

# ANALYSIS OF TEACHING AIDS IN TEACHING SPEAKING TO UNKAFA ENGLISH LANGUAGE EDUCATION STUDENTS

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**Abstract:** Analysis of teaching aids is a medium used in learning to increase students' critical powers. There are various kinds of research that use teaching aids in learning with positive results, but this has never been used in teaching student speaking, therefore the aim of this research was to find out whether there is an effect of using teaching aids analysis on students' speaking skills and to what extent. Existing level of significance. This research used a quantitative approach with a pre-experimental type of design. The research population was all fourteen fourth semester English language education students. Data analysis used T-Test via the SPSS 25 application. The results of this research showed that: 1). There was an influence of the use of teaching aids analysis in teaching student speaking based on data that shows a significance value of .014 which is considered less than 0.05. 3). A significance level value of less than 0.05 indicates that there was a significant or meaningful influence on the differences in treatment of each variable.

**Keyword:** Analysis of Teaching Aids, Teaching Speaking, English Language Education.

## Introduction

A teacher will take several actions in learning to make students more receptive to the material, and some teachers will also take actions to develop their teaching techniques so that they provide better results that can be utilized by many groups. These teaching techniques are capable of improving students' affective, cognitive and psychomotor skills.

Ni Wayan Nuriani revealed that her research in using indirect or imitation teaching aids with the storytelling method showed that there was a significant increase in children's language skills and interest in learning. This means that the storytelling method using

teaching aids is one of the effective methods and media for improving language skills. and students' interest in learning.<sup>1</sup>

One of the teaching techniques used by teachers is the teaching aids analysis technique. According to Suwardi, in his experiment with two colleagues, he said that teaching aids were able to improve students' learning outcomes. This was done in two classes, namely the control class with 25 students and the experimental class with 25 students.<sup>2</sup>

Regarding the use of teaching aids in his research, Nugraha found that the average assessment could be categorized as good. And from the presentation and results of research data processing, visual aids are an effective medium that can be used to improve storytelling abilities. Without realizing it, a storyteller will feel confident and confident in telling the story when self-confidence grows within him. The use of teaching aids can essentially create interest in telling stories.<sup>3</sup>

According to Seftyani, the use of teaching aids in learning in the third grade of state elementary school 11 has an influence in improving their learning outcomes. This is based on research he and two friends conducted in the 2016/2017 academic year in Indralaya.<sup>4</sup>

The contrast between pre-test and post-test outcomes was noteworthy. It was recommended that incorporating audio-visual (AV) aids in speech practice training should be promoted at the secondary level. AV aids encompass a blend of information, education, and entertainment, making them a comprehensive instructional tool. They serve as excellent resources for enhancing

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<sup>1</sup> Ni Wayan Nuriani, M Pd Prof I Wayan Lasmawan, and M Pd Prof I Made Utama, "Efektivitas Metode Bercerita Dengan Alat Peraga Tiruan Untuk Meningkatkan Kemampuan Berbahasa Dan Minat Belajar Anak Di Kelompok B Tk. Barunawati Denpasar-Bali." (Ganesha University of Education, 2014).

<sup>2</sup> Suwardi Suwardi, Masni Erika Firmiana, and Rohayati Rohayati, "Pengaruh Penggunaan Alat Peraga Terhadap Hasil Pembelajaran Matematika Pada Anak Usia Dini," *Jurnal Al-Azhar Indonesia Seri Humaniora* 2, no. 4 (2016): 297–305.

<sup>3</sup> Aries Setia Nugraha, "PENINGKATAN KEMAMPUAN BERCERITA DENGAN MENGGUNAKAN ALAT PERAGA PADA MAHASISWA YANG PERAKTIK DI LABORATORIUM PROGRAM STUDI PENDIDIKAN BAHASA DAN SASTRA INDONESIA TAHUN PELAJARAN 2016/2017: Bercerita: Alat Peraga: Keterampilan: Berbicara: Bahasa," *Literasi: Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia Dan Daerah* 7, no. 2 (2017): 153–59.

