



Play Montage to Improve The Intelligence of The Early Children's Language

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ABSTRACT

Review Literature: Play Montage To Improve The Intelligence Of The Early Children's Language. Playing montage is an early childhood activity that produces a work consisting of several pieces of picture forming a unity of images in one field. The author aims to review the literature review, articles, and research documents that refer to the activity of montage early childhood and language intelligence stimulation in early childhood. This research method is searching scientific articles from the database using the word montage and children's language development in the last 5 years and the last 7 years, the search results obtained 20 articles consisting of 15 national journals for the past 5 years and 5 international journals for a period of time Last 7 years. In the results and discussion that the literature review shows montage activity can find ideas to apply various kinds of images to formwork, children's language skills can be stimulated through the method of telling stories using images in accordance with the imagination of each child. The results show that montage journals that have a positive influence have a percentage of 30% and children's language intelligence journals that have a positive effect have a percentage of 65%. This literature review can be concluded that playing montage is one way to improve a child's new vocabulary by means of a cut of a child's image producing a montage work and the child is able to tell work, this helps the child in stimulating language intelligence in early childhood.

KEY WORDS

play montage, children's intelligence, children's language

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INTRODUCTION

Suyadi, et al (2015: 17) state that early childhood education is an education that is held to facilitate children's growth and development as a whole or emphasize the development of all aspects of the child's personality.

Pendidikan Anak Usia Dini menurut Undang-undang No. 20 Tahun 2003 tentang

Sistem Pendidikan Nasional Bab 1, pasal 1, butir 14 dinyatakan bahwa "Pendidikan Anak Usia Dini adalah suatu pembinaan yang ditunjukkan kepada anak sejak lahir sampai dengan usia enam tahun yang dilakukan melalui pemberian rangsangan atau stimulasi pendidikan untuk membantu pertumbuhan dan perkembangan jasmani rohani agar anak



memiliki kesiapan dalam memasuki pendidikan lebih lanjut”.

Early childhood education is very important for every child because at that time the formation of attitudes, mental and character formation as a child, or at the age of 0-6 years before children enter primary school in primary school. Improving the quality of early childhood education services system is one of the policies of the Indonesian government at this time, and is part of the world commitment to encourage all countries to pay more attention to early childhood education so that early childhood in Indonesia is served with state facilities to meet development cognition, language, physical motor, art, moral religious and emotional social values in preschool are very important given an education because children have a 50% increase in intelligence at the age of golden age. Therefore parents must think of a good future for children so that children get good welfare.

Suyadi, et al (2015: 21) states that early childhood education service centers can be organized through formal, non-formal, and informal education channels. In formal education consists of kindergarten and RA. Nonformal channels consist of TPA (Child Care Center) and KB (Play Group). In the informal path, education is provided by parents for children or education in the family environment. All these services are appropriate for all early childhood to optimize the growth needs of each child.

Kindergarten - Aisyiyah Bustanul Athfal Kindergarten is an early childhood education service organized by a group of Muhammadiyah assemblies or early childhood

education under the auspices of Muhammadiyah, this education provides solutions to children to make children who believe in Allah SWT as the creator, form intelligent children, creative and pay attention to every aspect of development in children starting from aspects of moral religious values, language aspects, physical aspects of motor, social-emotional aspects, aspects of art so that it runs by the development of children at every age level of children who aim well, orderly and optimally.

Early childhood education is carried out in a friendly manner with children, learning while playing so that children do not get pressured so that children enjoy learning. Learning can be done outside the room so that children do not feel bored when continuous learning indoors. The media used in early childhood learning can be in the form of objects that are in the child's environment in a concrete and real and safe way to use for children. Early childhood learning is governed by the law as follows:

Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 137 Tahun 2014, Bab 1, pasal 1 ayat 13 menyatakan bahwa “Pembelajaran adalah proses interaksi antara anak didik dan pendidik dengan melibatkan orangtua serta sumber belajar pada suasana belajar dan bermain di satuan atau program PAUD”.

