

Developing A Digital Flipbook Picture Storybook (Where Is Bibi Hiding?) As A Learning Media For Early Childhood Reading Skills

David Triatna¹, Nur Cahyati Ngaisah², Budi Rachman³

^{1,2}STKIP Modern Ngawi, ³Universitas Negeri Surabaya

Manuscript submitted November 29th 2025, published December 19th 2025

ABSTRACT

One of the challenges in Indonesian education is the low level of early reading skills among children, which may affect their academic readiness and language development. **This study aims** to develop and examine the feasibility of a digital flipbook-based picture storybook titled “*Where Is Bibi Hiding?*” as a learning medium for early childhood reading skills. **The study employed** a research and development (R&D) approach using the 4D model (Define, Design, Develop, and Disseminate) with a descriptive quantitative design. The participants consisted of 30 children aged 5–6 years from TK PKK Maguwoharjo, selected through purposive sampling. Data were collected through observations, literature review, and expert validation using a Likert-scale feasibility questionnaire. **The results** of expert validation indicated that the developed digital flipbook was highly feasible, with a score of 98.75% from media experts and 97.78% from content experts. Classroom trials showed that children were more engaged and actively involved in reading activities when using the digital flipbook. These findings indicate that the digital flipbook-based picture storybook is a feasible and innovative learning medium that can support early reading stimulation in early childhood education. Further research with broader implementation is recommended to examine its effectiveness in improving reading skills more comprehensively.

KEYWORDS

Digital flipbook, early reading, literacy development, learning media, early childhood education

CORRESPONDING AUTHOR:

davidtriatna.mpd@gmail.com

Copyright: ©2019 This is an open access article under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

INTRODUCTION

Low reading ability among children remains a persistent challenge in the Indonesian education system. National assessment data indicate that nearly half of students have not reached the minimum literacy competency, suggesting that reading difficulties begin at early stages of learning and continue into higher levels of education (Kementerian Pendidikan dan Kebudayaan, 2021). These findings emphasize the urgency of strengthening early literacy development as a foundational educational priority.

Although national reports show a gradual increase in reading interest, children’s engagement with digital devices continues to surpass their involvement in reading activities (Perpustakaan Nasional Republik Indonesia, 2023). This shift in children’s daily habits has reduced opportunities for meaningful early reading experiences, which are essential for developing foundational literacy skills.

Previous studies have identified multiple factors contributing to low reading interest, including the lack of early reading habituation, unequal access to educational resources, and limited availability of attractive reading materials (Febriani et al., 2023). However, much of the existing literature focuses on general literacy challenges or reading motivation at the elementary school level, rather than specifically addressing early childhood reading interest through developmentally appropriate digital media.

Early childhood is a critical period for literacy stimulation, as cognitive and language development occur rapidly during this stage (Suryana, 2018). Early reading experiences play a significant role in shaping children's future academic success and broader developmental outcomes (Patrinos & Anthony, 2020). Reading activities at this level involve recognizing symbols, associating sounds with letters, and constructing meaning through interaction with text and images (Susanto, 2012). Effective early literacy stimulation therefore requires learning media that align with children's developmental characteristics.

A growing body of research has examined the use of picture storybooks to support early literacy development. Studies have shown that illustrated storybooks with simple language can enhance children's vocabulary, comprehension, and reading interest (Nurgiyantoro, 2005; Yuliani, 2022). In addition, recent research has explored digital learning media to increase student engagement, particularly through interactive features such as animation and sound (Erminawati et al., 2023; Aulinda, 2020). These studies confirm the potential of digital media to support learning motivation.

However, despite these contributions, several research gaps remain. First, many studies examine digital reading media in general, without focusing on digital flipbook-based picture storybooks designed specifically for early childhood literacy development. Second, previous research often evaluates learning outcomes or motivation descriptively, without detailing the systematic development process of the media using established instructional design models. Third, limited studies integrate developmentally appropriate storytelling content with interactive digital features to support beginning reading skills among children aged 5–6 years.

Furthermore, existing studies rarely contextualize digital flipbook development within specific early childhood learning environments, such as kindergarten settings in Indonesia. As a result, there is insufficient empirical evidence on how digitally developed picture storybooks, when aligned with children's developmental stages and local learning needs, can effectively stimulate early reading interest.