<sup>4</sup> Seftyani Seftyani, "Penggunaan Alat Peraga Blok Pecahan Pada Mata Pelajaran Matematika Kelas III Di SD Negeri 11 Indralaya," *Inovasi Sekolah Dasar: Jurnal Kajian Pengembangan Pendidikan* 4, no. 1 (2017).

speaking skills, as they augment students' capacity to comprehend language beyond the confines of the classroom. The utilization of AV aids not only inspires but also stimulates students to cultivate proficiency in English speaking. This shift contributes positively to advancements in teaching methodologies.<sup>5</sup>

English education has a crucial role in forming students' language skills, especially in the aspect of speaking skills. The ability to speak English has become essential in the era of globalization, where the ability to communicate across cultures is becoming increasingly urgent. Therefore, maximum efforts must be made to provide optimal understanding and speaking skills to English Language Education students.

The process of teaching speaking does not only require understanding concepts and grammar rules, but also requires the application of effective methods and teaching aids. In this context, the role of teaching aids becomes very significant as a means of supporting learning. Teaching aids can help illustrate concepts visually, facilitate interaction, and create a more interesting and dynamic learning atmosphere.

In this research, the focus is to evaluate analysis techniques that can be applied to teaching aids in teaching speaking for English language education students. It is hoped that the development of this analysis technique can provide a more detailed picture of the function and use of teaching aids in relation to students' speaking skills. This research aims to make a positive contribution in the development of innovative speaking teaching strategies that have the potential to improve student learning outcomes.

The aim of this research is to determine whether there is an influence on the use of teaching aids in speaking learning which is implemented on students of the English language education study program at Kiai Abdullah Faqih University Gresik and the extent of the influence produced by the use of these teaching aids.

Educators play a crucial role as facilitators of knowledge and skills in the contemporary field of teaching and learning in the 21st

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<sup>5</sup> Muhammad Safdar Bhatti et al., "Investigating Teaching Speaking Skills Through Av Aids for ESL Learners," *IJAEDU-International E-Journal of Advances in Education* 5, no. 13 (2019): 75–82.

century.<sup>6</sup> Educators employ instructional tools to enrich classroom teaching, captivate students' attention, and instill motivation to learn. These instructional tools encompass various devices such as computers and DVDs, instructional aids like books, chalkboards, and pictures, as well as objects like specimens, maps, and globes. They serve as aids to help teachers seamlessly execute the teaching-learning process, with much relying on the creative prowess of the teacher. Leveraging teaching aids can streamline the learning experience, making it engage and time efficient. By incorporating these aids, learners can actively utilize their auditory and visual capabilities, actively participating in the learning process.<sup>7</sup>

With a deeper understanding of teaching aids analysis techniques in teaching speaking, it is hoped that English language educators will be more motivated to optimize the use of teaching aids as the main support in achieving speaking learning goals. It is hoped that this research can make a significant contribution to the development of English language teaching methods that are more effective and relevant to current needs.

## Literature Review

Learning teaching aids are tools that teachers use in learning and prevent verbalization in students.<sup>8</sup> The analysis technique for teaching aids is a learning technique that uses analysis of images, photos, films, diagrams, tables, graphs, statues, machine mechanisms, chemical liquid reactions, and other teaching aids that are in accordance with the theme of the subject matter. These teaching aids not only take the form of 2-dimensional images but can also take the form of 3-dimensional objects. There are many examples, including statues duplicating the anatomical structure of the human body, globe-shaped world maps, digital-electronic devices like computers or even the working mechanisms of basic physics theory.

The technique of analyzing teaching aids is known to be quite effective in attracting interest and at the same time training students' critical abilities and imagination. The knowledge produced is not only

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<sup>6</sup> O Joseph, "Teaching Aids: A Unique Pedagogy of Brain Development in School Children, Interest and Academic Achievement to Enhance Future Technology," *Journal of Education and Practice* 6, no. 29 (2015): 92–101.

<sup>7</sup> Uchechi Bel-Ann Ordu, "The Role of Teaching and Learning Aids/Methods in a Changing World.," *Bulgarian Comparative Education Society*, 2021.

