

Analysis of Early Childhood Language Development Through the Use of Audio-Visual Media in Kindergarten

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Abstract: Language is the effort of the mind and feelings to convey meaning to others which is used as a means of communication. Audio-visual media is a medium that can develop children's language skills. The purpose of this study is to find out how to develop children's language through audio-visual media in Ad-Dahlan Kindergarten, Sucinaraja District, Garut Regency. This research is a qualitative descriptive research involving 2 teachers and 20 children in class B1, data is collected through observation, interviews, analysis documents, data is analyzed qualitatively using data reduction, *data display*, and conclusion drawn. The results show that the teacher makes a learning implementation plan, the teacher studies the manual for the use of media, the teacher prepares and arranges the media equipment to be used, the teacher ensures that the media and all equipment are complete and ready to be used, the teacher explains the goals to be achieved, the teacher explains the material to the students before the activity takes place, the teacher conducts an evaluation. So all indicators of language development achievement can develop according to the level of development. The seven steps in the use of audio-visual media have been implemented by teachers at Ad-Dahlan Kindergarten, Sucinaraja District, Garut Regency and can be an alternative to develop early childhood language skills.

Keywords: Children's Language Skills, Audio Visual Media

I. Introduction

Analysis Language development in early childhood is a fundamental aspect in their growth and development process. Good language skills will support children in communicating, expressing feelings, and understanding the surrounding environment. Therefore, proper stimulation is needed so that children's language development can develop optimally. One method that can be used to stimulate children's language development is the use of *audio-visual* media. This media combines elements of sound and moving images, which can increase children's interest in learning and help them understand language concepts better. The use of *audio-visual* media has been proven to improve children's vocabulary, speaking ability, and understanding of a story or information conveyed.

The ability to communicate well, correctly, effectively, and efficiently is a demand. Communication skills are developed from four main capitals, namely: listening, *speaking*, *reading*, and *writing*. Language will run well in communication if in social activities humans as language users can regulate the use of language. This means that humans are able to use language well if the language used can be understood and understood by others and responded to so that communication or social interaction between individuals and other individuals occurs communicatively.

There are four types of language skills, namely reading, writing, listening, and speaking. Bromley (2013) stated that the process of active listening occurs when children as listeners use *auditory discrimination* and *acuity* in identifying sounds and various words, then translating them into meaningful words through listening or understanding. Talking is one of the most beneficial activities in life. Talking can provide information about all sorts of life phenomena. Every day many people watch television that contains a series of facts about an event, thus getting new and fast information. For a child, speaking is the key to success and is the most important factor in all learning efforts. Each subject matter is fundamentally based on the language delivered by the educator. The delay in understanding the vocabulary will be followed by the delay in the child in understanding the subject matter.

Teaching good language in kindergarten can be carried out as long as it does not exceed the limits of educational principles for early childhood which are characterized by play while learning. In order to meet the needs and sensitivity of children to the aspects of reading and writing, various forms of games can be arranged and developed. Through play, children can reap various benefits for the development of physical, motor, intelligence and social-emotional aspects. These three aspects support each other and cannot be separated. If one aspect is not given the opportunity to develop, there will be inequality.

Therefore, in order to avoid inequality, there are several pressures in achieving early childhood language development that must be met. The indicators of language development are as follows:

Table 1 Indicators of Language Development Achievement in Children Aged 5-6 Years

Child Development Achievement Rate	
Language	Answer more complex questions Mention groups of images that have the same sound Communicate verbally, have a vocabulary of words, and recognize symbols in preparation for reading, writing, and arithmetic. Compile simple sentences in a complete structure (sentence-predicate-caption) Having more words to express ideas to others Doing some of the stories / fairy tales that have been heard.

According to Sanjaya (2015), types of media that in addition to containing sound elements also contain images that can be seen, for example video recordings, various movie sizes, sound slides, and so on. The ability of this media is considered better and more interesting, because it contains both the first and second types of media elements. This advantage makes *the Audio Visual* display more dynamic and fun for its users, so that it can eliminate boredom and make learning less monotonous. The use of *Audio Visual media* involves various senses and organs of the body, such as the ears (*audio*) and eyes (*visual*), which allow the information or message to be easily understood. The presentation of beginner reading materials that have been programmed in *Audio Visual* can be used by each child individually or in groups. Thus, students are more free to learn according to their respective learning speeds, so it is hoped that students can understand the concept of alphabetic letters and can read easily. *Audio Visual* is presented in the form of pictures, animations, videos, sounds/sounds and color games can cause interest in students to learn and finally children can recognize letters and can read without feeling forced and not boring.

