The Effect of Storytelling Method Using Big Book in Improving Children's Learning Concentration in Kindergarten

Novita Prima Zola[1]✉ & Nurhafizah [2]

[1]✉ Universitas Negeri Padang, novitaprimazola23@gmail.com, Orcid ID: 0000-0002-6051-2812
[2] Universitas Negeri Padang, nurhafizah.is.18@gmail.com, Orcid ID: 0000-0003-4224-1067

Article Info	Abstract
	This article is motivated by the research results revealing the low children's learning concentration in Insan Bangsa Kindergarten. It was caused by the unattractiveness of the learning media provided by the teacher. For this reason, this study aims to see the effect of the storytelling method using Big Book in improving children's learning concentration in Insan Bangsa Kindergarten. The Big Book was chosen to increase children's learning concentration since it has the advantage of highlighting the colors and pictures in the book to make students interested in books and concentrate when studying. This study used quantitative research methods, namely quasi-experimental. The samples in this study were group B2 with ten children as the experimental class and group B1 with ten children as the control class. The sampling technique used in this research was purposive sampling, and data collection employed observation. The research data were then analyzed utilizing the SPSS type 17 application. The results of this study revealed that t-count > t-table, namely 2.386> 2.101, so it can be said that the hypothesis Ha was accepted or H0 was rejected. This study concludes that the storytelling method using the Big Book significantly improved children's learning concentration in Insan Bangsa Kindergarten. It was obtained from the children's learning concentration level, which was higher than before using Big Book.
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Info Artikel

Abstrak

Artikel ini ditulis berdasarkan hasil penelitian yang dilatarbelakangi oleh rendahnya konsentrasi belajar anak di TK Insan Bangsa, hal ini disebabkan dalam proses pembelajaran media yang diberikan oleh guru kurang menarik. Penelitian ini bertujuan guna melihat adakah pengaruh metode bercerita menggunakan big book dalam meningkatkan konsentrasi belajar anak di TK Insan Bangsa. Dipilihnya big book dalam meningkatkan konsentrasi belajar anak karena big book memiliki keunggulan yaitu lebih menonjolkan warna dan gambar pada buku, sehingga membuat anak tertarik pada buku dan anak menjadi berkonsentrasi ketika belajar. Penelitian ini memakai metode penelitian kuantitatif ialah quasi eksperimen. Sampel dalam penelitian ini merupakan kelompok B2 berjumlah 10 orang anak selaku kelas eksperimen serta kelas B1 berjumlah 10 orang anak selaku kelas kontrol. Teknik sampel yang digunakan dalam penelitian ini merupakan teknik purposive sampling. Pengumpulan data memakai uji perbuatan. Data penelitian ini dianalisis menggunakan aplikasi SPSS tipe 17. Hasil penelitian ini menunjukkan t-hitung > t-tabel, yaitu 2,386>2,101, maka dapat dikatakan bahwa hipotesis Ha diterima atau H0 ditolak. Kesimpulan dari penelitian ini yaitu metode bercerita menggunakan big book berpengaruh secara signifikan dalam meningkatkan konsentrasi belajar anak di TK Insan Bangsa. Hal ini diperoleh tingkat konsentrasi belajar anak lebih tinggi dibandingkan sebelum menggunakan Big Book.

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INTRODUCTION

According to Nurhafizah (2018), children from the age of birth to six years are in the early age range. In the educational process, this stage is a critical period that can affect children's learning outcomes. At this stage, the teacher also seeks to support the children's growth and development in various abilities. Meanwhile, as Sujiono stated (in Efendi, 2018), individuals who need a process of growth and development rapidly and fundamentally for the next life are referred to as early childhood. Early childhood has ages ranging from 0 to 8 years. At this time, children in various developmental aspects are experiencing a swift process in human life development. Thus, every learning activity delivered by the teacher to the children should involve the characteristics of each step of the children's development process.

From the above understanding, it can be concluded that early childhood is the preschool age group with an age range of 0-8 years, where this age determines the formation of the children's character and personality since their growth and development is rapid at this age.

Mursi (in Musrifah, 2021) argued that early childhood has characteristics: children begin to move a lot, tend to be more active/cannot stay still, like to imitate things, like to show opposition/resistance, cannot choose which actions are good, and tend to have questions about things; also, children have a strong memory, need motivation, prefer to play games, often acquire skills, tend to be easier and faster in language processing, and have strong and sharp feelings.