<sup>8</sup> Honest Umami Kaltsum, "Pemanfaatan Alat Peraga Edukatif Sebagai Media Pembelajaran Bahasa Inggris Sekolah Dasar," *URECOL*, 2017, 19–24.

due to the transfer of knowledge from a teacher to students, but is also formed by the students themselves through the learning process of observing, researching, analyzing, making parables, and then concluding for themselves the knowledge they have obtained.

Students' intelligence and critical thinking can not only increase rapidly, but also be more comprehensive and applicable. The application of analytical techniques to teaching aids is generally dominated by science and science groups. However, actually this technique can also be applied to the social sciences-humanities group with slight modifications to the way it works and the embodiment of the objects used as teaching aids.<sup>9</sup>

According to Ella Pranata, teaching aids in teaching play an important role as tools to create an effective teaching and learning process. Teaching aids in learning are all objects that are designed in such a way and deliberately prepared to be used to understand a concept. By implementing the Group Investigation learning model assisted by teaching aids, students' understanding abilities will increase.<sup>10</sup>

Teaching aids are a set of concrete objects designed, made or arranged deliberately which are used to help instill or develop concepts or principles in learning.<sup>11</sup>

According to Arjanggi, teaching aids in learning are all objects that are designed in such a way and deliberately prepared to be used as media in learning with the aim that the lesson material presented by the teacher can be easily understood by students.<sup>12</sup>

Teaching aids are tools to explain or realize mathematical concepts in educational or teaching activities so that what is being taught is easy for students to understand.<sup>13</sup>

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<sup>9</sup> Jasa Ungguh Muliawan, *45 Model Pembelajaran Spektakuler* (Yogyakarta: Ar-Ruzz Media, 2016).

<sup>10</sup> Ella Pranata, "Implementasi Model Pembelajaran Group Investigation (Gi) Berbantuan Alat Peraga Untuk Meningkatkan Kemampuan Pemahaman Konsep Matematika," *JPMI (Jurnal Pendidikan Matematika Indonesia)* 1, no. 1 (2016): 34–38.

<sup>11</sup> Djoko Iswadi, "Pengembangan Media/Alat Peraga Pembelajaran Matematika Di SLTP," *Makalah: Tidak Dipublikasikan*, 2003.

<sup>12</sup> F Arjanggi, Edy Tandililing, and Deden Ramdani, "Peningkatan Motivasi Dan Hasil Belajar Siswa Melalui Penerapan Metode Demonstrasi Berbantuan Alat Peraga Bangun Ruang Pada Pembelajaran Matematika," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 2, no. 4 (2013).

<sup>13</sup> Ruseffendi, *Pendidikan Matematika 3* (Jakarta: Universitas Terbuka, 2009).

Teaching aids are all types of educational facilities that are used as intermediaries in the teaching and learning process to increase the effectiveness and efficiency of achieving instructional goals. Includes graphic media, media that uses viewing tools, maps, models, globes and so on.<sup>14</sup>

From here the author concludes that teaching aids are all visual objects in the form of soft files or tools used to act as intermediaries in the learning process to achieve the learning objectives. Meanwhile, the analysis of teaching aids intended in this research is teaching aids whose use is analyzed in accordance with the aim of determining students' abilities in developing their speaking skills.

## Methods

This research uses a quantitative approach with an experimental type. Experimental research is a scientific method used to test hypotheses or find cause-and-effect relationships between several variables. In this research, researchers change one or more independent variables to see their effect on the dependent variable, while controlling for other factors that could influence the research results.<sup>15</sup>

Data collection in experimental research is carried out carefully and structured. Some common ways of collecting data involve observation, measurement, or sampling. The collected data is then analyzed quantitatively to assess the extent to which changes in the independent variable have an impact on the dependent variable.<sup>16</sup>

The data collection process in this experimental research involved direct observation, using a measurement instrument in the form of a pre-test and taking the tested population from the Unkafa Gresik third semester English language education study program students, totaling fourteen students. The resulting data is in the form of numbers or numerical values, which allows statistical analysis to find significant patterns or relationships between observed variables.

This research uses a pre-experimental design, one-group pretest-posttest design, where in this design there is a pre-test before

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<sup>14</sup> Ahmad Rohani, *Pengelolaan Pengajaran* (Jakarta: Rineka Cipta, 2006).

