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Development of digital-based children's story books to improve early reading literacy in early childhood

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Article Info

Article history:

Received Feb 12th, 2026

Revised Mar 20th, 2026

Accepted May 16th, 2026

Keyword:

ADDIE

Early Childhood

Digital Storybook

Heyzine Flipbook

Early Reading Literacy

ABSTRACT

Early reading literacy skills of early childhood children at Az-Zahra Islamic School Kindergarten have not developed optimally due to reliance on conventional media that is less interactive and varied. This study aims to: (1) measure the validity level of the developed digital-based children's storybook; (2) determine the level of practicality of its use by PAUD teachers; and (3) evaluate its effectiveness in improving early reading literacy of children aged 5–6 years. The method used is Research and Development (R&D) with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The research subjects were 60 children aged 5–6 years from three PAUD institutions, with 19 children as the main effectiveness test subjects. The product was developed using the Canva and Heyzine Flipbook platforms, containing audio narration, animation, and interactive illustrations integrated with the character value of tolerance. Validation was carried out by two expert validators from Padang State University. The validation results showed an average of 92% (media experts: 90%; instrument experts: 94%), categorized as Very Valid. The practicality test obtained a score of 95% (Very Practical). Effectiveness testing showed an increase from 82% in the initial trial to 91% in full implementation, with 84% of children (16 of 19) achieving the Very Well Developed (BSB) category. These findings confirm that the developed digital storybook is valid, practical, and effective in supporting early childhood reading literacy, as well as relevant to the implementation of the Independent Curriculum.



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Introduction

Early reading literacy skills are a crucial foundation for early childhood development, as they lay the foundation for future communication, cognitive, and social skills. Early childhood begins to develop phonemic awareness, recognize the relationship between letter symbols and sounds, and develop an understanding of simple texts. Research shows that early literacy stimulation significantly impacts academic readiness and subsequent educational success (Solichah et al., 2022; Yansyah et al., 2021). Therefore, early literacy development must be carried out through an approach that is appropriate to the child's developmental characteristics.

With the advancement of digital technology, computer- and mobile-based interactive media have become potential tools for improving the quality of children's literacy learning. Based on Piaget's theory of cognitive development, preoperational children learn optimally through direct interaction with sensory- and visually rich environments. Meanwhile, Vygotsky's sociocultural perspective emphasizes the importance of scaffolding and meaningful social interactions in children's learning (Nainggolan & Daeli, 2021; Kusuma et al., 2022). Consistent with these two theories, Mayer's Multimedia Learning Theory states that the synergistic combination of verbal narrative (audio) and visual representation (images and animation) can reduce

cognitive load and increase information retention principles highly relevant to early childhood learning media design. Digital storybooks, with interactive features such as audio narration, animation, and visual illustrations, can capture children's attention while increasing their active engagement in the learning process (Fransiska et al., 2024; Atikah et al., 2023).

Although the potential of digital media in literacy learning has been widely recognized, observations and interviews at Az-Zahra Islamic School Kindergarten indicate that learning is still dominated by conventional media in the form of printed books, which are static, lack variety, and unable to maintain children's attention (Afnida & Suparno, 2020; Nurhayani & Nurhafizah, 2022). Limited digital infrastructure and the incompetence of some teachers in using technology also hinder the optimal use of interactive media. This condition results in low interest and engagement in literacy activities for children. However, studies show that interactive approaches such as digital storytelling can significantly increase children's motivation and reading ability (Parapat et al., 2023; Rais et al., 2024).

Based on the gap between learning needs and media availability, this study developed a digital-based children's storybook entitled "Saling Menghargai" using the Canva and Heyzine Flipbook platforms with the ADDIE model as a systematic development framework. The novelty of this research lies in the integration of the character value of tolerance into an interactive digital storybook format based on Heyzine Flipbook that is contextually designed for Islamic Early Childhood Education units in Indonesia an approach that has not been widely studied in the available literature. By considering relevant cultural and Islamic values, this digital storybook is expected to be a contextual, enjoyable, and effective learning solution.

Theoretically, this research contributes to the development of a framework for integrating interactive digital media into early literacy learning based on the ADDIE model, while also expanding the study of the effectiveness of digital storybooks in the context of Islamic Early Childhood Education (PAUD) in Indonesia. Practically, the research findings provide concrete guidance for PAUD educators in selecting and using valid, practical, and effective digital media in accordance with the demands of the Independent Curriculum, which encourages flexible, child-centered, and meaningful learning.