Learning in kindergarten is done by playing. Play is an activity carried out in a fun-filled manner without any pressure whatsoever, so early childhood if given learning by the teacher can accept it well and enter the child's cognition by stimulating aspects of the overall development.



A montage is an art activity consisting of combining pieces of a picture that are attached to the same place to form a story. In the analysis of this journal, the author wants to know to play montage to improve children's language development. So the child tells the montage picture to stimulate the children's language intelligence.

Based on the author's observations at the initial observation in one of the institutions of early childhood education when learning takes place, the child's language response is very lacking and some children are asked to remain silent so that language stimulation is needed to improve language in children and children play less with learning media provided by the teacher. Teachers more often give assignment sheets to children and learn to read using books. Teachers rarely hone language intelligence with the media so learning is not interesting when the learning process takes place, it makes it difficult for children to respond to the learning given by the teacher.

In connection with the description above, that is playing montage that is rarely applied and children's language intelligence is lacking, therefore seeing the importance of children's language intelligence to communicate with children every day, the authors analyze each journal with keywords montage and children's language intelligence to find out playing montage on language intelligence child. Therefore, the author takes the title "Play Montage To Improve The Intelligence Of The Early Children's Language".

RESEARCH METHOD

This research method uses the literature review method or literature study which can include analysis in the form of constructive or dropping criticism on a topic being discussed.

Singleton and Straits (2005) in Manzilati (2017: 34) explain that literature review is one of the important stages in the early stages of research because this process is carried out in almost all types of research both in quantitative and qualitative paradigms. The literature review must create a theoretical context of the theme being studied and how the theme is examined by other researchers.

Borden and Abbott (2005) in Manzilati (2017: 34) explain that literature review is the process of putting, obtaining, reading, and evaluating research literature related to the interests of researchers.

In this literature review research, the writer analyzes play montage to improve language intelligence, a way to stimulate language intelligence that aims to enrich the child's vocabulary to communicate with others.

In this study, the independent variable (the independent variable) is playing montage. The dependent variable is the child's language intelligence. The population in this study are all montages of montage research and language intelligence. The sample in this study was a research journal on the topic of montage and language intelligence. This study has selected criteria for journals: 1) explaining montage and language intelligence of children, 2) responses in research journals namely educational unit institutions especially early childhood education, 3) research locations can be done in a school or an institution, 4) targets research

that is early childhood and early childhood education teachers, 5) research results published 2015-2020, 6) references in the form of primary particles of approximately 20 scientific articles consisting of 15 national journals with a period of the last 5 years and 5 international journals 7 years latest and accredited.

In this literature review flow takes reference from 100 national and international research journals taken to 65 research journals that meet the criteria in the study then the authors chose 20 journals from 15 national journals in the past 5 years and 5 international journals within 7 years finally, the authors of the analysis are then used as results in a literature study or literature study. So the journals used in this literature review amount to 20 journals.

RESULTS AND DISCUSSION

In this study, there is an analysis of 20 research journal articles that have been sampled in Riveuw's literature on the topic of montage and children's language intelligence explained in the percentages below. Some results influence research into montage play in improving the language intelligence of early childhood and the positive and negative influences obtained from the analysis of the journal.

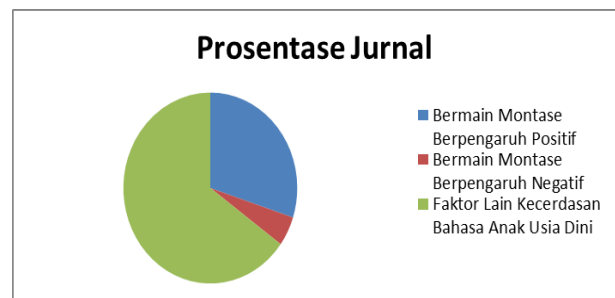
Table 1. Journal Analysis Results

No.	Indicator	Percentage	%
1.	Playing montage has a positive effect	6	30%
2.	Playing montage has a negative effect	1	5%
3.	Another factor that affects the intelligence of early childhood discussion	13	65%

In the table above it is explained that there is a positive influence or a supportive journal for playing montage in early childhood and there is a negative influence or a journal that is less supportive of this literature review. This literature review also explains that early language linguistic intelligence can be influenced by other factors so that children's development is progressing.