To address these gaps, this study develops a digital flipbook-based picture storybook titled *"Where Is Bibi Hiding?"* using the 4D development model. Unlike previous studies, this research emphasizes a systematic media development process, integrates interactive multimedia elements with developmentally appropriate narrative content, and evaluates the product's validity and practicality within an authentic kindergarten learning context. By doing so, this study contributes empirical and practical insights into how digital flipbook-based storybooks can be designed and implemented to enhance early childhood reading interest.

Thus, this research not only responds to existing literacy challenges but also fills a critical gap in early childhood literacy studies by providing a structured, context-sensitive, and multimedia-based learning solution for children aged 5–6 years in Indonesian kindergarten settings.

RESEARCH METHOD

This study employed a Research and Development (R&D) approach aimed at developing and validating an instructional product in the form of a digital flipbook-based picture storybook designed to stimulate early reading skills in children aged 5–6 years. The R&D approach was selected because it allows researchers to systematically develop educational products and evaluate their feasibility and appropriateness before broader implementation (Sugiyono, 2017). In line with Sukmadinata and Syaodih (2006), R&D research focuses on producing new learning media or refining existing ones through structured validation processes.

The development procedure followed the 4D model proposed by Thiagarajan et al. (1974), which consists of the Define, Design, Develop, and Disseminate stages. This model was chosen because of its clarity, systematic structure, and suitability for developing instructional materials and learning media, particularly picture storybooks for early childhood education.

The research was conducted at PKK Maguwoharjo Kindergarten, Yogyakarta, Indonesia, over a period of one month in February 2025. Participants were selected using purposive sampling, involving 30 children aged 5–6 years from classes B1 and B2, as they represent the target users of early reading learning media. These participants were chosen based on their developmental stage and learning needs related to beginning literacy.

The product developed in this study was a digital flipbook-based picture storybook entitled “*Where Is Bibi Hiding?*”. The flipbook consisted of 16 content pages and one cover page, designed using Canva and converted into an interactive digital format using Heyzine Flipbook. The product incorporated developmentally appropriate features, including colorful illustrations, large and readable fonts, interactive page-flipping navigation, simple animations, background music, and sound effects. These features were intentionally designed to support early literacy development and maintain children’s engagement during reading activities.

Data collection in this study employed several instruments to ensure systematic validation and evaluation. Product feasibility was assessed through expert validation questionnaires completed by one media expert and one material expert. The media expert validation instrument consisted of 16 items, while the material expert validation instrument comprised 18 items. Both instruments used a five-point Likert scale, ranging from 1 (very poor) to 5 (very good), to evaluate educational, technical, and aesthetic aspects of the product. In addition, observation sheets were used during the trial phase to record children’s reading interest, participation, confidence in reading aloud, and interaction with the digital flipbook.

The data obtained from expert validation were analyzed using a percentage-based quantitative technique to determine the level of product feasibility. The validity percentage was calculated by dividing the total score obtained by the maximum possible score and multiplying the result by 100 percent. The resulting percentages were interpreted using established feasibility criteria, with scores between 81–100 percent categorized as very good and indicating high feasibility for use in early reading instruction.

Following expert validation and product revision, the digital flipbook underwent a limited-scale field trial to examine its practicality and initial effectiveness. The trial was conducted over three learning sessions, each lasting approximately 30 minutes. During the first session, the teacher introduced the digital flipbook and conducted guided storytelling activities. In the second session, children participated in guided reading activities and took turns reading aloud using the flipbook, while the teacher facilitated discussions based on the illustrations and story content. The third session focused on independent and collaborative reading, vocabulary recall, and simple story retelling activities. Throughout the trial, researchers observed children’s engagement, interest in reading, and interaction with the media.

The dissemination stage in this study was limited to the validation and trial implementation context, in accordance with the scope of R&D research at the product development level. The overall research flow consisted of needs and learner analysis, media design, expert validation and revision, and limited field testing. This systematic process ensured that the developed digital flipbook was pedagogically appropriate, visually engaging, and feasible for use as an early reading learning medium for young children.