On the other hand, Hamzah (in Saharani et al., 2021) asserted that early childhood has the following characteristics: 1) Children tend to be quite egocentric, 2) Children usually have a high level of curiosity, 3) Children have a very high level of imagination and fantasy, 4) Children are excellent students, 5) Children tend to have various emotions, such as the emergence of affection, joy, sadness, fear, jealousy, and anger, and 6) Children tend to have a weak level of concentration.

Furthermore, Rusydi as quoted by Khadijah & Amelia in *Early Childhood Physical Motor Development* (*Theory and Practice)* affirmed that education is a conscious effort to direct and guide children to become more mature. Mature here means that children become more responsible for themselves, their families, the environment, society, and the country, and are responsible for all the risks of their choices.

In particular, the elementary education level is when the children are still at an early age (Saputra, 2018). Early childhood education aims to provide direction and guidance, which is carried out by providing stimulation. At this stage, the teacher should be able to help the children's potential development so that they become more accustomed to dealing with various problems.

Moreover, Hendra, as quoted by Isnawati in *Creative Ways in the Learning Process: Learning Concentration in Children with Attention Deficit Disorder (ADD) symptoms* said that concentration in children is the center for strength in working and thinking based on children's memory at the same time. According to Slameto (in Anam et al., 2018), the mind focusing on one thing by excluding other things that have no relationship is called concentration. Therefore, it can be concluded that concentration is centering the mind on an object, such as a thing/idea.

Focusing attention on changing behavior, such as using, assessing, and mastery of attitudes, values, knowledge, and basic skills, is called learning concentration (Chalidaziah, 2018). Concentration is usually required in the learning process and is a determining factor in learning success.

Setyani & Ismah (2018) mentioned the learning concentration indicators as follows: children have attention and acceptance of the learning material provided, children have a response to the material provided, children can move their limbs appropriately, children can apply the knowledge gained into their life, children can analyze the knowledge gained, children can express ideas or opinions, children have the readiness to bring up the knowledge gained when needed, children have an interest in every subject given, and children do not have a sense of boredom in subjects studied.

Nugroho (in Diana et al., 2019) also proposed several factors that could affect learning concentration in children, including the absence of self-motivation, unconducive

learning atmosphere, and problems with health, which can damage children's concentration while studying, so they tend to feel bored.

Ramadhani et al. (2016) stated that a child's weak learning concentration level would be worse if the child enters school so that concentration problems can result in low children's learning outcomes at school. Children whose concentration is disturbed will find obstacles in the teaching and learning process.

Research conducted by Manurung & Simatupang (2019) revealed that learning concentration problems experienced by children could be caused by the lack of attractiveness of the material presented/taught by the teacher.

Based on the facts obtained by researchers through direct observations in the field, the children's learning concentration level in Insan Bangsa Kindergarten was still experiencing problems. From the observations of researchers during PLK (Special Service Education) in August-November 2020, they found that some children had learning concentration disorders. One of them is that the child could not focus on the task given by the teacher and only did the task when the teacher was beside him. When the teacher was careless for a moment, the child would stop working on his assignment, and the child's focus would shift to paying attention to other objects around him. It was done continuously so that the child never completed the given task.

This problem of the low ability to concentrate on children's learning in Insan Bangsa Kindergarten must be addressed immediately so that children do not have difficulty concentrating when studying in the future.

One way to do that is by telling stories. Supriadi as quoted by Puspitasari in *Smart Storytelling* stated that storytelling is an activity to tell stories about experiences, actions, or an event that actually happened or a fictional story. Meanwhile, according to Lauroza & Hartati (2019), storytelling is an activity to convey events through words, imagination, poetry, and singing and recount events that have occurred or are fictitious. Storytelling is one of the effective learning methods given to children. Sutikno (in Aditya, 2016) argued that the learning method is a way to present learning materials carried out by educators so that children can enjoy the learning process to achieve goals.

Storytelling can increase learning concentration in children because 1) it is easier to digest and understand, and the story content can provide lessons for children. 2) Storytelling can develop children's skills in speaking, reading, writing, and listening. 3) Storytelling can develop children's ability to sympathize and empathize with others. 4) Storytelling can grow a social barometer in children regarding what values are accepted by the surrounding community. 5) Storytelling can teach children about culture and character. 6) Storytelling can have a positive psychological impact on children. 7) Storytelling can foster children's curiosity about the events or stories given. Also, 8) storytelling can help develop children's imagination.

