

Implementation of Thematic Songs in Stimulating Early English Vocabulary in Children

Noviana Aliya As Safilaha¹, Willi Astuti²

Faculty of Teacher Training and Education, Muhammadiyah University Surakarta, Surakarta, Indonesia

Email: a520241037@student.ums.ac.id

Abstract

This study aims to analyze the application of thematic songs in the development of English vocabulary related to rainbow colors in early childhood. The author chose this topic because of the lack of English vocabulary mastery in children, especially in recognizing colors. The methods used in this study were observation of children, interviews with teachers and parents, and documentation of learning activities. The research subjects were children aged 4-5 years. The results showed that singing songs was an effective method for increasing children's vocabulary, as the rhythm and melody made it easier for children to remember new words such as "red," "orange," "yellow," "green," "blue," "indigo," and "violet." Through the rhythm and repetition in the songs, the children showed enthusiasm by improving their ability to repeat the lyrics and identify colors more quickly. However, some children still had difficulty remembering colors. Overall, this method has proven to be effective, enjoyable, and accelerates children's English vocabulary acquisition, as well as supporting early childhood language development. Overall, this method has proven to be enjoyable and accelerates the development of children's color vocabulary, especially rainbow colors.

Keywords: *early childhood, rainbow colors vocabulary, English, singing method, thematic songs*

Introduction Section

Early childhood, according to Eliyyil Akbar (2020), refers to children aged 0-6 years, or children from birth until the age of 6. Meanwhile, Ni Luh Ika W, et al. (2021) define early childhood as children aged 0-8 years. Early childhood is the age when children are experiencing their golden age. Meanwhile, according to Pitriya et al. (2020), who cite the National Association for the Education of Young Children (NAEYC), early childhood refers to children aged 0-8 years, at which age children show development in various aspects. At this age, children have better sensitivity than adults, which makes this a very effective period for developing children's abilities (Setiawati & Astuti, 2023). Therefore, stimulation from the child's environment, both from teachers and parents who are companions for the child's academic education, is needed (Astuti et al., 2024). Early Childhood Education is an educational service that serves to assist in the planned and structured development of various aspects of a child's development. This is in line with Law Number 20 of 2003 concerning the National Education System, Article 1 Paragraph (14), which states that PAUD is an effort to provide guidance to children from 0 to 6 years of age through educational stimulation to help children improve their physical, mental, and spiritual development so that they are ready to continue their education.

Early childhood education is also a facility that can help develop children's developmental aspects. According to (Vivi Angraini et al., 2019), PAUD is a place where children are provided with facilities to develop their growth and maximize and comprehensively improve their developmental aspects. This includes social, emotional, motor, artistic, and language development. In early childhood education, (Abd Rohyana et al., 2023) states that children will be given the opportunity to develop their potential in all aspects of development to the maximum. By providing appropriate stimulation, children will be easily stimulated in their developmental aspects. This includes artistic development, motor development, cognitive development, religious morals, and language development. Language development is one of the most important aspects of early childhood development. Ministry of Education and Culture Regulation No. 137 of 2014 concerning National Standards for Early Childhood Education also clarifies this point, stating that child development must cover all aspects, namely religious and moral values, physical-motor skills, cognitive skills, language skills, social-emotional skills, and artistic skills, as stated in Article 5. By providing children with stimulation that is appropriate for their stage of development, it will be easier to stimulate their developmental aspects. One important aspect of development is language

development, as this aspect forms the basis for children to communicate, understand their environment, and build logical thinking skills in the next stage of their development.

Language development in early childhood is one aspect of basic skill development in children. This basic development also lays the foundation for children's future success. According to Nurul Idhayani (2024), there are various surveys related to language development. Of the five aspects of development, language development is the fastest developing aspect compared to the other aspects. Language development is also a very important aspect of child development because, according to Indah Lestari (2021), language is a form of verbal, written, and symbolic communication used to communicate. Language is a communication tool used by humans, especially children, to interact with other humans or their environment. Improving children's language development is an important first step because, with language, children will find it easier to do various things. Children will also find it easier to understand, improve, and stimulate other aspects of development. By learning and stimulating language development properly, children will find it easier to learn about various things around them. One language that will make it easier for children to do various things around them is by learning English.