RESULTS AND DISCUSSION

The development of the digital flipbook titled “*Where Is Bibi Hiding?*” followed the 4D model (Define, Design, Develop, Disseminate). The product was designed to enhance the reading interest of children aged 5–6 years.

1. Results

Process of Developing a Digital Flipbook-Based Picture Storybook

a. Define (Analysis) Stage

The Define stage aimed to identify instructional needs, learner characteristics, and learning objectives related to early reading skills. A needs analysis was conducted through classroom observations and informal interviews with teachers, children, and parents at PKK Maguwoharjo Kindergarten. The findings indicated a strong need for learning media that are visually attractive, interactive, easy to operate, and capable of stimulating children's reading interest. Teachers required media that could support engaging literacy activities in the classroom, while parents expected materials that could also be accessed at home to reinforce learning continuity.

Learner analysis showed that children aged 5–6 years are at the emergent literacy stage, characterized by recognizing letters and simple words, associating images with text, and requiring multimodal support to comprehend stories. Therefore, the media needed to integrate visual, verbal, and auditory elements to accommodate diverse learning styles.

Concept analysis focused on developing a simple narrative structure supported by consistent illustrations and repetitive sentence patterns. The story theme emphasized moral values and familiar contexts to facilitate comprehension. Task analysis identified essential development activities, including story writing, illustration design, storyboard preparation, integration of interactive elements, and digital conversion. Finally, goal analysis established that the primary objective of the product was to increase children's reading interest and support early reading skills through engaging and developmentally appropriate digital media.

b. Design Stage

At the Design stage, the digital flipbook picture storybook was structured in terms of content, layout, and interactive features. The media was designed using Canva for visual layout and illustration development, and Heyzine Flipbook for digital interactivity. The product, entitled "*Where Is Bibi Hiding?*", consists of 17 pages, including a cover, story content pages, and a closing message.

Key design features include full-color illustrations, large and readable text suitable for early readers, simple animations, background music, and intuitive page navigation. These features were intentionally selected to maintain children's attention, reduce cognitive load, and support word–image associations in line with early literacy principles.

c. Develop Stage

During the Develop stage, the initial prototype was validated by one media expert and one material expert. Media validation focused on educational, technical, and aesthetic aspects, while material validation assessed content relevance, language appropriateness, and alignment with children's developmental stages.

The media expert evaluation resulted in a validity score of 98.75%, categorized as *Very Good*. This high score reflects strong alignment between visual elements and textual content, ease of navigation for young users, and aesthetic suitability for early childhood learners. These aspects correspond with multimedia learning principles, particularly the contiguity and coherence principles, which emphasize meaningful integration of text and visuals.

The material expert evaluation yielded a validity score of 97.78%, also categorized as *Very Good*. The high validity was attributed to the alignment of content with emergent literacy stages, the use of developmentally appropriate language, and a simple, logical narrative flow that supports early reading comprehension. Based on expert feedback, minor revisions were made before proceeding to the trial stage.

d. Disseminate (Limited Trial) Stage

The dissemination stage was conducted through a limited field trial involving children aged 5–6 years in classes B1 and B2 at PKK Maguwoharjo Kindergarten. During the trial, children were

introduced to the digital flipbook and engaged in guided reading activities. Observations showed that children demonstrated high enthusiasm, actively participated in turn-taking reading, and showed increased confidence when reading aloud. The main function of the digital flipbook-based picture story book media is to use it as an initial reading medium. In this way, the knowledge gained by children will later be useful for their reading and speaking abilities. The following is a picture of a media trial in group B1 and B2 at PKK Maguwaharjo Kindergarten:



Figure 1. Trial of Digital Flipbook Picture Storybook Media

Based on Figure 1 shows that the trial results indicated several positive outcomes:

1. increased interest in reading,
2. improved focus and engagement during literacy activities,
3. greater confidence in oral reading, and
4. enhanced vocabulary acquisition.

These outcomes suggest that the digital flipbook effectively functioned as an initial reading medium by creating an enjoyable and motivating reading experience through interactive visuals, audio support, and child-friendly narratives.