Based on the description above, this study formulates three research questions: (1) What is the level of validity of digital-based children's story books developed based on the assessment of media experts and instrument experts? (2) What is the level of practicality of their use according to the assessment of PAUD teachers? (3) How effective are digital story books in improving the early reading literacy skills of children aged 5–6 years at Az-Zahra Islamic School Kindergarten?.

Method

Research Design

This study uses a Research and Development (R&D) approach with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. The ADDIE model was chosen because it provides a structured, cyclical, and evaluative framework for designing, developing, and validating educational products in stages, thereby ensuring the quality and feasibility of the final product before its widespread implementation. The main objective of the study is to develop a digital-based children's storybook that can improve early reading literacy in early childhood, then systematically test its validity, practicality, and effectiveness (Depan, 2005; H. Iskandar, Suryani, & Mulyati, 2025).

Research Subjects

The research subjects were 5–6 year old children from several PAUD institutions with a total of 60 children, distributed into three trial groups: (1) 13 children from Az-Zahra Islamic School Kindergarten for the instrument trial; (2) 10 children from Pembina Rupa State Kindergarten for the small class trial; and (3) 37 children for the medium class trial. Of the total subjects, 19 children became the main subjects of the effectiveness test who were selected purposively based on the age criteria of 5–6 years and had followed all stages of product implementation (Ramdhan, 2021; Sugiono, 2019). In addition, two kindergarten teachers and two expert validators from Padang State University a media expert (Dr. Nenny Mahyuddin, M.Pd) and an instrument expert (Dr. Delfi Eliza, M.Pd) were also involved in the validation process and assessment of the product's practicality.

Data Collection Instruments

This study used three types of instruments. First, an expert validation sheet covering aspects of visual design, interactivity, accessibility, and relevance to children's literacy development, filled out by media experts and instrument experts. Second, a practicality questionnaire filled out by teachers to assess ease of use, material readability, and learning time efficiency. Third, an effectiveness observation sheet measuring children's early reading literacy development in five aspects: (a) recognition of letter shapes and sounds; (b) ability to read simple words; (c) comprehension of reading content; (d) interest and active involvement in reading activities; and (e) ability to retell story content. Assessment was conducted through structured observations before (pre-test) and after (post-test) media use with a development scale: Not Yet Developing (BB), Starting to Develop (MB), Developing According to Expectations (BSH), and Developing Very Well (BSB).

Research Procedures

The research procedure followed the five stages of the ADDIE model sequentially and cyclically. The Analysis stage included identifying children's literacy needs through classroom observations and in-depth interviews with teachers, analyzing the Independent Curriculum documents, and reviewing the literature to map the gap between actual conditions and ideal learning needs. The Design stage included designing the story structure of "Mutual Respect," compiling an illustration storyboard, selecting audio narratives, determining interactive components, and developing evaluation instruments including Canva as a visual design tool and Heyzine Flipbook as a digital publication platform (Ramdhan, 2021; Sugiono, 2019). The Development stage involved producing a digital book based on the established design, followed by validation by two experts and iterative revisions until it met eligibility standards. The Implementation stage was conducted through a limited trial at the Az-Zahra Islamic School Kindergarten with teachers as facilitators, accompanied by structured observations and collecting response data. The Evaluation stage included formative evaluation at each stage of development and summative evaluation after implementation to measure the product's effectiveness.

Data Analysis Techniques

Validation and practicality data were analyzed using descriptive statistics in the form of percentages with interpretation guidelines: 81–100% = Very Valid/Very Practical/Very Effective; 61–80% = Valid/Practical/Effective; 41–60% = Fairly Valid/Quite Practical/Quite Effective; 21–40% = Less Valid/Less Practical/Less Effective; 0–20% = Not Valid/Not Practical/Not Effective (Rosalia & Isnawati, 2018). Effectiveness data were analyzed through the percentage of child observation achievements based on the development categories of BSB, BSH, MB, and BB, as well as a comparison of effectiveness scores between the initial trial and full implementation to measure the improvements that occurred.

Results and Discussions

This research resulted in a digital children's storybook titled "Mutual Respect," developed through the five stages of the ADDIE model. The results are presented systematically based on three evaluation dimensions: validity, practicality, and effectiveness.