English is a foreign language that is currently very helpful in many aspects of life. Mastering English in this era is an added value, because English plays a very important role in life (Kaltsum et al., 2022). Therefore, it is very important to teach English to children from a young age. According to (Triyanto & Astuti, 2021), English is an international language that is highly recommended to be taught to children as early as possible (between the ages of 2-7 years). This is because during this period, children are in their golden age, which makes it easy for them to absorb and learn languages, especially English. This is also supported by the Critical Period Hypothesis, which explains that language education for children is better done before they enter puberty so that their language skills can develop well like native speakers (Chang, 2024). In English language learning, especially for early childhood, fun methods are highly recommended. According to (Astuti et al., 2025), active play activities such as movement, role-playing, and singing are interactive activities that can increase interest, attention, and develop the vocabulary of early childhood. According to Silvia & Astuti (2023), to develop children's vocabulary, interactive methods can be used, one of which is the singing method.

Singing is one method used to stimulate children's development, one of which is stimulating language development, which can improve children's vocabulary, especially in English language development. According to (Viana, 2025), the singing method is a technique used by teachers in learning activities that involve melodic poems or songs. Educators usually adapt the songs to be used to the theme to be studied that day with young children. Singing can also make the learning atmosphere enjoyable, thereby stimulating children's development optimally. By using the singing method, learning becomes very enjoyable for children. Meanwhile, according to (Anggia Ayu Lestari & Erik, 2017), singing is one of the learning methods that children really enjoy, because through singing, children can freely express themselves, both with their loud voices and with the accuracy of the language they use. By singing, children can also increase their vocabulary. When singing, children memorize and pronounce words that match the lyrics of the songs they sing, which automatically increases their vocabulary, both in Indonesian and English.

In order to increase children's vocabulary, TK Islam Bakti Sawahan has been using singing methods before and after learning activities. However, TK Islam Bakti Sawahan has not yet implemented singing methods to increase vocabulary in foreign languages, one of which is singing in English. In terms of English proficiency, Group A at TK Islam Bakti Sawahan has mastered several greetings such as "Good morning?" or "How are you?" which are taught by educators using the habituation method in the morning. Teachers want to introduce more vocabulary to children, one of which is color recognition vocabulary in English. Therefore, the singing method is one of the interesting methods to improve and develop children's vocabulary, especially in English. With this method, children will be more happy and enthusiastic in remembering the vocabulary that will be taught by teachers later.

Methods

In this study, the researchers used a descriptive qualitative research method, collecting data from observations of children and documentation, which was then analyzed to find the research results. The researchers used a descriptive qualitative method with the aim of describing in depth the application of singing with thematic songs in increasing children's vocabulary about the colors of the rainbow in English in early childhood. This descriptive qualitative approach is appropriate because it allows for the description and analysis of data in the form of words or information obtained directly from the research subjects, as written by Ayu Bella P. et al. (2021). According to Gamal Tabroni (2021), qualitative methods are research methods in which researchers use methods, steps, and procedures in this study using data and information collected through respondents from the subjects to be studied who can express their own answers to obtain a holistic overview of something being studied by researchers.

This research was conducted in Sawahan, specifically at TK Islam Bakti Sawahan, located in Sawahan Village RT 01 RW 01, Ngemplak, Boyolali, Central Java. TK Islam Bakti was chosen as the location for this research because its teaching methods do not yet widely involve the use of English thematic songs to expand the vocabulary of early childhood. Although teachers have taught greetings and salutations, mastery of vocabulary such as color recognition is still lacking. In this study, the researcher observed the teaching of 14 early childhood students aged 4-5 years using thematic songs. After conducting observations, the researcher also conducted in-depth interviews with the classroom teacher, asking about

the visible impact and how the children had developed. Then, the researcher collected information by documenting the steps in the research. The documentation consisted of field notes, photos, or video recordings of activities to support the observation data. All of this was done so that information about the children's development could be obtained accurately and without bias.