2. Discussion

The findings of this study indicate that the digital flipbook-based picture storybook is highly valid and pedagogically appropriate for stimulating early reading skills in children aged 5–6 years. The high validity scores obtained from media experts (98.75%) and material experts (97.78%) reflect a strong alignment between instructional objectives, content design, media features, and the developmental characteristics of early childhood learners. These results suggest that the product is not only technically feasible but also theoretically grounded and educationally meaningful.

The high validity scores can be explained by the systematic application of the 4D development model, which ensures coherence between needs analysis, instructional design, product development, and evaluation. During the Define and Design stages, the media was developed based on children's literacy needs, cognitive readiness, and learning preferences. This alignment contributed to expert judgments that the media effectively supports early reading objectives, uses developmentally appropriate language, and presents content in a visually engaging and accessible manner. Thus, the high validity is not incidental but the result of a structured and theory-informed development process.

From a theoretical perspective, the effectiveness of the digital flipbook can be explained through literacy theory and the Cognitive Theory of Multimedia Learning (CTML) proposed by Mayer. Early literacy development emphasizes meaningful exposure to print, vocabulary enrichment, and positive reading experiences. The digital flipbook integrates text, illustrations, narration, and animations, allowing children to process information through dual channels (visual and auditory). According to CTML, learning becomes more effective when information is presented through multiple sensory modalities, as this reduces cognitive overload and enhances comprehension. In this study, children demonstrated high engagement and enthusiasm during reading activities, indicating that multimedia elements supported their understanding and sustained attention.

The increase in children's reading interest can be attributed to several psychological and pedagogical mechanisms. First, the interactive and colorful visual design captures children's attention and triggers intrinsic motivation to read. Second, audio narration and background sounds support emergent readers by scaffolding word recognition and pronunciation, which reduces anxiety and increases reading confidence. Third, the story-based format encourages emotional engagement, allowing children to connect with characters and narratives, which is essential for developing positive reading habits. These mechanisms align with constructivist learning principles, where children actively construct meaning through interaction with learning media rather than passively receiving information.

Classroom trials further demonstrated that children became more confident and willing to participate in reading activities. Children who were previously hesitant showed increased willingness to read aloud and interact with the story. This finding supports the notion that digital storybooks not only foster literacy skills but also contribute to socio-emotional development, particularly self-confidence and communication skills. The interactive nature of the flipbook transforms reading into an enjoyable learning experience rather than a demanding academic task.

The findings of this study are consistent with previous research indicating that digital and multimedia-based storybooks enhance early literacy skills, vocabulary acquisition, and reading motivation. However, unlike previous studies that primarily focus on learning outcomes, this study highlights the importance of systematic media development and expert validation in producing effective early literacy tools. By integrating pedagogical principles, multimedia learning theory, and early childhood characteristics, the digital flipbook demonstrates strong instructional value.

Despite these positive findings, this study has several limitations that must be critically acknowledged. First, the sample size was limited to one kindergarten, which restricts the generalizability of the results. Second, the implementation period was relatively short, making it difficult to assess long-term impacts on children's reading development. Third, the study focused primarily on media validity and observed engagement, rather than measuring pre-test and post-test gains in reading ability. Therefore, causal claims regarding literacy improvement should be interpreted cautiously.

Future research should involve larger and more diverse samples, longer implementation periods, and experimental designs that include pre-test and post-test measurements to examine learning outcomes more comprehensively. Further studies may also explore how digital flipbooks can be adapted for different literacy levels and integrated into home-based reading activities with parental involvement.

Overall, this study demonstrates that digital flipbook-based picture storybooks, when developed through a structured R&D process and grounded in multimedia learning theory, have strong potential to enhance early reading interest and support early literacy development in young children.

CONCLUSION

The development of a digital flipbook-based picture storybook demonstrated a high level of feasibility for use in early childhood reading instruction. Expert validation results indicated that the content, visual design, and multimedia features of the flipbook were appropriate for children aged 5–6 years. The integration of images, simple texts, and interactive elements supports early literacy stimulation by enhancing children's engagement and interest in reading activities. From a pedagogical perspective, the digital flipbook provides a practical and innovative learning medium that facilitates teachers in delivering reading instruction in an engaging manner. Although this study was limited to a small-scale trial, the findings suggest that digital flipbook-based picture storybooks have the potential to support early reading development and language exposure in early childhood education. Further studies involving larger samples and experimental designs are recommended to examine their effectiveness more comprehensively.