Specifically, according to Kiromi & Fauziah (2016), Big Book is a learning medium with special characteristics in its form, namely that the text and images are enlarged and have special characteristics in the shape and color of the image. Meanwhile, according to Morrow (in Karyadi, 2018), Big Book is an enlarged picture storybook that has about 14x20 inches to 24x30 inches.

From the explanation above, Big Book is a media in the form of a storybook with special characteristics, namely that the text and images are enlarged to support shared reading activities between students and teachers. This book has other special characteristics: colorful, repetitive words and simpler text patterns, and adapts to the development and needs of early childhood. Teachers use Big Books to increase learning concentration power or level in early childhood so that children can enjoy the learning process.

Therefore, this study aims to determine the effect of the Big Book's storytelling method in increasing the children's learning concentration in Insan Bangsa Kindergarten. Based on the above phenomenon, the researchers would like to discuss further with the title "The Effect of Storytelling Method Using Big Book in Improving Children's Learning Concentration in Kindergarten."

METHODS

This research used quantitative research methods, namely experiments. Experimental research is conducted to provide an explanation of the causal relationship between one variable and another. This study employed a quasi-experimental type with two groups: the experimental and control groups. This research involved all children in Insan Bangsa Kindergarten as the research population. Meanwhile, the number of samples was 20 children, each of which was ten children in group B2 (experimental class) and group B1 (control class). This research was conducted ± one month. The sampling technique was the purposive sampling method. The technique used for data collection was a teacher-made test arranged in the form of an action test.

Research Instrument Outlines

The outlines are usually composed of statements derived from indicators. The instrument outlines designed to be used in storytelling research using Big Books in improving children's learning concentration are as follows:

Table 1. Research Instrument

Variable	Sub Variable	Indicator	Item No	No
Learning concentration	Concentration of mind	There is acceptance or attention to the learning material	1, 2, 6*	3
		Able to respond to the material being taught	3, 5	2
		Able to express ideas/opinions	4	1
		Not bored with the subject matter given	7*	1

There were seven criteria used as a reference in this study (research instruments), namely with the following positive instrument requirements:

A score of 4 (four) was given if the category was always (SL).

A score of 3 (three) was given if the category was frequent (SR).

A score of 2 (two) was given if the category was rare (JR).

A score of 1 (one) was given if the category was never (TP).

Meanwhile, for negative instruments, the given requirements are:

A score of 1 (one) was given if the category was always (SL).

A score of 2 (two) was given if the category was frequent (SR).

A score of 3 (three) was given if the category was rare (JR).

A score of 4 (four) was given if the category was never (TP).

Data analysis techniques in this study used:

Normality Test

This test was carried out to determine whether the data in the study were normal. The data from this study were obtained through the Kolmogorov-Smirnov technique. The basis for decision-making in this study is that if the p-value obtained from K-S is > 0.05, the research data has been normally distributed.

Homogeneity Test

This test aimed to see whether there was an identical/similar variance between variations in the study population. The test was carried out through the Lavene Statistical Test, with the following criteria:

If the value obtained from the significance was < 0.05, the population variance was declared not homogeneous.

If the significance value obtained was > 0.05, the population variance was declared homogeneous.

Hypothesis Testing

Wardani in *Hypothesis Testing (Descriptive, Comparative and Associative).*, 2020) stated that a hypothesis is an assumption or theoretical assumption that can be rejected or accepted empirically. Determining whether a hypothesis can be rejected or accepted is the purpose of hypothesis testing. This test was conducted using a t-test because there were two samples in this study.

RESULTS AND DISCUSSION

Based on the results of the problem formulation and research objectives, the researchers conducted data collection and testing on the effect of the storytelling method using the Big Book in increasing the children's learning concentration in Insan Bangsa Kindergarten. The data of this study were obtained by collecting data from two class groups: ten children in the experimental group and ten children in the control group.

In the experimental class, telling stories using the Big Book was read by the teacher in the classroom. Before reading the story, the teacher explained the story's theme to be read. When the teacher read the story, it looked like all the children were enthusiastic to see the pictures presented in the Big Book. In the control class, the teacher read the story without using the media. Before telling the story, the teacher also explained the story's theme that would be read.