The data can be presented in the following diagram:

Figure 1. Percentage of Montage Play Journal and Early Childhood Language Intelligence



Based on the diagram above shows that montage play can affect aspects of early childhood development, one of which is early language linguistic intelligence. In this journal it is explained that playing montage which has a positive effect, among others, research by Titi Rachmi and Mutia Herdana (2018) explains that montage activity can affect children's creativity, getting progressive results from each study, achieving success by reaching 80% in the 3rd cycle. Research by M Amirul Mukminin and Suryana Dadan (2019) explained that the experimental results obtained a progressive value in a montage on the fine motor development of children and obtained



significant results from the study of these 12 children, the results obtained in the data analysis of 77.08 and SD group tests were 8.96 and in the control group, $t_{table} > 2.07387$ at a significant level of 5%. Research by Nofika Setya Andini & Rachma Hasibuan (2016) This study aims to determine the montage activity can affect the fine motor skills of children, this research is a quantitative study, the results of this study obtain the value of $T_{count} < T_{table}$ that is $0 < 59$ with a significant level 5%, based on the results obtained it can be concluded that there is an influence of montage activities on fine motor skills in children. Research by Probosiwi (2017) in this study aims to teach teachers to be able to make teaching materials that contain elements of fine arts and montage techniques, this research is a community service research and researchers apply this research to all teachers to make learning materials to help the process study in the classroom. Research by Kamsidjo Budi Utomo & Mujiono (2015) in this study aims to increase the knowledge and skills of collage, mosaic, and montage in teachers, in this study obtained the results of all teachers in the training can make works with anesthetic quality and increase knowledge in each PAUD teacher. Sri Rahayu & Mas'udah research (2017) the results of this study each cycle have increased and it can be concluded that an increase in fine motor skills through montage activities.

Playing montage that has a negative or unsupportive influence in this research is the research by Min Sun, et al (2014) explaining that montage in several videos. This research is more applied to people who are more mature

and not suitable for early childhood because of the difficulty level of the child has not been able to use it. The results obtained montage can produce new videos through a variety of editing with montage techniques and produce an aesthetic value that is very beautiful and valuable.

In early childhood language intelligence journals there are other factors to stimulate early childhood language intelligence among other things, research by Faridl Musyadad & Santi Ambar Ingrum (2018) this study aims to determine the level of success in the use of storytelling methods, find out the level of early linguistic intelligence and the application of storytelling methods for children's linguistic intelligence. Research by Nur Tanfidiyah & Ferdian Utama (2019) This research aims to develop skills in early language development through the method of storytelling, by telling children to add new vocabulary and understand a concept in the picture to be used as a story. Research by Rosita Dewi, Siti Wahyuningsih & Novita Eka Nurjannah (2019) in this study aims to improve children's linguistic intelligence with storytelling method assisted with diorama media. Research by Murniyanti Ismail (2015) in this study, Down Syndrome children have a small vocabulary and lack of vocabulary in children's language, that's where given a picture game to train children's language intelligence. Research by Muhammad Taridi, Risnita & Hayati (2016) in this study aims to stimulate children with pictorial storytelling methods to develop early childhood linguistic intelligence. Research by Made Hartawan & Dian Pravita Aprilia (2017) This study used a sample of 20 children to be



used as a research and produced 8, 41% in research success for illustrated stories on children's linguistic development. Research by Imarul Ulwiyah (2019) through story reading and producing an influence on stimulating children's language development. Research by Moh Fauziddin (2017) explains that children's language skills can be improved through retelling the story content. Research by Asyrofi Yodia Putra, et al (2018) explains the provision of stimulation by parents on children's language development, the results of data analysis obtained significant results between parent stimulation and children's language development. Research by Tanja Linnavalli, et al (2018) explains that children's language intelligence can be stimulated by singing, in the results of this study that schools that have music learning can improve children's linguistics. Research by Nur Ihsan Hali (2017) in this study is a literature review research that explains about literary learning for children's language and speech intelligence, in this study the learning result can be designed through 5 learning components. Research by Susanna Timeo, et al (2019) this study explains that children's linguistics influences children's race and social class. Research by Silvia Ortiz Mantilla, et al (2019) this study discusses the differences between normal children and children with autism against children's language, the results obtained from this study are children with autism have less vocabulary compared with normal children.