REFERENCES

- Amanullah, M. A. (2020). Pengembangan Media Pembelajaran Flipbook Digital Guna Menunjang Proses Pembelajaran di Era Revolusi Industri 4.0. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 8(1), 37–44. <https://doi.org/10.24269/DPP.V0I0.2300>
- Angito, A., & Setawan, J. (2018). *Metode Penelitian Kualitatif*. CV Jejak.
- Astuti, T., & Ramdhani, L. A. (2023). Media Buku Cerita Bergambar mengembangkan Kemampuan Membaca Permulaan Anak Usia 5-6 Tahun. *Journal on Teacher Education*, 5(1), 387–396. <https://doi.org/10.31004/JOTE.V5I1.18665>
- Aulinda. (2020). Menanamkan Budaya Literasi pada Anak Usia Dini di Era Digital. *Tematik*, 6(2), 88–93. <https://doi.org/10.26858/TEMATIK.V6I2.15550>
- Bromley. (1992). *Language Arts: Exploring Connections (2nd ed)*. Allyn and Bacon.
- Khadijah, S. (2024). Strategi Meningkatkan Keterampilan Membaca Menggunakan Media Buku Cerita Bergambar. *Jurnal Al-Amar: Ekonomi Syariah, Perbankan Syariah, Agama Islam, Manajemen Dan Pendidikan*, 5(2), 188–198. <https://ojs-steialamar.org/index.php/JAA/article/view/174>
- Erminawati, Arief, Z. A., & Gatot, M. (2023). Pengembangan Multimedia Flipbook Dalam Rangka Meningkatkan Literasi Anak Usia Dini Paudqu Al-Fatah Bogor. *Jurnal Teknologi Pendidikan*, 12(1), 163–175. <https://doi.org/10.32832/TEK.PEND.V12I1.9129>
- Febriani, R. P., Putri Kania, I., Yuliani, L., Falah Islam, N., Ardian Hopeman, T., Studi Pendidikan Guru Sekolah Dasar, P., & Nusa Putra, U. (2023). The Sosialisasi Pojok Baca Guna Menumbuhkan Minat Baca Anak di Desa Cikahuripan. *Jurnal Abdi Nusa*, 3(1), 51–55. <https://doi.org/10.52005/ABDINUSA.V3I1.116>
- Fitriyah, L. (2021). *Pengembangan Kecerdasan Verbal Linguistik Melalui Buku Cerita Bergambar (Studi Kasus Di RA Al Istianah Desa Srikaton Kecamatan Kayen Kabupaten Pati) Tahun Pelajaran 2020/2021*.
- Kementerian Pendidikan dan Kebudayaan. (2021). *Mengukur Kompetensi Literasi dan Numerasi Siswa Sebagai Upaya Meningkatkan Kualitas Pendidikan di Indonesia*.
- Ketut Meliyani, N., Ambara, P., Tirtayani, L. A., & Dasar, J. P. (2022). Buku Digital Berbasis Literasi pada Tema Binatang untuk Anak Kelompok B Taman Kanak-Kanak. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 10(1), 99–110. <https://doi.org/10.23887/PAUD.V10I1.47182>
- Khotimah, S., Kustiono, K., & Ahmadi, F. (2021). Pengaruh Storytelling Berbantu Media Audio Terhadap Kemampuan Menyimak dan Berbicara pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(3), 2020–2029. <https://doi.org/10.31004/OBSESI.V6I3.1813>
- Kristanti, E., & Harapan, I. (2023). Stimulasi Minat Membaca Pada Anak Usia Dini Melalui Storytelling. *Jurnal Pengabdian Sains Dan Humaniora*, 2(1), 24–33. <https://doi.org/10.32938/JPSH.2.1.2023.24-33>
- Listyowati, A. (2022). The Pre-Service Early Childhood Education Teacher in Developing Child's Story Book. *Thufula: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, 10(2).
- Mardani, P. S. (2022). Penggunaan Media Animasi Bergambar dalam Mengembangkan Keterampilan Membaca Permulaan Anak Usia Dini. *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini*, 5(02), 63–75. <https://doi.org/10.31849/PAUD-LECTURA.V5I02.8778>
- Mawaddah, M. (2024). Literasi Membaca dan Menulis Serta Pembelajarannya Pada Anak Usia Dini. *Damhil Education Journal*, 4(1), 15–21. <https://doi.org/10.37905/DEJ.V4I1.2210>
- Nafiah, I. N., Wijayanti, A., & Sukmono, N. D. (2022). Development of alphabet maze media for beginning reading skills for children. *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini*, 5(1), 48–62. <https://doi.org/10.24042/AJIPAUD.V5I1.11678>
- Nurgiyantoro. (2005). *Sastra Anak Pemahaman Dunia Anak*. Gadjah Mada University Press.
- Patrinos, & Anthony, H. (2020). The Learning Challenge in the 21st Century. *Policy Research Working Paper Series*. <https://ideas.repec.org/p/wbk/wbrwps/9214.html>