Table 2 Presurvey Results of Children's Language Development Indicators Through Audio Visual Ad-Dahlan Kindergarten, Sucinaraja District, Garut Regency

Yes	Student Name	Achievement Rate				
		1	2	3	4	Ket
1	Ardiansyah	BSH	BSH	BSH	BSH	BSH
2	Dias Saputra	BSH	BSH	BSH	BSH	BSH
3	Erzie Putra	MB	MB	MB	MB	MB
4	Fitri Nuraini	BSB	BSB	BSB	BSB	BSB
5	Hazira Ramadani	BSB	BSB	BSB	BSB	BSB
6	Lidia Kurrota A'yun	MB	MB	MB	MB	MB
7	M.Azka Raffasyah	BSB	BSB	BSB	BSB	BSB
8	Mr. Rizki Mubarak	BSH	BSH	BSH	BSH	BSH
9	Novita Amelia	BB	BB	BB	BB	BB
10	Reyhard Fikran M. Itmam	MB	MB	MB	MB	MB
11	Risya Jasmine Fasha	BSH	BSH	BSH	BSH	BSH
12	Safira Apriyani	BB	BB	BB	BB	BB
13	Salwa Dwi Cahaya	MB	MB	MB	MB	MB
14	Seriy Rijkiani Putri	BSH	BSH	BSH	BSH	BSH
15	Sinta Nurjamilah	BSH	BSH	BSH	BSH	BSH
16	Syakira Princess Salsabila	MB	MB	MB	MB	MB
17	Tavisha Tajur Mumtazah	MB	MB	MB	MB	MB
18	Azhari Wines	MB	MB	MB	MB	MB

Yes	Student Name	Achievement Rate				
		1	2	3	4	Ket
19	Veyza Indria Setani	MB	MB	MB	MB	MB
20	Dhiringahayu Prefi Rhamadha	BSH	BSH	BSH	BSH	BSH

(BB) means Not yet Developed: if the child does it, it must be with the guidance of the teacher or exemplified by the teacher with a grade of 1 with a 1-star characteristic.

(MB) means Start to Develop: if the child does it, he is still reminded or assisted by a teacher with a 2-star characteristic.

(BSH) means: Develop as expected: when the child can do it independently and consistently without having to be reminded or exemplified by the teacher with a score of 3 with a 3-star characteristic.

(BSB) means: Very Good Development: if the child can do it independently and can help his friends who have not achieved the ability according to the expected indicators with a 4-star rating with a 4-star characteristic.

In accordance with the problem formulation above, the problem formulation in this study is as follows:

1. How is the development of early childhood language in Ad-Dahlan Kindergarten, Sucinaraja District, Garut Regency?
2. What is the process of learning language by utilizing audio-visual media at Ad-Dalan Kindergarten, Sucinaraja District, Garut Regency?
3. How can the use of Audio Visual media develop children's language in Ad-Dahlan Kindergarten, Sucinaraja District, Garut Regency?

II. Research Methodology

This research is a field research, namely a study on audio visual in developing children's language in Ad-Dahlan Kindergarten, Sucinaraja District, Garut Regency in improving children's language development through audio visual methods. The nature of this research is descriptive research, which is research that seeks to explain and describe the findings of field data and field information, which are then elaborated based on certain categories. It is called descriptive because the data collected and the analysis applied are more descriptive and factual.

To collect the data needed in this study, several data collection tools that are commonly carried out in qualitative-descriptive field research are used, namely through observation, interviews with teachers and instructors of outbound games and documentation studies.

Data is a raw material that needs to be processed so as to produce information or information, both qualitative and quantitative. In this study, to analyze the data, an *interactive* model developed by Milesdan Huberman was used which began with data collection, data reduction, data presentation, and conclusion drawn/verification. The data analysis process is carried out continuously in the data collection process during the research.

III. Results and Discussion

Table 3 Results of Analysis of Children's Language Development Analysis through Audio Visual of Ad-Dahlan Kindergarten.