DISCUSSION

Play Montage in Early Childhood

Playing montage is a game that produces works of art by sticking pieces of the picture into a single unit into one base. This montage game is very suitable for early childhood education because children can imagine with a variety of images and are widely applied in early childhood education units (Playgroups and Kindergartens) even this montage game can be applied in advanced schools such as elementary schools, Junior High Schools, High Schools and Colleges with their respective difficulty levels. Montage games in early childhood education units usually use pieces of pictures taken from magazines, newspapers, and printed media. In the research of Titi Rahmi and Mutia Herdana (2018), this research encourages children to increase creativity through montage activities, through montage media, children can find an idea of creativity in accordance with the understanding of concepts in each child, in this study the success of researchers reached 80% of 10 children who made the subject of research. This stimulates children's creativity with each child's imagination can be done with media montage and makes it easy for teachers to see each child's development. In the study of Min Sun, et al (2014) this research conducted in Switzerland applies that montage techniques can be applied to videos to create an aesthetic work in a video with new innovations, but this is applied by secondary schools because of the level of difficulty has increased.

In the early childhood education unit playing montage can improve every child's development in addition to children's language development, such as can increase the fine motor development of children and this has



been a lot of research that applies media montage to stimulate children's fine motor development because children make artworks montage using both hand and coordination of children's fingers to cut, glue and arrange pictures into a work of montage. In the research of Sri Rahayu and Mas'udah (2017), M. Amirul Mukminin and Suryana Dadan (2019), Nofika Setya Andini, and Rachma Hasibuan (2016), in these three studies the aim was to stimulate fine motor children using montage media. These three studies can produce an increasing level of child development and children are able to make montage artwork with children's fingers aimed at improving fine motor development in every child in the early childhood education unit. Basically, the game of combining images is very popular with every child, by playing montage children can train each child's development to achieve optimal results and can train children to tell stories to exchange ideas.

The montage game has special skills for each teacher in the early childhood education unit and the teacher is asked to have the skills before applying to students in the classroom and the teacher must have new ideas or innovations so that they can apply the montage skills that will be presented as teaching material in the classroom. In the research of Kamsidjo Budi Utomo and Mujiono (2015), Probosiwi (2017) every teacher must possess fine arts skills as a provision of teaching materials that will be applied to every learning. In this study teaches teachers to be able to make interesting art teaching materials through montage techniques, because it can help teachers when teaching in the classroom.

Every teacher in an early childhood education unit must also be able to understand every concept of art as teaching material for every learning.

Early Childhood Language Intelligence

Madyawati, Lilis (2016: 18) states that intelligence is one of the gifts from God Almighty to humans and is one of the advantages of humans compared to other living creatures.

Madyawati, Lilis (2016: 21) states that children's intelligence or multiple intelligences are divided into musical intelligence, kinesthetic intelligence, mathematical logic intelligence, linguistic or language intelligence, spatial-visual intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence, and spiritual intelligence.

In the discussion here, children's intelligence will be improved for children's development, namely linguistic intelligence or language intelligence. Children's language intelligence is a child's ability and skill that is used to communicate with other people as a tool to express themselves and give an oral meaning to other people.