The data sources for this study are primary and secondary data sources. Primary data sources, as explained by Admin PJ (2023), are data obtained directly from primary sources through direct interaction with the research object, such as interviews, observations, surveys, experiments, or case studies. In this study, the primary data source is the students in class A at Bakti Sawahan Islamic Kindergarten. This school was chosen based on the availability of students suitable for the study. Secondary data sources, according to Ima (2025), are data that already exist and have been processed by other parties before the study is conducted. This data usually takes the form of reports, documents, photos, videos, publications, archives, or databases that can be accessed by researchers. Secondary data is useful for speeding up the research process, saving time and costs, and providing a broader picture of the topic without having to start from scratch. After the data is collected, the researcher analyzes it using the Miles and Huberman model, which consists of three main stages: data reduction, data presentation, and conclusion drawing. Triangulation techniques are used, which involve comparing the results of observations, interviews, and documentation to avoid subjective errors and make the research more credible. This technique is used to provide an in-depth and practical overview of how singing methods can be applied in early childhood education. It is hoped that this approach will make the research results useful for teachers or parents who want to improve their children's vocabulary in a fun way.

Result and Discussion

Research Result

In this study, researchers observed the development of rainbow color vocabulary in English in early childhood aged 4-5 years at Bakti Sawahan Islamic Kindergarten, through the method of singing thematic songs. The researcher chose this method of language development with thematic songs because it was hoped that the repetition of the lyrics would make it easier for children to absorb new vocabulary and improve their memory, as the lyrics were simple and easy for 4-5 year olds to follow. Through the lyrics of thematic songs that introduce the colors of the rainbow, such as “red,” “orange,” “yellow,” “green,” “blue,” “indigo,” and “purple,” it is hoped that children will be able to remember, recognize, and name these colors independently. The data collection conducted by the researcher was done through direct observation, field notes on children's behavior, and interviews with teachers and parents. In conducting the observation, the researcher directly observed the learning process by participating in it in order to observe how children responded to each repetition of the lyrics. The researcher also asked the children to point out colors on objects in their surroundings to assess their ability to understand and recognize the English vocabulary for the colors of the rainbow. Interviews with teachers and parents were also conducted by the author to collect data related to changes and developments in the children's language outside of the learning process.

In general, research conducted on early childhood related to English vocabulary development using thematic methods can have a strong influence on children's memory, learning participation, and ability to recognize colors in English. This thematic song method can stimulate children to enjoy learning and help them associate language sounds with color concepts through rhythm, tone, and repetition. Children also appear to be very enthusiastic when participating in singing activities, and most of them are able to follow the sequence of colors sung quite accurately. Of the 14 children studied, 10 showed good improvement in their English language skills. The children were able to name a color without the teacher giving them clues from the lyrics, and could name the colors of objects around them, such as the color of the wall, the color of the sky, the color of leaves, the sun, and the colors of real objects around them. However, of the many children studied, there were 4 children who had difficulty memorizing. They still needed help with the rhythm or vocabulary. When asked to name the color of the wall or the kite in the classroom, the children would often pause for a moment, look at the teacher, and continue after the teacher helped them sing the color..

No	Assessment aspects	Skor	Skor
1	Ability to mention the colors of the rainbow in English	improved	3
2	Ability to identify colors on real objects	improved	3
3	Accuracy of vocabulary pronunciation	good	2,7
4	Response and participation while singing	very good	4

Table 1. Children's Scores on Recognizing English Rainbow Color Vocabulary Through Thematic Songs

Assessment

Very Good : 4
Good : 2

Improving : 3
Fair Good : 1

Table 1 shows the scores for assessing the ability of early childhood to recognize rainbow colors through English using the thematic song method. This assessment was conducted based on four main aspects, with scores given using the following scale: 4 for “Very Good,” 3 for “Improving,” 2 for “Good,” and 1 for “Fairly Good.” This data was obtained from direct observation, interviews with teachers, and documentation of activities during research at the Bakti Sawahan Islamic Kindergarten. In the first aspect, namely the ability to name the colors of the rainbow in English, the score achieved was “Improving” with a value of 3. This shows that the children have made significant progress in remembering and pronouncing the names of colors such as “red,” “orange,” and “yellow.” Previously, many children had difficulty, but with the thematic song method, the learning process became more interesting and easier to remember.