No	Student Name	Achievement Rate				
		1	2	3	4	Ket
1	Ardiansyah	BSH	BSH	BSH	BSH	BSH
2	Dias Saputra	BSH	BSH	BSH	BSH	BSH
3	Erzie Putra	MB	MB	MB	MB	MB
4	Fitri Nuraini	BSB	BSB	BSB	BSB	BSB
5	Hazira Ramadani	BSB	BSB	BSB	BSB	BSB
6	Lidia Kurrota A'yun	MB	MB	MB	MB	MB
7	M.Azka Raffasyah	BSB	BSB	BSB	BSB	BSB
8	Mr. Rizki Mubarak	BSH	BSH	BSH	BSH	BSH
9	Novita Amelia	BB	BB	BB	BB	BB

No	Student Name	Achievement Rate				
		1	2	3	4	Ket
10	Reyhard Fikran M. Itmam	MB	MB	MB	MB	MB
11	Risya Jasmine Fasha	BSH	BSH	BSH	BSH	BSH
12	Safira Apriyani	BB	BB	BB	BB	BB
13	Salwa Dwi Cahaya	MB	MB	MB	MB	MB
14	Seriy Rijkiani Putri	BSH	BSH	BSH	BSH	BSH
15	Sinta Nurjamilah	BSH	BSH	BSH	BSH	BSH
16	Syakira Princess Salsabila	MB	MB	MB	MB	MB
17	Tavisha Tajur Mumtazah	MB	MB	MB	MB	MB
18	Azhari Wines	MB	MB	MB	MB	MB
19	Veyza Indria Setani	MB	MB	MB	MB	MB
20	Dhiringahayu Prefi Rhamadha	BSH	BSH	BSH	BSH	BSH

Early childhood language development in Ad-Dahlan Kindergarten

Children can answer questions

From the results of the study observed by the author from March 17, 2025 to April 17, 2025 regarding the analysis of early childhood language development through audio-visual media, with indicators that children can answer more complex questions. From the observations made by the author, there are 6 that have developed very well, it can be seen that children are able to answer questions from teachers and can express their opinions, 14 children have developed according to expectations. This study uses indicators that children are said to develop if they are able to respond or answer questions asked by teachers appropriately, both verbally and non-verbally, and are able to express their own opinions.

From the results of observations of 20 children, the following results were obtained: 6 children showed excellent development, which was characterized by their ability to answer the teacher's questions smoothly, concisely, and able to add their personal opinions or opinions. These children are seen to be active in discussion activities, show confidence, and have a vocabulary wide enough to convey their ideas or answers. The 14 children developed as expected, which means that the children were able to answer the questions asked by the teacher quite well, even though they were not fully fluent or unable to give in-depth answers.

They still need additional guidance or questions to dig into their understanding further, but in general they can understand and respond to the questions given. The use of audio-visual media has proven to be quite effective in stimulating children's language skills. Children become more interested and focused while learning, and it is easier to understand the content of the material because it is supported by attractive images and sounds. This media also helps children in forming associations between images, words, and meanings, thereby accelerating the process of understanding and pronunciation. Thus, it can be concluded that most children have shown positive development in the aspect of question-answering skills as part of their language development, especially when supported by learning methods that use audio-visual media.

Children can name groups of pictures that have the same sound.

Based on the results of research conducted by the author from March 17, 2025 to April 17, 2025 regarding the analysis of early childhood language development through audio-visual media, one of the indicators observed was the ability of children to name groups of images that have the same sound. This indicator aims to measure the extent to which the child is able to recognize and distinguish the beginning or end sounds of a word, which is an important part of the child's phonological development. After audio-visual-based learning activities were carried out, especially through role-playing methods and listening to video shows, the observation results showed the variation in children's language skills as follows: 4 children developed very well. These children are able to name groups of pictures that have the same sound independently and precisely. They show a high understanding of the material presented in the video, and are even able to provide input or responses to the content of the video. This shows that they not only understand the sound of words, but can also relate them to a broader context.

This ability reflects excellent language development, especially in terms of phonological awareness. 11 children developed as expected. Children in this category can already name groups of pictures with the same sound quite well. They are able to follow instructions, listen to videos, and answer teachers' questions with light guidance. Although there are still errors in pronunciation or word grouping, in general they have shown an understanding that is appropriate to the stage of development at the age of 5 children

begin to develop. These children still need help and encouragement from the teacher in recognizing and naming groups of pictures with the same sound. However, progress has begun to be seen such as being able to listen to videos better, provide simple but clear comments, and try to tell the content of the video according to their understanding.

Role-playing activities and the use of audio-visual media have been proven to help increase their attention and interest in learning. Overall, the use of audio-visual media in the learning process has a positive impact on children's ability to recognize language sounds. This media makes it easier for children to understand abstract concepts such as similarity of sounds through attractive visual and auditory stimuli, as well as providing a fun and meaningful learning experience.