Analysis Stage

Observations and in-depth interviews at the Az-Zahra Islamic School Kindergarten revealed three key findings that formed the basis for product development. First, most children aged 5–6 years demonstrated difficulties in early reading literacy activities, characterized by poor letter recognition skills, limited vocabulary, and a lack of interest in reading. Second, the learning media used were still dominated by conventional printed books, which were static, lacked variety, and were unable to maintain children's attention for an adequate learning duration. Third, the implementation of the Independent Curriculum at the school emphasized flexible, child-centered learning, making the integration of interactive digital media highly relevant and necessary. These three findings underscore the urgency of developing digital storybooks as a response to existing gaps.

Design and Development Phase

Based on the results of the needs analysis, a digital-based children's storybook entitled "Saling Menghargai" was developed, highlighting the values of tolerance and mutual respect for differences as the main characters. The product was developed using Canva for graphic design and Heyzine Flipbook for interactive digital publication. The product design takes into account the principles of Multimedia Learning Theory, including: the use of bright and contrasting colors that are visually friendly for children, expressive and age-appropriate

illustrations, large text with easy-to-read typography, and the integration of audio narration to support children who are not yet able to read independently. Interactive elements such as page transition animations and click effects are designed to maintain children's engagement and motivation to learn. The product was then validated by two experts and revised based on feedback before being field-tested.

Product Validation

Product validation was carried out by two expert validators from Padang State University as listed in Table 1. The validation process aims to assess the feasibility of the product from the aspect of media quality and the suitability of the evaluation instrument with indicators of early childhood literacy development.

Table 1. List of Product Validators

No	Validator Name	Areas of expertise
1	Dr. Delfi Eliza, M.Pd	Instrument Expert Padang State University
2	Dr. Nenny Mahyuddin, M.Pd	Media Expert Padang State University

The assessment by media experts resulted in a score of 90% (Very Valid), while the assessment by instrument experts resulted in a score of 94% (Very Valid), as presented in detail in Table 2 and Table 3 below.

Table 2. Media Expert Assessment

No	Statement	1	2	3	4	5
1	Attractive visual design, colors and layout according to the characteristics of early childhood					✓
2	The presence of interactive elements (clicks, animations, sounds) that motivate children to actively participate.					✓
3	Media is easily accessible and used by early childhood					✓
4	Media runs smoothly without technical glitches on various digital devices					✓
5	Navigation (icons, buttons) is intuitive and easy for children to understand.					✓
6	Digital formats tailored to children's learning needs (interactive ebooks, audio narration, and more)				✓	
7	Harmonious use of text, images, sound and animation				✓	
8	Media supports the achievement of early reading literacy (letters, words, short sentences)				✓	
9	Media free from negative content, safe for use by young children				✓	
10	The media display is not only attractive but also supports understanding and educational value.				✓	
	Total Score					45

No	Statement	1	2	3	4	5
	Validity Percentage					90% (Very Valid)

Table 3. Expert Assessment of Instruments

No	Statement	1	2	3	4	5
1	Children can recognize letter shapes with the help of digital media					✓
2	Children can recognize the sounds of letters or syllables from the media					✓
3	Children are able to read simple words presented in the story.					✓
4	Children can understand the content of the reading or stories they read				✓	
5	Children may show interest in reading further after using media.					✓
6	Children are active in answering, repeating, or imitating reading					✓
7	Stories are appropriate to the child's age and cognitive abilities.					✓
8	Children acquire new vocabulary from digital stories		✓			
9	The book supports the pre-reading stage to fluent reading according to developmental theory.					✓
10	Children can retell the main points of the story in their own words.				✓	
	Total Score					47
	Validity Percentage					94% (Very Valid)

Table 4. Summary of Assessment Results by Validators

No	Validation Aspects	Percentage	Category
1	Media Expert Validation	90%	Very Valid
2	Instrument Expert Validation	94%	Very Valid
	Overall Average	92%	Very Valid

The results of the media expert assessment showed a total score of 45 out of an ideal score of 50, equivalent to a validity percentage of 90% (Very Valid). A full score (5) was obtained for the first five aspects visual design, interactivity, accessibility, device compatibility, and navigation which indicates that the technical dimensions and media interface have been very well designed according to the characteristics of

early childhood. A score of 4 was given to the next five aspects related to the integration of multimedia elements and support for literacy, indicating room for improvement that has been followed up through product revisions.

The results of the instrument expert assessment showed a total score of 47 out of an ideal score of 50, equivalent to a percentage of 94% (Very Valid). The highest scores were obtained on the indicators of letter and sound recognition, simple word reading ability, reading interest, active child involvement, age appropriateness, and support for reading development stages. The lowest score (2) was obtained on the item of new vocabulary acquisition a finding that became the basis for revising vocabulary enrichment in the story content in the final product. Overall, the average validity reached 92% (Very Valid), which indicates that the digital storybook "Saling Menghargai" is worthy of being continued to the field trial stage.