The second aspect, the ability to identify colors in real objects, also received an “Improved” score with a value of 3. Children are now better able to connect color vocabulary with objects around them, for example, recognizing the color ‘blue’ in the sky or “green” in leaves. This is a positive indication that the method of learning through songs not only helps with memorizing words, but also understanding their context in everyday life. For the third aspect, accuracy in pronouncing English words accurately, such as saying ‘purple’ as “purpul”. Overall, however, this ability is sufficient considering that the children are only 4-5 years old, and with further practice, it is expected to improve. The final aspect, response and participation during singing, achieved the highest score of “Very Good” with a value of 4. The children showed high enthusiasm, actively participated in singing activities, and appeared to enjoy the learning process. This confirms that the thematic song method is effective in attracting the attention of early childhood, making learning more enjoyable and less boring. In general, this table illustrates that the thematic song singing method has had a positive impact on children's vocabulary development, especially in terms of naming and identifying colors. Although there are challenges in pronunciation, these results are quite encouraging and show great potential for wider application in early childhood education. If necessary, I can provide further details about the assessment process or examples of activities carried out.

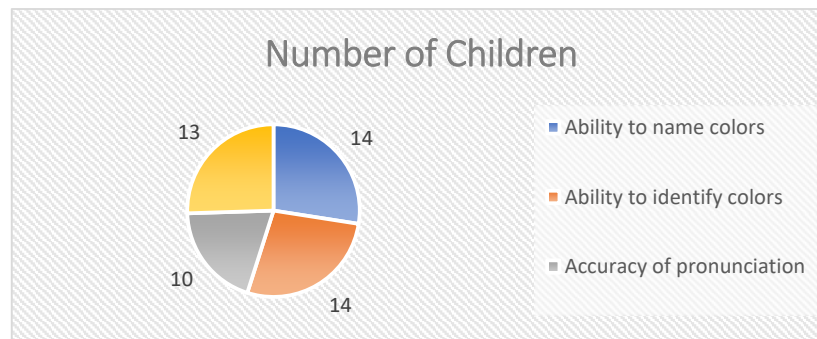
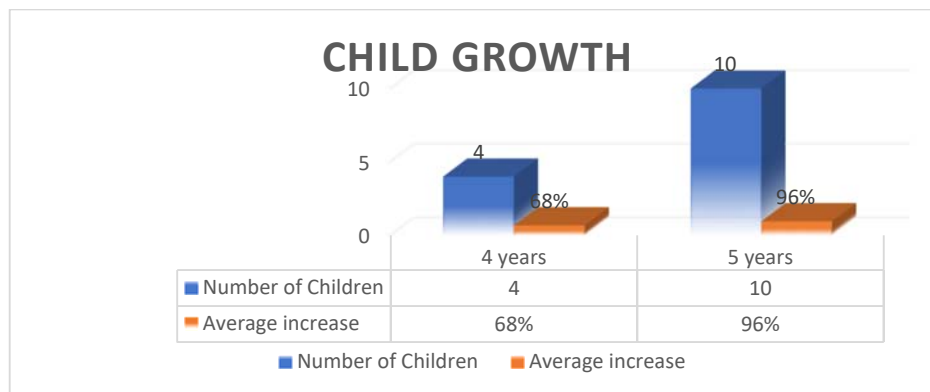


Table 2. Diagram of the Extent of Improvement in children’s ability

From the diagram above, we can see that all children have shown significant improvement in their ability to name colors and identify colors. In terms of the participants' responses and participation, there are still some participants who focus on imitating, but there are also those who still cannot focus on singing and participating in the activity. The last diagram also shows that only 75% of the children can pronounce the words correctly, while 25% are still confused about some of the vocabulary and still need the teacher's help with some color vocabulary.