Children communicate verbally

Oral communication is one of the main aspects of early childhood language development, because through this ability, children can express their thoughts and feelings in a more directed way. The results of the observations showed varied development among the children who were the subjects of the study: 4 children developed very well, These children showed active and independent oral communication skills. They can complete learning tasks without the help of teachers and are able to express their opinions with confidence. In addition, they are also seen to be able to convey ideas in a coherent manner and use quite diverse vocabulary in communicating.

This shows that audio-visual media helps them to understand and absorb language optimally. 10 children develop according to expectations, Children in this category begin to show a willingness to communicate verbally and actively in learning activities. They have started to want to do the assignments given, even though they still need encouragement or light guidance from the teacher. When communicating, they are able to use simple sentences, although sometimes they are still hesitant or lack confidence.

Audio-visual media helps them in understanding the context and stimulates the courage to speak. 6 children begin to develop

In this group, children have begun to show verbal communication skills, especially with peers. They seem quite active in casual conversation or while playing, although they are still lacking in speaking in front of the teacher or during formal tasks. With the help and motivation of teachers, as well as the use of interesting audio-visual media, these children began to show progress in terms of the courage to speak and understand the context of communication. Overall, the use of audio-visual media plays a major role in improving early childhood oral communication skills. This media provides a stimulus that is visually and auditorially appealing, so that children can more easily understand the content of learning and feel motivated to speak and convey their ideas orally.

Continue some of the stories / fairy tales that have been listened to

From the results of the research observed by the author from March 17, 2025 to April 17, 2025 regarding the analysis of the development of early childhood language skills through audio media, with indicators that children can continue some of the stories / fairy tales that have been listened to. From the results of observations made after the implementation of audio visual learning activities regarding these indicators, it can be seen that children's language skills can be seen. There are 8 children who are developing very well as can be seen from the activities of children who are able to re-narrate and can continue part of the film well in what way they have seen and heard, 9 children are developing according to expectations as seen from the activities of children who are starting to want to do tasks and 3 children are starting to develop as seen from children who are able to communicate verbally with their friends quite very well.

Audio-visual learning activities are studied when children carry out activities, since children are arranged in a line, and when the core activity begins to take place, namely children watching movies or watching films about the pet profession. Through the provision of stimulation, stimulation, and guidance, it is hoped that it will be able to improve the development of behavior and attitudes through good habituation, so that it will be the main basis in the formation of children's skills in accordance with the needs of early childhood, especially in the development of children's language. In order to achieve the goals of children's language development, in carrying out activities for learning related to children's language skills, one of them is used by teachers, namely by using audio-visual media. Based on the results of research at Ad-Dahlan Kindergarten, Sucinaraja District, Garut Regency, it can be explained that there are steps that should be considered by teachers in the application of audio visual media in analyzing the development of aspects of children's language development, especially the development of children's language skills.

The language learning process by utilizing audio visual media at Ad-Dahlan Kindergarten.

Audio-visual media increases children's attraction and interaction

Kindergarten teacher Ad-Dahlan said that the use of audio-visual media, such as videos and children's songs, makes the language learning process more interesting and interactive. Children show high enthusiasm, as seen by their focus while watching, cheerful facial expressions, and active responses such as imitating sounds or movements from the video playing.

Vocabulary recognition is more effective

Teachers revealed that children are easier to recognize and remember new vocabulary if they are introduced through pictures or videos accompanied by sound. The vocabulary recognition process takes place with the child observing an image or animation, listening to the narrative, and then associating the name with the object seen. The repetition in the video is very helpful for the child to remember the words.

Development of speaking skills through imitation

From the interview, the teacher highlighted that early childhood children have high imitation skills. When listening to a song or video of a simple conversation, children tend to imitate the words or sentences they hear. This process is supported by the rhythm and melody of the song which makes pronunciation and word recall easier and more fun for children

Improve retelling capabilities

The teacher also noted that after watching the video, the children were able to retell the content of the story in their own words. This shows that audio-visual media not only helps with understanding, but also trains the ability to speak, think critically, and organize stories. Teachers usually help with fishing questions so that children can more easily rearrange the stories they have watched.

Teacher support is essential in the learning process

Ad-Dahlan Kindergarten teacher emphasized that the role of teachers is very important in facilitating and motivating children during the learning process with audio-visual media. Teachers provide examples of pronunciation, encourage children to imitate, and provide praise and encouragement so that children are more confident in speaking.

Utilization of Audio Visual media in Ad-Dahlan Kindergarten

Audio-visual media makes it easier for children to remember vocabulary

Pictures and videos are very helpful for children in associating words with objects, actions, or concepts in a concrete way. For example, when a child sees a picture of a "ball" while hearing the word "ball," his understanding and recall of vocabulary becomes stronger. Videos that show everyday activities also enrich children's understanding of the meaning of words in real context.