Children's language intelligence can be stimulated with several learning materials that encourage children to express a meaning orally to what children see, for example through storytelling, pictures, and storytelling. In the research of Faridl Musyadad, et al (2018), Nur Tanfidiyah, et al (2019), Rosita Dewi, et al (2019), Muhammad Taridi, et al (2016), Made Hartawan, et al (2017), Moh Fauziddin (2017) in the six studies This applies the method of storytelling to improve language intelligence or



linguistic intelligence in early childhood, with the method of storytelling applied by the teacher in the classroom being able to improve children's language development and increase the child's vocabulary through stories or storytelling using pictures can add ideas for children to tell stories. In this study produced good progress for early childhood because every study experienced an increase in the development of language intelligence in early childhood. In addition to the method of storytelling stimulating the development of children's language intelligence can be done with objects drawing games to encourage children to improve new vocabulary and story reading that helps children to recognize reading in early childhood, this study was implemented by Murniyati Ismail (2015) and Imaratul Ulwiyah (2019). In the research journal Tanja Linnavalli, et al (2018) add to the child's vocabulary by singing together to stimulate children's linguistic development. In the journal Susanna Temeo, et al (2019) explains that children's language development can be stimulated by the environment and the same racial groups that communicate with each other. Silvia Ortiz Mantilla, et al (2019) The development of children with special needs especially children with autism is very different from the development of other normal children so that children with special needs must get special assistance from the teacher. Children's verbal-linguistic intelligence can also be developed through literary learning, learning that invites children to deepen language through literary learning, children gain experience to stimulate the

intelligence of their language, this is found in the journal Nur Ihsan Hali (2017).

Factors that are very encouraging in improving language intelligence of early childhood in addition to the help of media provided by teachers at school, parents must also stimulate the development of children's language intelligence at home by providing innovations, enthusiasm and motivation so that the development of children's language intelligence increases optimally, parent stimulation is very plays an important role in the world of children because children spend more time with their two parents, this study was applied by Asyrofi Yudia Putra, et al (2018). The results of this study improved children's language development with parental support to motivate children and obtain significant results. So children's language intelligence is very influential in the daily life of children by socializing to others, we as educators and parents must pay attention to the development of children's development so that it runs according to the stages properly and directed.

Play Montage for Early Childhood Language Intelligence

In a montage game children can make a work of various pieces of images that have been collected and placed on the same base area, children can be creative according to the wishes of children and children's understanding of the picture because each child has an idea or ideas that are different . In the montage game children can create a story line by the montage art work that the child has made and the teacher encourages the child to be able to appear in front of the class to tell the



montage to all his friends with the child's understanding of the pictures on the montage. At this stage encourages children to be able to tell stories by playing montage and training children to increase self-confidence in children, while teachers can stimulate the development of children's language intelligence by inviting children to tell their montage work in front of the class.

Playing montage can get a child's new vocabulary by telling stories in front of the class to stimulate children's language intelligence and children can socialize with classmates to exchange ideas in composing montage works. When the child tells about the montage art work the teacher should add vocabulary to the child so that the child can describe the montage work that he tells the most. So, according to the results of montage play analysis can affect children's language intelligence by encouraging children to tell stories with montage and adding new vocabulary to children so that the development of children's language intelligence can be stimulated by playing montage.

Recommendations and Suggestions

In this literature review has recommendations for teachers to have innovation and creativity in making teaching materials in the classroom, one of which is to play montage to stimulate language intelligence of early childhood. Teachers should make children happy in learning in school, with children happy to be embedded in aspects of children's development that are increasing and directed. Do not use the assignment sheet because it is less effective in

stimulating aspects of child development, teachers and parents should work together to stimulate aspects of child development so that they are better directed.

In this research, playing montage is one way to stimulate children's language development, with this the child is able to tell stories with montage artwork encouraging children to have the creativity and imagination of children developing.

CONCLUSION

Early childhood education is a unit of educational services provided from age 0 to 6 years to pay attention to children's growth and development, health, and nutrition of children to run optimally. Learning that is applied to early childhood that is learning while playing, teachers must have the media to stimulate child development, one of them by using play montage. Playing montage is a game that produces work from a collection of images and forms a storyline, children can tell stories according to the child's understanding of the montage's work, by telling children the child will add new vocabulary and can improve children's language intelligence because the child's development must always be given stimulation so that reach optimally. So learning by playing montage is one way to improve children's language intelligence and children are able to bring out ideas and add new vocabulary for children with the help of teachers in the classroom.



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