Practicality Test Results

The practicality test was conducted in two stages. The first stage involved one B1 grade teacher at Az-Zahra Islamic School Kindergarten as the initial assessor. The second stage involved two teachers during the full implementation. The results of both stages are presented in Tables 5 and 6.

Table 5. Results of Practicality Test by Educators (Stage 1)

No	Rated aspect	Score	Percentage
1	Easy to use digital children's story book	5	100%
2	Digital-based children's story books are easy for teachers to understand.	5	100%
3	The material contained in digital-based children's story books is easy to understand.	5	100%
4	The material in digital-based children's story books is presented systematically.	5	100%
5	Digital-based children's story books with the topic "Mutual Respect" make it easier for teachers to implement the learning process.	4	80%
6	The language used in digital-based children's story books is easy to understand.	5	100%
7	The time spent using digital-based children's story books can be efficient when learning takes place.	5	100%
8	Teachers can make optimal use of time when using digital-based children's story books in learning.	4	80%
Total Score / Ideal Score		38 / 40	
Practicality Percentage		95%	Very Practical

Table 6. Results of Practicality Test by Two Educators (Stage 2)

No	Rated aspect	Teacher 1	Teacher 2	Amount	Average
1	Easy to use digital children's story book	5	4	9	4.5
2	Digital-based children's story books are easy for teachers to understand	5	5	10	5.0
3	The material in digital-based children's story books is easy to understand.	5	5	10	5.0

No	Rated aspect	Teacher 1	Teacher 2	Amount	Average
4	The material in digital-based children's story books is presented systematically.	5	4	9	4.5
5	Digital-based children's story books with the topic "Mutual Respect" make it easier for teachers to implement learning.	4	5	9	4.5
6	The language used in digital-based children's story books is easy to understand.	5	5	10	5.0
7	The time used in digital-based children's story books is efficient when learning takes place.	5	5	10	5.0
8	Teachers can make optimal use of their time when using digital-based children's story books.	4	5	9	4.5
Total Score		38	38	76	
Ideal Score / Percentage		40	40	80	95% (Very Practical)

The results of the practicality test in both stages showed a consistent score of 95% (Very Practical). A full score (100%) in the aspects of ease of use, material readability, language clarity, and time efficiency indicates that the media is designed with an intuitive interface and is easy to operate by educators of various digital literacy levels. A slightly lower score (80%) in the aspects of ease of learning facilitation and time management indicates that initial orientation for teachers is still necessary, especially in organizing interactive sessions that involve active participation of children in class.

Effectiveness Test Results

Effectiveness testing was conducted on 19 children during the initial trial phase and expanded during the full implementation phase. Assessment was conducted through structured observations using an early reading literacy development assessment sheet with four categories: BSB, BSH, MB, and BB. The distribution of observation results is presented in Table 7, while a comparison of the percentage of effectiveness between the two trial phases is presented in Table 8.

Table 7. Distribution of Observation Results on the Effectiveness of Children's Early Reading Literacy (n = 19)

No	Development Category	Number of children	Percentage	Score
1	Very Well Developed (BSB)	16	84%	4
2	Developing as Expected (BSH)	3	16%	3
3	Starting to Grow (MB)	0	0%	2
4	Not Yet Developed (BB)	0	0%	1
Total		19	100%	

Table 8. Recapitulation of Media Effectiveness Percentage in Two Trial Stages

No	Trial Phase	Effectiveness Score	Category
1	Initial Trial (Small Class)	82%	Very Effective
2	Full Implementation (Final Stage)	91%	Very Effective
Increased Effectiveness		+9 percentage points	

The data in Tables 7 and 8 indicate that the digital storybook “Saling Menghargai” (Respecting Each Other) was highly effective in improving children’s early reading literacy skills. Sixteen of the 19 children (84%) achieved the Very Well Developing category, while three children (16%) achieved the Developing as Expected category. None of the children were in the Developing or Not Developing category. The effectiveness score increased from 82% in the initial trial to 91% in full implementation a 9 percentage point increase indicating a cumulative learning effect as children become more familiar with the digital media format.

