayawan, Budiman, & Fidrayani, 2024). This interest is reflected in children's attention, participation, confidence, and emotional readiness in expressing ideas (Nabila et al., 2022). Children with a high level of storytelling interest tend to use a broader vocabulary and convey stories more clearly and systematically (Putri et al., 2025).

Efforts to enhance storytelling interest require learning media that align with the developmental characteristics of early childhood learners, who tend to think concretely and respond effectively to visual stimuli. Three-dimensional visual media are considered effective as they provide more realistic and engaging learning experiences. One such medium is Kids' Imagination and Inspiration Flip (KidiFlip), a three-dimensional illustrated storybook featuring interactive pop-up visuals. This medium facilitates children's understanding of story sequences through concrete representation while simultaneously stimulating imagination and active participation (Kamal et al., 2024).

Previous studies have demonstrated that visual and interactive media positively influence children's motivation and engagement in learning (Prahesti & Fauziah, 2021; Budiarti & Nurhayati, 2024). Nevertheless, Kusmawati et al. (2024) found that the use of pop-up media does not always have a significant effect on speaking skills in certain contexts. These inconsistent findings indicate a research gap, particularly regarding the influence of KidiFlip media on the affective dimension of storytelling interest, rather than merely on technical speaking ability.

Based on the aforementioned background, the research problems can be formulated as follows:

1. What is the level of storytelling interest of 5-year-old children before the use of KidiFlip media?
2. What is the level of storytelling interest of 5-year-old children after the use of KidiFlip media?
3. Is there a significant effect of using KidiFlip media on the storytelling interest of 5-year-old children?

In line with these research questions, the hypotheses are formulated as follows:
H₀ (Null Hypothesis): There is no significant effect of the use of Kids' Imagination and Inspiration Flip (KidiFlip) media on the storytelling interest of 5-year-old children.
H₁ (Alternative Hypothesis): There is a significant effect of the use of Kids' Imagination and Inspiration Flip (KidiFlip) media on the storytelling interest of 5-year-old children.

The novelty of this study lies in its emphasis on storytelling interest as an affective-motivational variable analyzed quantitatively through a pre-experimental design. Unlike previous studies that primarily focus on learning outcomes or speaking skills, this research specifically examines changes in children's internal motivation, attention, and confidence in storytelling activities following the use of three-dimensional visual media.

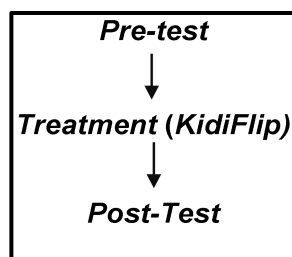
Theoretically, this study contributes to the enrichment of ECE literature, particularly regarding the relationship between visual learning media and the development of early oral literacy interest. The findings are expected to reinforce constructivist and sociocultural perspectives, which emphasize that concrete and interactive learning experiences can effectively stimulate children's intrinsic motivation.

Practically, this study provides applicable recommendations for ECE teachers in selecting and developing innovative learning media that not only enhance cognitive aspects of language but also foster children's interest, confidence, and emotional readiness in storytelling activities. Furthermore, the findings may serve as a reference for schools in designing more creative and developmentally appropriate language learning strategies for early childhood education.

Therefore, this study aims to empirically examine the effect of Kids' Imagination and Inspiration Flip (KidiFlip) media on the storytelling interest of 5-year-old children at TK Kemala Bhayangkari 33 Ungaran.

RESEARCH METHOD

his study employed a quantitative approach using a pre-experimental design in the form of a one-group pre-test and post-test design (Wahyuningrum & Putri, 2021).



Picture 1. Research Design

This design was selected because the study focused on a single group of participants who were exposed to a treatment in the form of storytelling activities using the Kids' Imagination and Inspiration Flip (KidiFlip) media. Through this design, the researcher was able to compare the level of children's storytelling interest before and after the intervention in order to determine the effect of the instructional media used (Wahyuningrum & Putri, 2021).

The research procedure began with the administration of a pre-test to measure the initial level of children's storytelling interest. Subsequently, the participants received the treatment through storytelling activities using KidiFlip media, conducted over several sessions in accordance with the planned learning activities. After the completion of the treatment, a post-test was administered to assess changes in children's storytelling interest. The difference between pre-test and post-test scores served as the basis for data analysis to evaluate the effect of KidiFlip media on children's storytelling interest (Faiz et al., 2025).