Children are easier to recognize and name objects/animals/colors

The teacher said that the use of video is very effective in introducing children to the names of objects, animals, or colors. Interactive and colorful videos, as well as clear narratives, make it easier for children to understand and remember the names. Children are also active in guessing or mentioning the names of objects that appear on the screen.

Visual and audio experiences make it easy for children to retell

After watching the video, children are encouraged to retell the content of the story. The teacher helps with open-ended questions to trigger the child's memory. Video repetition has been proven to help children more smoothly in remembering and retelling stories, so that children's speaking and critical thinking skills develop in a fun way.

Train your child's response to instructions

Videos that present simple instructions such as "clap your hands" or "raise your hand" train your child to respond appropriately to sounds and commands. The teacher observed that the child became faster and more accurate in responding to instructions after several repetitions through audio-visual media.

Increase children's enthusiasm and interest in learning

Kindergarten teacher Ad-Dahlan emphasized that audio-visual media is able to foster enthusiasm for learning. Children look more focused, excited, and actively participating in activities, whether by imitating songs, answering questions, or moving according to the instructions in the video. that the use of audio-visual media in Ad-Dahlan Kindergarten is very effective in developing children's language skills, especially if supported by active teacher assistance, repetition of materials, and follow-up activities such as role-playing. These results are fully in line with and closely correlated with the discussion described in the study. There are steps to implement the role of audio-visual media that should be applied optimally at Ad-Dahlan Kindergarten, Sucinaraja District, Garut Regency. To develop children's language skills through the application of audio-visual media, the ones that need to be considered so that learning takes place properly and optimally are as follows: At the end of the activity, the teacher must maximize the process of repeating material or evaluation. By maximizing the repetition of the material, teachers can stimulate memory and grasp in each child, and can provoke the information stored in the child's brain again, so that the information received by the child is stored well in the brain.

Thus, interpersonal intelligence, and all indicators of the development of children's interpersonal intelligence are expected to be optimally developed. Based on the results of interviews with teachers and confirmed by researchers that the author has conducted at Ad-Dahlan Kindergarten, Sucinaraja District, Garut Regency. The results of developing early childhood language skills through role play can be seen in Table 3.

From table 3 above, it shows that there are 4 children who have developed very well, 11 children who have developed according to expectations and 5 children who have begun to develop. Based on these results, it can be concluded that the use of the role-playing method in developing early childhood social-emotional in group B of Ad-Dahlan Kindergarten, Sucinaraja District, Garut Regency has gone quite well with the improvement of children's social-emotional abilities.

IV. Conclusions and Recommendations

Conclusion

Based on the results of research conducted at Ad-Dahlan Kindergarten, Sucinaraja District, Garut Regency, it can be concluded as follows:

Early childhood language development in Ad-Dahlan Kindergarten shows positive progress. Children are able to understand and pronounce simple vocabulary, respond to verbal instructions, and begin to compose simple sentences. This reflects the development of listening, speaking, and symbolic thinking skills that are appropriate to their age stage.

The language learning process by utilizing audio-visual media takes place in an interesting and interactive manner. Audio-visual media such as educational videos, children's songs, and animations strengthen children's understanding of the material, foster curiosity, and make the learning process more fun and effective.

The use of audio-visual media has been proven to develop children's language skills, both in terms of vocabulary, articulation, memory, and the courage to speak. Children become more active, responsive, and emotionally involved in learning, which has a direct impact on improving the quality of their language development.

Recommendations

For Teachers/Educators: Teachers are expected to continue to increase creativity in choosing and using audio-visual media that is appropriate for children's age and development, such as educational videos, children's songs, animations, and illustrated stories. Language learning should be carried out consistently and variously so that children do not feel bored and are able to enrich their vocabulary and speaking skills. Teachers need to provide guidance and assistance when children listen to the media, as well as provide opportunities for children to express what they see and hear.

For Schools: Schools should provide supporting facilities and infrastructure such as projectors, speakers, and a collection of quality educational videos. Hold training or workshops for teachers to improve competence in the effective use of audio-visual media in language learning.

For Parents: Parents are expected to accompany their children when accessing audio-visual media at home, as well as directing them to educational and age-appropriate content. Encourage children to retell about what they watch to train listening, remembering, and speaking skills.

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Declaration

I, as a solo author, accept statements below on compliance with ethical standards and standards of research involving humans: "All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards." "Informed consent was obtained from the participants"

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