Figure 1. Teacher Read Stories Using Big Books (Experimental Class)

Figure 2. Children Paid Attention to the Teacher Who was Telling a Story (Experimental Class)

Figure 3. Teacher Told Stories (Control Class)

Figure 4. Children Paid Attention to Teacher (Control Class)

Table 2. Frequency Distribution of Post-test Result Class Interval in Experimental Class (B2)

No	Class Interval	Median	Frequency	
			Absolute	Cumulative
1	75 - 81	78	3	3
2	82 - 88	85	2	5
3	89 - 95	92	3	8
4	96 -102	99	2	10
Total		N = 10		

It can be seen in Table 2 that the interval 75-81 with a median value of 78 consisted of three people, and the interval 82-88 with a median value of 85 was made of two people. Then, the interval 89-95 with a median of 92 comprised three people, and finally, the interval 96-102 with a median of 99 consisted of two people. Meanwhile, from the data details, it can be observed that the highest post-test score of children's learning concentration ability in the experimental class was 96 with

two children, while the lowest score was 75 with three children.

Table 3. Frequency Distribution of Post-test Result Class Interval in Control Class (B1)

No	Class Interval	Median	Frequency	
			Absolute	**Cumulative**
1	60 - 67	63.5	3	3
2	68 - 75	71.5	2	5
3	76 - 83	79.5	2	7
4	84 - 91	87.5	3	10
Total			N = 10	

Table 3 shows that the range 60-67 with a median of 63.5 encompassed three people, and the interval 68-75 with a median of 71.5 consisted of two people. Then, the interval 76-83 with a median of 79.5 consisted of two people, and the interval 84-91 with a median of 87.5 comprised three people. The data details indicate that the highest post-test score for the ability to concentrate on learning in the control class (B1) was 89 with three children, whereas the lowest score was 60.7 with three children.

Table 4. Recapitulation of Post-test Results Using Experimental and Conventional Methods

Variable	Class	
	Control	**Experiment**
N	10	10
Highest score	89.29	100
Lowest score	60.71	75
Total score	764.29	864.29
Mean	76.43	86.43
SD	9.989	8.716
SD2	99.773	75.964

From Table 4, it can be concluded that the largest score obtained was 100, and the smallest was 75 in the experimental class, with ten students. The total score of the entire experimental class was 864.29, with a mean of 86.43 and a variance of 99.773. In the control class, the largest score was 89.29, and the smallest was 60.71, with ten students. The total

score of the entire control class was 764.29, with a mean of 76.43, a standard deviation of 9.989, and a variance of 99.773.

Table 5. Pre-Test & Post-test Normality Test Calculation Results

Class	N	A	K-S	Sig. (p)	Description
Pre-test Experiment	10	0.05	0.189	0.200	Normal
Pre-test Control	10	0.05	0.216	0.200	Normal

From the table above, if the value of Sig. > Sig. (0.05), the research sample group data can be said to be normally distributed. From the output above, the value of Sig. in the control class pre-test was 0.200, and the experimental class pre-test was 0.200, both of which were higher than 0.05. Therefore, it can be concluded that the data of the four sample groups were normally distributed.

Table 6. Post-test Homogeneity Test Results

Class	A	Levene Statistics	Sig. (p)	Conclusion
Pre-test	0.05	0.543	0.471	Homogeneous

If the value of Sig. > Sig. (0.05), the two data samples are homogeneous or consist of the same variance. From the output above, the value of Sig. was 0.471, more significant than 0.05. Thus, it can be denoted that for the homogeneity test, the data of the two samples were homogeneous or consisted of the same variance.

Table 7. Post-test Hypothesis Testing Results with T-Test

Class	N	Mean	t-obt	t- tab	Decision
Experiment	10	86.429	2.386	2.101	H0 is rejected.
Control	10	76.428			

In the table above, it was obtained that t-count > t-table, namely 2.386 > 2.101, and Sig. < Sig.α (0.028< 0.05). Thus, Ho was rejected, and Ha was accepted. Hence, it can be concluded that there was an influence of the storytelling method using Big Book in increasing children's learning concentration in Insan Bangsa Kindergarten.

Table 8. Comparison of Calculation Results of Pre-test and Post-test Scores

Variable	Pre-test		Post-test	
	Experiment	Control	Experiment	Control
Highest score	75	75	100	89.29
Lowest score	42.86	35.71	75	60.71
Mean	58.21	51.79	86.43	76.43

From Table 8, it can be seen that during the pre-test in the experimental class (B2), the highest score obtained by the child was 75, and the lowest score was 42.86. For the control class (B1), the child got the highest score of 75 and the lowest score of 35.71. Meanwhile, the children's scores both in the experimental and control classes were higher in the post-test. In the experimental class, children obtained the highest score of 100 and the lowest score of 75. For the control class, the highest score was 89.29, and the lowest score was 60.71.