Tabel 3. Bagan Jumlah Peningkatan Anak

From this table, it can be seen that children in the 4-year-old age group have already experienced an increase in their mastery of the colors of the rainbow in English, but still need assistance in the form of repetition of lyrics or gestures when asked to name a specific color. This is related to their level of concentration and language processing skills, which are still

developing. However, even though they are not as advanced as 5-year-olds, 4-year-olds still show positive responses and great interest in participating in learning activities through songs.

Discussion

The results of the research conducted in Table 2, which contains a diagram of the level of improvement in children's abilities, show that there has been significant progress in several key areas. The diagram illustrates the results of learning activities related to colors and participation, which overall show encouraging progress. Let's discuss this in more depth so that we can appreciate the details behind the data. First of all, in terms of the ability to name and identify colors, all children have shown excellent improvement. This means that from the early stages of the learning program, the children have succeeded in developing their skills substantially. It is possible that at first they had difficulty distinguishing between shades of color, but now they are able to name colors fluently and recognize them in various contexts. This improvement reflects not only cognitive progress, but also the effectiveness of the teaching methods used, such as through play activities or direct interaction, which successfully engaged all participants without exception.

Then, if we look at the participants' responses and participation, the situation shows reasonable variation. Some children have shown high focus in imitating the movements or words taught, which is an indication of their active involvement. However, there are still some who are not fully focused during singing activities or in general participation. These differences may be due to factors such as differences in personality or the children's level of comfort with certain types of activities. For example, some find it easier to engage in physical activities, while others need more time to adapt to the rhythm of the music or group interaction. This is not a failure, but rather an opportunity for educators to provide additional support, such as by adjusting activities to make them more interesting and tailored to individual interests. Finally, the last diagram reveals that around 75% of children have been able to pronounce color vocabulary well, which is an achievement that should be appreciated. They may already be fluent in saying terms such as "red," "blue," or "green" without significant obstacles. However, the remaining 25% still experience confusion with some vocabulary and often require help from the teacher. This could be influenced by the complexity of the words, the child's age, language background, or learning conditions at home. Importantly, this confirms that the learning process is gradual, and with additional practice—such as repeating words through educational games—these children can catch up with their peers.

Table 2 provides a positive picture of children's development, with noticeable improvements in various areas. However, this data also reminds us of the importance of a more personalized approach to education, such as giving special attention to those who still need help, while continuing to encourage motivation for those who have progressed. In this way, all children can feel successful and continue to develop harmoniously. The thematic song method for introducing rainbow colors to children has also been proven effective in developing the vocabulary of early childhood, because songs are a non-monotonous way of learning that keeps children from getting bored, thereby strengthening their phonological skills. This is reinforced by (Astuti et al., 2025), who say that each child has different characteristics and learning methods, because children have a limited and short attention span, so learning with thematic songs is a suitable method for early childhood. In a study conducted by Istifadah & Anam Nurul (2019), it was stated that this singing method greatly helps educators in developing children's vocabulary. The singing method can also increase children's vocabulary by 95% and is an effective method to use in helping to stimulate children's language development (Idhayati Nurur, 2024). Overall, the thematic song learning method shows an increase in children's language proficiency, especially in the colors of the rainbow. These thematic songs are not only a medium for entertainment, but can also be an effective learning strategy to stimulate and stimulate language development, as well as strengthen children's memory, especially in mastering the language of the colors of the rainbow.

The thematic song method for introducing rainbow colors to children has also been proven effective in developing the vocabulary of early childhood, because songs are a non-monotonous way of learning that keeps children from getting bored, thereby strengthening their phonological skills. This is reinforced by (Astuti et al., 2025), who say that each child has different characteristics and learning methods, because children have a limited and short attention span, so learning with thematic songs is a suitable method for early childhood. In a study conducted by Istifadah & Anam Nurul (2019), it was stated that this singing method greatly helps educators in developing children's vocabulary. The singing method can also increase children's vocabulary by 95% and is an effective method to use in helping to stimulate children's language development (Idhayati Nurur, 2024). According to Farantika, et.al (2022), in their research results, they explain that singing has a significant positive relationship with language development in early childhood. Overall, the learning method that uses thematic songs has proven to significantly improve children's language skills, especially when applied to learning about the colors of the rainbow. These thematic songs do not merely serve as a means of entertainment, but can also be used as a highly effective learning strategy to stimulate and encourage overall language development, as well as to strengthen children's memory, especially in terms of mastering vocabulary related to the colors of the rainbow. With this approach, children not only learn through attractive rhythms and melodies, but also through the repetition of words integrated into the song lyrics, making the learning process more interesting and easier to remember in the long term.