<sup>15</sup> Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: PT Remaja Rosdakarya, 2010).

<sup>16</sup> Mohammad Adnan Latief, *Tanya Jawab Metode Penelitian Pembelajaran Bahasa*, III (Malang: UM Press, 2014).

being given treatment.<sup>17</sup> In analyzing the data, researchers used a statistical analysis application in the form of the Statistical Package for the Social Sciences (SPSS), which among its functions is to process data from several independent variables and dependent variables into a regression equation.<sup>18</sup>

## **Results and Discussion**

### **Use of Teaching aids**

In using teaching aids analysis, the researcher identifies the learning objectives first, the researcher determines the learning objectives to be achieved using teaching aids. The researcher ensured that the objectives were in accordance with the subject matter and level of understanding of students in the third semester English language education study program.

The researcher then chooses the appropriate teaching aids to be displayed. In selecting the teaching aids to be analyzed, they must choose teaching aids that are appropriate to the learning objectives, in this way the researcher can ensure that the teaching aids can provide good understanding to students.

Another thing that must be understood in selecting teaching aids is the function and how to use the teaching aids. Before learning, researchers must also thoroughly understand the function and how to use the teaching aids that will be used. And ensure that the teaching aids can be seen and analyzed by students clearly and easily. In this case, the preparation of the learning material delivered must be synchronous by including the use of teaching aids as the medium. In this case, researchers adjust the material so that it is easy for students to understand.

Teaching aids are introduced to students and the use of teaching aids and their functions are explained and how they can be related to speaking learning material, who then demonstrate the use of these teaching aids. By demonstrating the use of these teaching aids, students can see firsthand how the tools work. Next, a step-by-step explanation is given to students carefully. Here the researcher gives students the opportunity to practice, giving students the opportunity

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<sup>17</sup> Sugiono, *Metodologi Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2015).

<sup>18</sup> W T Bhirawa, "Proses Pengolahan Data Dari Model Persamaan Regresi Dengan Menggunakan Statistical Product and Service Solution (SPSS)," *Jurnal Mitra Manajemen* 7, no. 1 (2020).

to try using their own teaching aids which are then analyzed according to each student's thoughts.

Researchers supervise and provide guidance for students who need help. After analyzing the teaching aids, students held a discussion about students' experiences in analyzing these teaching aids. This is of course monitored by the researcher and witnessed by all students in the class.

In learning using the analysis of these teaching aids, researchers encourage questions and group discussions to improve their understanding and analysis of the teaching aids. Questions and statements are given regarding the teaching aids being analyzed, this aims to increase their critical power towards the teaching aids that have been analyzed and also encourage them to have more time to converse using English. Without realizing it, this will foster self-confidence in using English.

Assignments and projects that involve the use of teaching aids are given to students in order to increase their understanding and ensure the application of learning concepts according to what was previously planned. Next, provide an evaluation of students' understanding of what they have previously analyzed by correcting incorrect understanding or providing additional reinforcement of what is correct.

In providing this evaluation, the researcher also provided feedback and revisions if necessary, and invited students to reflect together regarding their analysis of the teaching aids. Students are invited to reflect together about their experiences using teaching aids. Discuss how the use of teaching aids can help understand learning concepts. As well as updating and adapting teaching based on the results of joint reflection and evaluation.

### **Analysis of Teaching aids in Teaching Student Speaking**

From the research results, it can be concluded that from the pre-test carried out on fourteen students, it appears that the score ranges from 45 to 75. These details include two students with a score of 45, four students with a score of 50, three students with a score of 55, one student with a score of 60, one student with a score of 65, two students with a score of 70, and one student with a score of 75. Thus, it can be concluded that there are three students with the good score category, nine students with the Fair score category, and two



students with the good score category. Less value. Pre-test score data can be seen in the following table:

Table 1  
Pre-Test Results Analysis of Teaching aids in Teaching Speaking  
Unkafa Gresik English Language Education Student

Mark	Category	Pre-Test	
		Student	Percentage
90 - 100	Very good	0	0%
70 - 89	Good	3	22%
50 - 69	Enough	9	64%
30 - 49	Less	2	14%
10 - 29	Very less	0	0%
Total		14	100%