The population of this study consisted of all students at TK Kemala Bhayangkari 33 Ungaran, with a minimum total of 25 children. Population refers to the entire group of research subjects that share specific characteristics and have the potential to provide relevant data (Mahendra & Indriyani, 2018). The sample was determined using purposive sampling, based on the suitability of participants' characteristics with the research objectives (Pramana & Rastini, 2016). The inclusion criteria included children aged five years who possessed basic speaking abilities and demonstrated varying levels of storytelling interest. Based on these criteria, the total sample size in this study was 25 children.

The research was conducted at TK Kemala Bhayangkari 33, located in West Ungaran, Semarang Regency, Central Java, Indonesia. The selection of the research site was based on the relevance of the participants' characteristics to the research focus, as

well as the presence of empirical issues related to children's storytelling interest. The study was carried out during the odd semester of the 2025/2026 academic year, encompassing the stages of preparation, pre-test implementation, treatment administration, and post-test implementation, all aligned with the school's instructional schedule.

The variables in this study consisted of an independent variable and a dependent variable. The independent variable (X) was the KidiFlip media, defined as a three-dimensional storybook used as a learning medium in storytelling activities. The dependent variable (Y) was children's storytelling interest, measured through several indicators, including attention during storytelling activities, willingness to ask questions or provide comments, ability to retell stories, verbal and nonverbal expressions, and the use of simple vocabulary in constructing story sequences (Putri et al., 2025).

Data collection techniques included questionnaires and observations, with the primary instrument being an observation sheet designed to assess storytelling interest (Marini et al., 2022). The instrument was developed based on the research indicators and employed a rating scale ranging from 1 to 5 (Puspita & Tirtoni, 2023). Data analysis was conducted using SPSS version 26, which included descriptive statistical analysis, normality testing using the Shapiro-Wilk test, homogeneity testing using Levene's test, and hypothesis testing using the paired sample t-test or the Wilcoxon test when the data did not meet the assumption of normality. The level of significance used in hypothesis testing was set at 0.05.

RESULTS AND DISCUSSION

Based on the preliminary survey, out of a total of 30 children at TK Kemala Bhayangkari 33 Ungaran, 25 children met the inclusion criteria, namely being approximately five years old and possessing basic speaking abilities. This group was subsequently selected as the research sample in the one-group pre-test and post-test design.

Prior to the main data collection, the storytelling interest instrument was first tested for validity and reliability. The validity test was conducted using the Pearson Product Moment correlation with a significance level of 5% ($r\text{-table} = 0.3809$; $n = 25$). All items (P1-P12) showed $r\text{-count}$ values ranging from 0.536 to 0.782, indicating that each item had a positive and significant correlation with the total score ($r\text{-count} > r\text{-table}$). Therefore, the instrument was considered to have adequate construct validity. The detailed results of the instrument validity test are systematically presented in Table 1 below.

Table 1. Instrument Validity Test Results

Correlations		TOTAL
P1	Pearson Correlation	,619**
P2	Pearson Correlation	,536**
P3	Pearson Correlation	,782**
P4	Pearson Correlation	,782**
P5	Pearson Correlation	,672**
P6	Pearson Correlation	,639**
P7	Pearson Correlation	,550**
P8	Pearson Correlation	,631**
P9	Pearson Correlation	,599**
P10	Pearson Correlation	,726**
P11	Pearson Correlation	,702**
P12	Pearson Correlation	,691**

Furthermore, the reliability test using Cronbach’s Alpha coefficient yielded a value of 0.884. This value falls within the high reliability category ($\alpha > 0.80$), indicating that the instrument is consistent and stable in measuring the variable of storytelling interest. This result suggests that the data obtained from the instrument possess a high level of reliability and are suitable for further analysis. The detailed results of the reliability test are systematically presented in Table 2 below.