Conclusion

Based on the conclusions drawn by researchers at TK Islam Bakti Sawahan with the subject Based on the results of this study, it can be concluded that the method of singing thematic songs has an influence on the development and improvement of language in early childhood. The results of the study show a significant improvement in most children: 10 out of 14 children (about 71%) were able to name and identify colors independently, with high average scores. However, 4 children still experienced difficulties and needed the teacher's help, especially in pronunciation and focus. Five-year-olds showed better understanding than four-year-olds, with faster and more participatory responses. Overall, this method is effective in stimulating language development, increasing vocabulary by up to 95% based on relevant references, and strengthening children's phonological memory through rhythm and repetition. This study confirms that singing with thematic songs is a fun and effective learning strategy for young children, in line with their learning characteristics. Recommendations include more intensive repetition for children who have difficulties, as well as integrating this method into the early childhood education curriculum to support holistic English language development.

References

- Akbar, E. (2020). Metode belajar anak usia dini. Jakarta: Prenadamedia Group.
- Anggia Ayu Lestari, & Erik. (2017). Penggunaan metode bernyanyi terhadap peningkatan kosakata bahasa Inggris. *Jurnal Pelita PAUD*, 9(2). <http://jurnal.upmk.ac.id/index.php/pelitapaud>
- Anggraini, V., Yulsyofriend, Y., & Yeni, I. (2019). Stimulasi perkembangan bahasa anak usia dini melalui lagu kreasi Minangkabau pada anak usia dini. *Pedagogi: Jurnal Anak Usia Dini dan Pendidikan Anak Usia Dini*, 5(2). <https://doi.org/10.30651/pedagogi.v5i2.3377>
- Astuti, Wili, Fauziyah, Nur., Banufita, RE. (2025). Bermain sebagai Stimulasi membaca awal bahasa Inggris pada anak prasekolah. *Jurnal Pelita PAUD*, 7(2), 1-10. <https://doi.org/10.33222/pelitapaud.v4i1.780>
- Astuti, Wili., Puspasari, A., Rusdiyani, E., Wijayanto, B. P., & Verdiana, E. N. (2024). *Jurnal UMJ*, 114. <https://jurnal.umj.ac.id/index.php/SEMNASFIP/index>.
- Chang, A. (2024). Teaching Second Language For Young Learners: Is Earlier Always Better?. *Jurnal Ilmiah Pendidikan Scholastic*, 8(2), 51-55. <https://doi.org/10.36057/jips.v8i2.678>
- Cilvia, T. N. A. I., & Astuti, W. (2023). Peran Lagu Anak Berbasis Tematik dalam Pembelajaran Bahasa Inggris Anak TK A. Murhum: *Jurnal Pendidikan Anak Usia Dini*, 4(2), 756-769. <https://doi.org/10.37985/murhum.v4i2.387>.
- Farantika, D. (2022). Analisis hubungan penerapan metode bernyanyi pada perkembangan bahasa anak di paud al hidayah tanggung. *Jurnal Terapan Pendidikan Dasar Dan Menengah*, 2(4), 606-616. <https://doi.org/10.28926/jtpdm.v2i4.631>
- Idayani, Nurul. (2024). Penggunaan Metode Bernyanyi dalam Meningkatkan Kemampuan Berbahasa Anak. Ta'rim *Jurnal Pendidikan dan Anak Usia Dini*. Volume 5 Nomor 4. <https://doi.org/10.59059/tarim.v5i4.1598>