From the results of the post-test conducted on fourteen students of the English education study program, it shows a range of scores between 65-85 with details of two students who got a score of 65, five students who got a score of 75, four students who got a score of 80 and Three people got a score of 85. Thus there are two students who have the Fair category and twelve students who have the Good category. For more details, see the following table:

Table 2  
Post-Test Results Analysis of Teaching aids in Teaching Speaking  
Unkafa Gresik English Language Education Student

Mark	Category	Post-Test	
		Student	Percentage
90 - 100	Very good	0	0%
70 - 89	Good	12	86%
50 - 69	Enough	2	14%
30 - 49	Less	0	0%
10 - 29	Very less	0	0%
Total		14	100%

The data resulting from descriptive statistics using visual aids analysis has a significant increase in the average value. Where the score obtained from the pre-test showed a figure of 58.80 which rose to 78.57. The standard deviation value shows 87.89 on the pre-test

questions, which is greater than the average pre-test value. This means that the standard deviation or standard deviation that appears is greater than the mean or average value, so it can be said that the data presented in the pre-test questions is varied.

The post-test questions produced a mean of 78.57 with a standard deviation of 39.18. This shows that the standard deviation or standard deviation is less varied. For more details, see the following table:

Table 3  
Mean and Standard Deviation Results of Paired Samples Statistics  
Analysis of Teaching Aids in Speaking Teaching  
Unkafa Gresik English Language Education Student

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	58,80	2	8,78988	1,91811
		95	1		
	Post-Test	78,57	2	3,91882	,85516
		14	1		

The next data result is Paired Sample Correlation, where the data is used to determine whether or not there is a relationship between the use of teaching aids analysis and English language education students' speaking teaching. The results of this data can be seen in the following table:

Table 4  
Hasil Paired Samples Correlations Pre-Test dan Post-Test  
Analysis of Teaching aids in Teaching Speaking  
Unkafa Gresik English Language Education Student

Paired Samples Correlations				
			Correlation	Sig.
			n	
Pair	Pre-Test & Post-Test	N		
1		2	,529	,01
		1		4

From the data in the table above, it shows that the significance value shows the number .014 which is less than 0.05. Thus, it can be said from these results that there is a relationship

between the pre-test and post-test in the analysis of teaching aids in teaching speaking to Unkafa Gresik English language education students.

Furthermore, to find out whether there is an influence of the use of teaching aids in teaching speaking to Unkafa Gresik English language education students, it is necessary to look at the results of the significance level in the following table:

Table 5  
Significance Results of Paired Samples Test  
Analysis of Teaching aids in Teaching Speaking  
Unkafa Gresik English Language Education Student

Paired Samples Test								
Pair 1	Paired Differences					t	d f	Say. (2- tailed)
	Mean	Std. Devia tion	Std. Erro r Mea n	95% Confidence Interval of the Difference				
				Lower	Upper			
Teachin g aids - Speakin g	- 19,761 90	7,4960 3	1,63 577	- 23,174 06	- 16,349 75	- 12,0 81	2 0	,000

The data in the table above shows that the significance level (2-tailed) is .000. In this case, if the value of the result is less than 0.05 then there is a significant influence on the difference in treatment given to each variable.

Conclusion

Based on the results and discussion above, it can be concluded that the use of teaching aids analysis has an effect on the speaking learning of students in the English study program at Kiai Abdullah Faqih University in Gresik because it has an increase in the average score between the pre-test and post-test, namely from a value of 58 .80 increased to 78.57. There is a relationship between the pre-test and post-test that the researcher carried out on the use of analysis of teaching aids that influence the speaking learning of students in the English study program at Kiai Abdullah Faqih University, Gresik. This is based on data that shows a significance value of .014, which is considered less than 0. .05. Likewise, the significance level value is less than 0.05, so it can be said that there is a significant or meaningful influence on the differences in treatment given to each variable.

From this research, researchers can recommend the use of visual aids analysis to be applied to speaking courses as an alternative to developing students' potential in improving their competence in the field of English because this media allows students to see and understand visually how something is analyzed and practiced correctly.

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