Table 2. Instrument Reliability Test Results

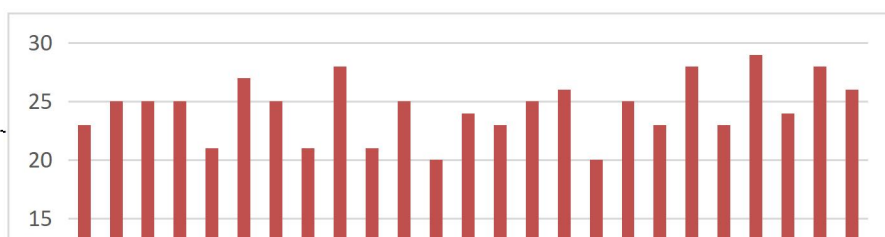
Reliability Statistics	
Cronbach's Alpha	N of Items
0,884	12

The pre-test results indicated that the average score of children’s storytelling interest was 24.4 (41%), which falls into the low category. Substantively, this score suggests that prior to the intervention, children had not demonstrated optimal engagement in storytelling activities. The low score reflects not only limited participation but also weak affective dimensions, such as attention, confidence, and intrinsic motivation in oral literacy activities.

Table 3. Average Pre-test Results

Average Pretest	Result in %	Category
24,4	41%	Low

These pre-test results provide an important empirical foundation, as they indicate the need for more innovative and engaging learning strategies to enhance children’s storytelling interest. The initial data also serve as a benchmark for assessing the effectiveness of the subsequent intervention, allowing any changes following the treatment to be analyzed in a more objective and measurable manner.



Picture 2. Graph of Average Pre-test Scores

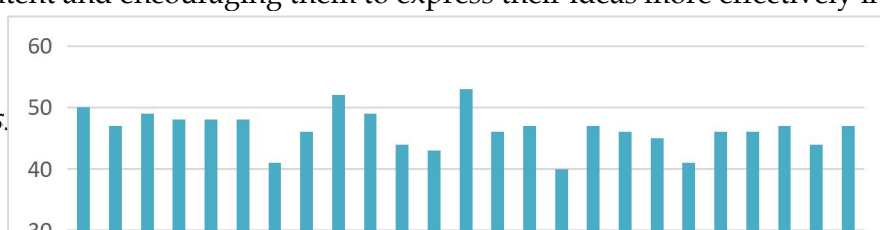
After the implementation of the treatment using the Kids’ Imagination and Inspiration Flip (KidiFlip) media, the average post-test score increased to 46.4 (77%), which falls into the high category. Quantitatively, this reflects an average increase of 22 points. Proportionally, the increase is nearly double the initial score, indicating a highly substantial improvement in children’s storytelling interest.

Table 4. Post-Test Average Results

Average Posttest	Results in %	Category
46,4	77%	High

During the post-test implementation, children demonstrated higher levels of enthusiasm compared to the pre-test stage. This was evident in their readiness to follow instructions, increased attention toward the media and the stories presented, as well as their willingness to participate voluntarily in storytelling activities. Children appeared more confident in retelling stories they had heard or observed through the KidiFlip media, both individually and in front of their peers. In addition, they were able to present stories with clearer sequences, use more varied vocabulary, and display more assertive and expressive intonation.

These positive changes were also reflected in the improvement of both verbal and nonverbal expressions. Verbally, children became more fluent in speaking, were able to construct simple sentences with more coherent structures, and showed greater confidence in answering questions or adding details to their stories. From a nonverbal perspective, children exhibited more vivid facial expressions, supportive body movements, and improved eye contact while speaking. These responses indicate that the KidiFlip media provides visual stimuli and concrete learning experiences that align with the developmental characteristics of early childhood, enabling children to better understand story content and encouraging them to express their ideas more effectively in oral form.



Picture 3. Post-test Average Results Graph

In summary, the comparison of pre-test and post-test scores is presented in Table 3 below.

Table 5. Average Pre-test and Post-test of Children's Interest in Storytelling

N	Pre-test (\bar{x})	Post-test (\bar{x})	Category
25	24,4	46,4	Increase

The difference in children’s storytelling interest before and after the use of KidiFlip media confirms that innovative and visually based learning media play a significant role in enhancing children’s engagement in language activities. The post-test results indicate that children were no longer passive participants but became active subjects in the learning process. The increased storytelling interest, as reflected in the high post-test scores, demonstrates that the use of KidiFlip media makes a meaningful contribution to creating more engaging learning experiences, thereby fostering children’s confidence and motivation to participate optimally in storytelling activities.

The results of the prerequisite tests for data analysis, as presented in Tables 6 and 7, indicate that both pre-test and post-test data met the required assumptions. The Shapiro-Wilk normality test in Table 6 showed significance values of 0.242 for the pre-test and 0.468 for the post-test ($p > 0.05$), indicating that the data were normally distributed. Furthermore, the homogeneity test using Levene’s Test in Table 7 yielded a significance value of 0.596 ($p > 0.05$), indicating that the data variances were homogeneous. The fulfillment of these assumptions confirms that the data were appropriate for analysis using parametric tests, specifically the paired sample t-test.