- Ima. (2025). Data Sekunder: Pengertian, Jenis, Sumber, dan Penggunaannya. Tesis.id. <https://tesis.id/blog/data-sekunder-pengertian-jenis-sumber-dan-penggunaannya/>. Diakses pada hari Kamis 03 Juli 2025
- Istifadah, Shovi Yatul & Nurul Anam. (2019). Pengenalan Bahasa Inggris Melalui Lagu pada Anak Usia Dini (PAUD) Sebagai Upaya Meningkatkan Kemampuan Belajar Anak. *Inspirasi Dunia: Jurnal Riset Pendidikan dan Bahasa*, 1(4). <https://journal.unimar-amni.ac.id/index.php/insdun/article/view/675>
- Joni. (2019). Penerapan metode bernyanyi untuk meningkatkan perkembangan kosa kata anak usia dini. *Journal on Early Childhood Education Research (JOECHER)*, 1(1), 1–15. <https://doi.org/10.37985/joecher.v1i1.2>
- Kaltsum, H. U., Hidayat, M. T., & Astuti, W. (2022). Peningkatan profesionalisme guru melalui pelatihan model belajar bahasa inggris daily lang uage. *Penamas: Journal of Community Service*, 2(2), 85–91. <https://doi.org/10.53088/penamas.v2i2.464>
- Kementrian Pendidikan dan Kebudayaan Republik Indonesia. (2014). Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 17 Tahun 2014 tentang Standar Nasional Pendidikan Anak Usia Dini. Jakarta: Kemendikbud.
- Pertiwi, A. B., Rahmawati, A., & Hafidah, R. (2021). Metode pembelajaran kosakata bahasa Inggris pada anak usia dini. *Kumara Cendekia*, 9(2), 95–106. <https://doi.org/10.20961/kc.v9i2.49037>
- Pitriya, Y., Riyanto, A. A., Nuraeni, L. (2020). Meningkatkan kemampuan kosakata bahasa Inggris anak usia dini melalui metode bernyanyi di TK Yaa Bunayya. *Jurnal Ceria (Cerdas Energik Responsif Inovatif Adaptif)*, 3(6), 2714–4107. <https://journal.ikipsiliwangi.ac.id/index.php/ceria/article/view/4823>
- PJ, Admin. (2023). Mengenal Sumber Data Primer, Sekunder, dan Tersier dalam Penelitian. *Publish Jurnal*. <https://publishjurnal.com/2023/08/31/sumber-data-primer-sekunder-tersier/>. Diakses pada tanggal 03 Juli 2025
- Poku, A. (2022). Upaya meningkatkan kosa kata anak melalui metode bernyanyi pada kelompok B TK Negeri Bakalinga. *Damhil Education Journal*, 2(1). <https://ejournal.pps.ung.ac.id/index.php/DEJ/article/view/1353>
- Republik Indonesia. (2003). Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. Lembaran Negara Republik Indonesia Tahun 2003.

- Rosyid, A., Amaniyah, M., Setiawati, A., Rahayu, A., Syafitri, D., & Rey, P. A. (2023). Internalisasi metode bernyanyi dalam pengenalan bahasa Inggris pada anak usia dini di RA Nuruz Sufyan Liridlallah Pamekasan Madura. *Jurnal Golden Age*, 7(2), 357–363. <https://doi.org/10.29408/goldenage.v7i02.24171>
- Setiawati, Alfina E, S & Astuti, Wili.(2023).Parenting Patterns on Early Childhood Creativity.*Jurnal Pendidikan Anak Usia Dini*,11(2). <https://doi.org/10.23887/paud.v11i2.57565>
- Tabhroni, G. (2021). Metode penelitian kualitatif: Pengertian, karakteristik, dan jenis.Serupa.id. <https://serupa.id/metode-penelitian-kualitatif/>
- Windayani, N. L. I., Ni Wayan, R., Sera, Y., Ni Putu, W., Yosep Belen, K., Komang Trisna, M., Nur, D., Suparman, & Eka, S. (2020). Teori dan aplikasi pendidikan anak usia dini. Aceh: Yayasan Penerbit Muhammad Zaini.