The research results indicate that the development of a digital children's storybook using the ADDIE model successfully produced a valid, practical, and effective product. These three dimensions of quality support each other and form a cohesive argument for the media's suitability as a literacy learning tool for early childhood. In terms of validity, an average score of 92% from two expert validators indicates that the product has been designed according to the eligibility standards for early childhood educational media. This high validity is inseparable from the application of Multimedia Learning Theory principles in product design the combination of audio narration with visual representations (images and animations) synergistically reduces cognitive load and increases information retention in children. Full scores on the visual design and navigation aspects indicate that the product interface was designed with the cognitive and psychomotor characteristics of children aged 5–6 years who are still in the preoperational stage in mind. This finding is in line with research by Miller et al. (2024) which states that interactive digital media supports the improvement of children's literacy skills through fun and meaningful learning experiences. The lowest score on the item for acquiring new vocabulary (item 8, score 2 from the instrument expert) suggests that although the media is successful in the aspects of letter recognition and story comprehension, explicit stimulation of vocabulary enrichment needs more attention in further product development.

In terms of practicality, a consistent 95% score across the two assessment stages indicates that the media is not only technically feasible but also user-friendly for teachers with varying levels of digital literacy. Ease of operation is a determining factor in the adoption of digital media in the classroom, as teachers who feel competent in using media tend to integrate it more frequently into their lessons. The slightly lower score on time management suggests the need for a media orientation program for teachers, particularly in facilitating interactive sessions with children. These findings support the view that practical learning media directly contributes to the effectiveness of classroom teaching (Rosalia & Isnawati, 2018).

In terms of effectiveness, the increase in scores from 82% to 91% provides empirical evidence that digital storybooks can significantly improve children's early reading literacy skills. This improvement is consistent with the principle that rich sensory-based learning through the integration of audio narratives, animations, and visual text can optimize the development of children's phonological abilities and reading comprehension. The dominance of the BSB category in 84% of children indicates that the media is effective not only in improving technical reading skills but also in building children's interest in reading and affective involvement in the literacy process. This finding is supported by research by Agustin et al. (2023) which states that the use of digital media can stimulate children's interest in reading due to its suitability to the digital environment that is familiar to them.

The character value of tolerance in the story "Mutual Respect" contributes to the effectiveness of holistic learning. The narrative, relevant to children's lives and rich in values, provides a meaningful context that strengthens comprehension of the reading content while encouraging internalization of character. This dimension goes beyond technical reading skills and aligns with the Merdeka Curriculum orientation, which emphasizes character education as an integral part of the early childhood learning process.

This study has several methodological limitations that need to be transparently acknowledged. First, the study was conducted in only one early childhood education unit, so generalizing the findings to a broader context requires caution. Second, the study did not use a control group, so claims of media effectiveness cannot be compared experimentally with conventional learning conditions a limitation that needs to be

addressed in further research using a quasi-experimental design. Third, product validation involved only two expert validators (a media expert and an instrument expert), so the assessment of the story content's suitability to early childhood literacy competency standards from the perspective of the subject matter experts was not explicitly covered. Fourth, the story theme used was limited to the topic of "Mutual Respect," so the generalization of the media's effectiveness to other curriculum themes cannot be verified.

Conclusions

This research successfully developed a digital-based children's storybook titled *Saling Menghargai* (Respecting Each Other) using the ADDIE model as a systematic development framework, with the Canva platform for visual design and Heyzine Flipbook for interactive digital publication. Based on the research results, the developed digital storybook was declared highly valid, with an average validity score of 92%, consisting of 90% from media experts and 94% from instrument experts, indicating that the product met the standards of learning media suitability in both technical-media aspects and the alignment of instruments with literacy development indicators for children aged 5–6 years. In addition, the product was considered highly practical, achieving a practicality score of 95% based on consistent assessments across two stages of teacher evaluation. The ease of operation, clarity of language, and time efficiency provided by the product made it an accessible and effective learning medium for early childhood educators. Furthermore, the product proved highly effective in improving children's early reading literacy skills, with effectiveness scores increasing from 82% in the initial trial to 91% during full implementation. A total of 84% of children (16 out of 19) achieved the "Developing Very Well" category, while 16% (3 out of 19) reached the "Developing As Expected" category, with no children categorized below that level. Based on these findings, further research is recommended to develop digital storybooks using other PAUD curriculum themes, involve separate material or content expert validators, apply a quasi-experimental design with a control group to produce stronger evidence of effectiveness, and design training programs on the use of digital media for PAUD teachers while also involving parents in shared reading activities at home to strengthen children's literacy culture.

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