Table 6. Shapiro-Wilk Normality Test

Tests of Normality
Shapiro-Wilk

	Statistic	df	Sig.
PRETEST	0,949	25	0,242
POSTEST	0,963	25	0,468

a. Lilliefors Significance Correction

Table 7. Homogeneity Test

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
TOTAL HASIL	Based on Mean	0,284	1	48	0,596
	Based on Median	0,334	1	48	0,566
	Based on Median and with adjusted df	0,334	1	45,16 7	0,566
	Based on trimmed mean	0,285	1	48	0,596

The results of the paired sample t-test presented in Table 8 below show a significance value (Sig. 2-tailed) of 0.000, which is less than 0.05. The calculated t-value of -25.808 with 24 degrees of freedom indicates a significant difference between the pre-test and post-test scores. Therefore, it can be statistically concluded that the use of KidiFlip media has a significant effect on the storytelling interest of 5-year-old children.

Table 8. Paired Sample T-Test

Paired Samples Test									
Pair					Lower	Upper	t	df	Sig. (2-tailed)
1	PRETEST	-22,000	4,262	0,852	-23,759	-20,241	-25,808	24	0,000
	POSTEST								

However, statistical significance does not necessarily reflect the magnitude of the effect in practical terms. Therefore, the effect size was calculated using Cohen’s d formula for paired designs. With $t = 25.808$ and $n = 25$, the calculation is as follows: $d = \frac{t}{\sqrt{n}}$ $d = \frac{25,808}{5} = 5,16$. The resulting Cohen’s d value of 5.16, based on Cohen’s criteria (0.2 = small; 0.5 = medium; 0.8 = large), falls into the very large category.

This interpretation indicates that the improvement in storytelling interest is not only statistically significant but also has a very strong practical and educational impact. In other words, the use of KidiFlip media exerts a highly substantial effect on enhancing the storytelling interest of 5-year-old children.

Discussion

The findings of this study indicate a highly significant improvement in children’s storytelling interest following the use of KidiFlip media, both statistically ($p < 0.05$) and

practically (with a very large effect size). These results suggest a transformation in the affective dimension of children's engagement in oral literacy activities. Nevertheless, the substantial magnitude of this improvement warrants a more critical analysis to better understand the underlying contributing factors.

From a theoretical perspective, this improvement can be explained by the cognitive developmental characteristics of five-year-old children, who are in the preoperational stage. At this stage, children tend to think concretely and are highly responsive to visual stimuli. The KidiFlip media presents three-dimensional representations that can be directly observed and manipulated, thereby strengthening children's understanding of story sequences and characters. Such concrete visual support functions as cognitive scaffolding, enabling children to organize their ideas before expressing them orally. Therefore, the observed increase in storytelling interest is not coincidental but rather reflects the alignment between the characteristics of the media and the developmental stage of the children.

From a constructivist perspective, children actively construct knowledge through interaction with their learning environment. The use of KidiFlip media shifts children's roles from passive recipients to active participants. Children are not merely listening to stories but also observing, manipulating pages, and exploring visual elements. This multisensory engagement enriches the learning experience and enhances emotional involvement. When children feel directly engaged, their intrinsic motivation tends to increase. This helps explain why the improvement in storytelling interest scores in this study is particularly high.

However, the magnitude of the improvement should also be examined in light of potential external factors. First, the role of the teacher in providing stimuli, positive reinforcement, and guiding questions may serve as a supporting variable that strengthens the effect of the media. Warm and supportive pedagogical interactions can significantly enhance children's confidence. Second, the learning environment, which was designed to be more engaging than previous conventional approaches, may have generated a contrast effect, making the observed changes appear more pronounced.

In addition, the possibility of a novelty effect cannot be overlooked. The KidiFlip media represented a new experience for the children. Novelty often generates temporary enthusiasm, which can lead to a sharp increase in participation during the initial stages of implementation. However, this enthusiasm may not fully reflect long-term changes in interest. Therefore, although the results indicate a very large effect size, caution is needed

in interpreting that the improvement is solely attributable to the intrinsic effectiveness of the media without considering the influence of novelty.