- Perpustakaan Nasional Republik Indonesia. (2023). *Pentingnya Literasi dan Pembangunan Perpustakaan di Daerah*. <https://Perpusnas.Go.Id>.
- Rahmita, N., Khadijah, K., & Mutiara, Y. (2023). Educational Game Tools to Improve the Language Development of Children Aged 5-6 Years. *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini*, 6(2), 157–164. <https://ejournal.radenintan.ac.id/index.php/al-athfaal/article/view/19445>
- Rosmiati, S., Iswara, P. D., & Djuanda, D. (2024). Pengembangan Media Flipbook Audio sebagai Media Pembelajaran Membaca Nyaring di Kelas II SD. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 10(3), 2909–2920. <https://doi.org/10.30605/ONOMA.V10I3.3985>
- Shavkatovna, S. A., & Kizi, K. G. A. (2020). The Impact Of Storytelling In The Classroom. *The American Journal of Social Science and Education Innovations*, 2(08), 341–346. <https://doi.org/10.37547/TAJSSEI/VOLUME02ISSUE08-57>
- Stephanie, M. (2006). *Panduan Belajar Membaca dengan Benda-Benda di Sekitar untuk Usia 3-8 Tahun*. Erlangga.
- Sugiyono. (2017). *Metode Penelitian Dan Pengembangan Research and Development*. Alfabeta.
- Sukmadinata, & Syaodih, N. (2006). *Metode Penelitian Pendidikan*. PT Remaja Rosdakarya.
- Sumiati, N. K., & Tirtayani, L. A. (2021). Pemanfaatan Buku Cerita Bergambar Digital Berbasis Audio Visual terhadap Stimulasi Kemampuan Empati Anak Usia Dini. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 9(2), 220–230. <https://doi.org/10.23887/PAUD.V9I2.35514>
- Suryana, D. (2018). *Pendidikan Anak Usia Dini: Stimulasi & Aspek Perkembangan Anak*. Prenada Media.
- Susanto, A. (2012). *Perkembangan anak usia dini: pengantar dalam berbagai aspeknya*. Kencana.
- Teale, W. H., & Sulzby, E. (1986). *Emergent Literacy: Writing and Reading*. Bloomsbury Academic.
- Taib, B., Oktaviani, W., & Ilham, A. (2022). Analisis Peran Guru Dalam Meningkatkan Minat Baca Permulaan Pada Anak Kelompok B Di PAUD Terpadu Alkhairat Skeep. *Jurnal Ilmiah Cahaya Paud*, 4(1), 9–19. <https://ejournal.unkhair.ac.id/index.php/cahayapd/article/view/4393>
- Thiagarajan, S., Semmel, D. S., & Semmel, M. I. (1974). *Instructional Development for Training Teachers of Exceptional Children*. Indiana University.
- Yuliani, W. (2022). Pengembangan Buku Cerita Bergambar Sebagai Media Pembelajaran. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 6(1), 76–84. <https://doi.org/10.33578/pjr.v6i1.8276>
- Yulsyofriend. (2018). *Permainan membaca dan menulis anak usia dini*. Sukabina Press.