Discussion

In the post-test, the children's learning concentration ability results had a mean of 86.43 for the experimental group and 76.43 for the control group. After the analysis, the t-count value was 2.386, and the t-table value for =0.05 was 2.101, followed by degrees of freedom of 18. Then, a comparison was made between the t-count and t-table values, with the result that 2.386 > 2.101 (t-count > t-table). Thus, it can be concluded that H0 was unacceptable in this study, and there was a significant effect of the storytelling method using the Big Book in increasing children's learning concentration in Insan Bangsa Kindergarten. It was because children were delighted to listen to stories from Big Book since interesting pictures accompany them.

Based on the research results above, it was found that the storytelling method using the Big Book had a significant effect on the development of children's learning concentration. It was obtained from the children's learning concentration level, which was higher than before using Big Book. When using Big Book, children became focused when learning and enjoyed expressing ideas/opinions, and their attention did not shift.

In this study, telling stories using the Big Book was read by the teacher in the classroom. When the teacher read the story, all children looked enthusiastic to see the pictures presented in the Big Book. Children learned in an enjoyable atmosphere or condition, and children's attention became more focused on the teacher who was telling stories using Big Books. Children could also respond to stories read by the teacher well. Thus, the Big Book method could make each child show good changes in concentration in the learning process.

Meanwhile, in the class that applied the storytelling method without using the media, the focus of the children's concentration was still low (control class). The focus of children who did not use media was easily distracted by other things interfering with children's concentration, such as children often daydreaming, paying less attention to teachers, and often diverting attention to objects around them. It was because the children felt the story given by the teacher was boring, caused by the children's imagination that was not channeled directly.

According to Latifah (2020), Big Book is a medium used in learning with special characteristics, namely enlarged text and images. A more prominent special feature is that there are more color images. There are also various kinds of images in the Big Book that can increase the child's stimulus in understanding and living the stories contained in the Big Book. The process of child development will be more assisted by this media, especially in developing children's concentration in learning.

Moreover, Azhar (in Nurhafizah, 2018) stated that learning media is a tool that aims to help the learning process, both outside and in the classroom. Normaliza and Nik (in Setiyaningsih & Syamsudin, 2019) suggested that Big Book media can help the learning process become more conducive because children increasingly have the opportunity to interact more with teachers and their friends.

When the teacher used the Big Book method, there would be curiosity in children about the stories conveyed. With the curiosity that arose, children would naturally feel happy about the big book media. In addition, children also wanted to know the continuation of the

story in the Big Book. Thus, children would feel more interested, which could increase children's learning concentration.

According to Sudjana (in Hidayat et al., 2020), the learning method is a strategy or method applied by educators in dealing with students when going through the learning process. As Jatmiko et al. (2020) stated, one of the methods used by teachers in the learning process in early childhood is the storytelling method. Hadi (2018) defined storytelling as a method applied to support the development of children's language skills and an activity that supports children's language productivity, the process of which includes a ready mental and mind and clear word pronunciation so that it can be understood by others easily. Storytelling can also make children feel more understood and connected to what the teacher is telling.

According to Hurlock (in Zaini & Dewi, 2017), the concentration power possessed by early childhood is relatively low, which only lasts about 10 to 15 minutes. In carrying out the learning process, early childhood requires intermediaries or also called learning media. This learning media can divert the child's focus or attention so that the child does not get bored quickly, or the child becomes more concentrated on the activities carried out for a longer time than not using learning media (Dewi et al., 2017). Thus, Big Book media is a solution for increasing children's concentration in the learning process.

CONCLUSION

In the post-test, the children's learning concentration ability results had a mean of 86.43 for the experimental group and 76.43 for the control group. After the analysis, the t-count value was **2.386,** and the t-table value for =0.05 was **2.101,** followed by degrees of freedom of 18. Then, a comparison was made between the t-count and t-table values, with the result that 2.386 > **2.101** (t-count > t-table). Thus, it can be concluded that H0 was unacceptable in this study, and there was a significant effect of the storytelling method using the Big Book in increasing children's learning concentration in Insan Bangsa Kindergarten. It was obtained that the children's learning concentration level was

higher than before using the Big Book. When using Big Book, children became focused on participating in learning and enjoyed expressing ideas/opinions, and children's attention did not shift.

Based on the research that has been described, the suggestions that researchers can give are as follows. Insan Bangsa Kindergarten teachers should pay more attention to the method of using learning media given to children so that children are more enthusiastic and concentrate on following the learning provided. For further researchers, it is hoped that they can provide innovation and renewal regarding how to increase children's learning concentration by using learning media.

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