From a sociocultural perspective, particularly drawing on Vygotsky's theory, the increase in storytelling interest can also be explained through the social interactions that occurred during the learning process. KidiFlip functions as a mediational tool that enhances interaction between teachers and children within the zone of proximal development. Teachers provide both verbal and nonverbal support that helps children exceed their current level of ability. Thus, the observed improvement is likely the result of a synergy between the learning media, pedagogical strategies, and supportive social interaction.

The findings of this study are consistent with those of Ilham and Aidin (2021), who reported that pop-up media improved storytelling skills. However, this study extends previous findings by emphasizing storytelling interest as an affective dimension. It is important to note that interest is generally more sensitive to environmental stimuli than cognitive skills. Therefore, it is reasonable that changes in storytelling interest demonstrate a greater magnitude compared to improvements in technical speaking abilities.

On the other hand, the findings of Kusmawati et al. (2024), which reported no significant effect among children with speech delay, suggest that the effectiveness of learning media is highly dependent on the characteristics of the participants. This implies that the substantial improvement observed in this study may also be influenced by the fact that the participants were typically developing children with language abilities appropriate for their age.

Despite the findings indicating a very strong effect, several limitations need to be explicitly acknowledged:

- 1. Pre-Experimental Design (Without Control Group)**

This study employed a one-group pre-test and post-test design without a control group. Therefore, the observed improvement cannot be fully isolated from potential external influences such as maturation, prior learning experiences, or novelty effects.

- 2. Relatively Short Duration of Intervention**

The study was conducted over a limited period, making it difficult to determine whether the observed increase in storytelling interest reflects a long-term change or merely a temporary effect.

- 3. Potential Novelty Effect**

The KidiFlip media represented a new experience for the children. Initial enthusiasm toward a novel medium may have contributed to higher post-test scores, indicating the need for further studies with longer durations to assess the consistency of the effect.

4. Limited Sample Size

The sample consisted of only 25 children from a single early childhood education institution. This limitation restricts the generalizability of the findings to a broader population.

5. Teacher Variable Not Explicitly Controlled

Factors such as teacher competence, teaching style, and the intensity of reinforcement may have acted as intervening variables influencing the results.

The improvement in storytelling interest observed in this study is likely the result of a combination of several factors: (1) the alignment of the media with children's cognitive developmental stage, (2) supportive teacher-child social interaction, (3) multisensory learning experiences, and (4) the novelty effect of the media.

Considering these factors, it can be concluded that KidiFlip media is effective as an initial stimulus for enhancing children's storytelling interest. However, to ensure the sustainability of its effects, further research is recommended using more rigorous experimental designs (e.g., true experimental design with a control group) and longer intervention durations.

CONCLUSION AND RECOMMENDATIONS

1. Conclusion

This study demonstrates that the use of Kids' Imagination and Inspiration Flip (KidiFlip) media has a significant effect on improving the storytelling interest of 5-year-old children at TK Kemala Bhayangkari 33 Ungaran. The results of the paired sample t-test show a significance value of 0.000 ($p < 0.05$), indicating a statistically significant difference between the pre-test and post-test scores. This improvement is further supported by the large effect size, which suggests that the impact of KidiFlip media is very strong in practical terms. Therefore, KidiFlip media is effective in stimulating children's attention, confidence, and participation in storytelling activities.

2. Implications

Pedagogically, these findings highlight the importance of utilizing three-dimensional visual media that align with the cognitive developmental characteristics of early childhood learners. Concrete and interactive media can enhance children's

emotional engagement and intrinsic motivation in language learning. Therefore, early childhood educators are encouraged to integrate innovative media such as KidiFlip into oral literacy activities to create more active and meaningful learning environments.

3. Limitation

This study has several limitations, including the use of a pre-experimental design without a control group, a limited sample size drawn from a single institution, and a relatively short duration of intervention. Additionally, the potential influence of the novelty effect and external factors, such as the role of the teacher, could not be fully controlled.

4. Recommendations for future Research

Future studies are recommended to employ more rigorous experimental designs, such as true experimental designs with control groups, involve larger and more diverse samples, and extend the duration of intervention to examine the sustainability of the media's effects. Further research may also explore additional variables, such as speaking skills, early literacy development, or learning motivation, to broaden the understanding of the effectiveness of KidiFlip media in early childhood education contexts.

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