

The Effect of Giving Letters Versus Card Games and Bincer Games and Learning Motivation on the Language Ability of Early Children

Zubaidatul Aizah, I Nyoman Sudana Degeng, Ibut Priono Leksono

Postgraduate School Educational Technology Study Program PGRI Adi Buana University,
Surabaya

zubaidatulaizah@gmail.com, nyoman.sudana.d.fip@um.ac.id, ibutpriono@gmail.com

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Abstract :

This study aimed to investigate the impact of providing letter card games compared to binary games and learning motivation on language skills among early childhood students. The hypothesis posited that there is a significant influence of providing letter card games versus binary games and learning motivation on the language skills of early childhood students at Bintang Sembilan Kindergarten and Kemala Bhayangkari Kindergarten 75 Lamongan in 2022. The study involved 25 students from Bintang Sembilan Kindergarten and 15 students from Kemala Bhayangkari Kindergarten 75 Lamongan. A Random Assignment Posttest Control Group Design was utilized in this research, consisting of two groups: the experimental class and the control class. Data were collected through quasi-experimental methods, allowing for control of variables relevant to the experiment. Data analysis involved the use of the two-way ANOVA test formula, the Normality test, and the Homogeneity test. The results of the study indicated statistical significance across all three tests, confirming the effectiveness of the experimental design. The Pearson test confirmed the alternative hypothesis, concluding that there is indeed an effect of providing letter card games versus binary games, along with learning motivation, on the language skills of early childhood students in Bintang Sembilan Kindergarten and Kemala Bhayangkari Kindergarten 75 Lamongan in 2022.

Keywords: Letter Card Game Versus Bincer Game, Learning Motivation, Language Skills



By Authors

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Introduction

Playing is an activity that children do freely based on inner desires. Early childhood (AUD) can play according to their needs and desires. Playing can be done anywhere in two ways: playing with parents' directions and without directions. The two methods need to be balanced. Language is one aspect of development that must be considered in the learning process. The language referred to ('Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 137', 2014) a) understand receptive language, including the ability to understand stories, orders, rules, enjoy and appreciate reading; b) express

language, including the ability to ask questions, answer questions, communicate verbally, retell what is known, learn pragmatic language, express feelings, ideas, and desires in the form of graffiti; c) literacy, including the understanding of relationship between letter shapes and sounds, imitating letter shapes, and understanding words in stories. Providing children's language skills makes them ready to interact and communicate well in the community environment and develop their potential.

To develop listening skills, the activity can be done through games. Essentially playing is a learning model that fits the main needs of children by choosing the right learning method, it can create a fun learning atmosphere so that the children will become motivated. The learning method in the form of a game that can be done is a language game. Language games have a dual purpose: to get joy as a function of play and to practice certain language skills as subject matter.¹

With language skills possessed by children who develop rapidly, they can communicate each other, express themselves and indirectly their vocabulary will continue to grow. With habituation and various language training, children will have good communication skills. Hurlock emphasizes that the most effective communication is by speaking. Therefore, it can be seen from the child's language development to determine children's communication skills.²

Language is a system that helps humans communicate or relate to others. Language is also an innate human ability. Language resides in the human brain and will continue to exist even if it is expressed or not. Although the human capacity for (having) language is genetic/innate, aspects of language such as vocabulary and grammar are learned. Mastery of language as a means of communication must go through stages of development.³

Language ability is mentioned as a set of skills or components of knowledge, which agrees with research conducted by Fitri⁴. Language skills are important for children's social competence, because children must understand others and communicate effectively to show their social skills⁵. Children's language skills greatly affect the child's social and personal adjustments in the future. In line with research which states that children's language skill can be used as basic capital for children in learning things around them.⁶

Suyadi⁷ said that, when a child is playing, the child unconsciously studies hard to be able to play himself in the game which can improve various aspects of the child's

¹ Desy Dela Tika, "Permainan Bahasa Untuk Stimulasi Kemampuan Bahasa Reseptif Anak Usia Dini," *TEMATIK: Jurnal Pemikiran dan Penelitian Pendidikan Anak Usia Dini* 7, no. 1 (2021): 1.

² Nur Alim Amri, "Pengaruh Metode Bermain Peran Terhadap Kemampuan Komunikasi (Bahasa Ekspresif) Anak Taman Kanak-Kanak Raudhatul Athfal Alauddin Makassar," *PEMBELAJAR: Jurnal Ilmu Pendidikan, Keguruan, dan Pembelajaran* 1, no. 2 (2017): 105.

³ Isabella Hasiana, "Pengaruh Permainan Kartu Huruf Terhadap Kemampuan Membaca Anak Kelompok A Di Tk Amanda Cipta Menanggal Surabaya" 03 (2021): 26–31.

⁴ Annisa Islami Fitri, Masrul Masrul, and Putri Asilestari, "An Analysis on Students' Ability in Writing Descriptive Text," *Journal of English Language and Education* (2022).

⁵ H. Colin Gallagher, "Willingness to Communicate and Cross-Cultural Adaptation: L2 Communication and Acculturative Stress as Transaction," *Applied Linguistics* (2013).

⁶ Alcohol Education and Simple Advice, "赵敏 1 , 郝伟 2 , 李静 3* (1," no. 14 (2018): 63–65.

⁷ Aisyah Nur Atika et al., "Early Childhood Learning Quality in Pandalungan Community," *JPUD - Jurnal Pendidikan Usia Dini* (2019).

intelligence. Besides that, children can learn well through playing activities without coercion and pressure. Carron & Jon in Perdani stated that, playing is a means that can influence all aspects of child development. The children will learn about themselves, other people and their environment by providing opportunities. It also can give freedom to children to imagine, explore and be creative, finally the children can develop optimally.⁸

Literary development in early children is closely related to speaking ability or communication. Communication is intended to fulfill the function of exchanging thoughts and feelings. According to Harlock, early childhood has two important communication elements. First, children must use forms of language that are meaningful to the people with whom they communicate. Second, children must understand the language used by other people, so that the speaking ability affects the child's social and personal adjustments.⁹

Piaget argued that even though these activities have been done frequently, they still feel fun or give satisfaction to a person. According to Parten, playing is an activity as a means of socializing, discovering, expressing feelings, being creative, and learning in a fun way. Docket and Flier said that a child needs to play, because by playing children will gain knowledge that can develop their abilities. According to Mayesty, playing is an activity that children do all day long, because for children playing is life and life is playing. Based on some of the opinions above, it can be understood that playing is an effort to obtain pleasure and soul satisfaction from every activity carried out, whether using a game tool or not. It is important that the children feel happy with the games they are doing, and don't really care about the final results they get. However, for early childhood, the forms and tools of play must have educational values, to serve as a means of developing children's potential.¹⁰

Method

The research method used is experimental research (quasi experimental design). The design has a control class, but cannot fully function to control external variables that affect the implementation of the experiment. In this study the main characteristics are the existence of manipulated independent variables; the existence of control or control, and the observation of whether the independent variables affect the dependent variable. This research uses Posttest Only Control Design and Pretest Group Design. There are two groups in this design. Each group is randomly selected (R). The first group received treatment X, while the others did not. The control group is the group that received no treatment and was not given the name of the experimental group. Pretest Design – The Posttest control group design¹¹ is presented in Figure 3.1 below.

⁸ Nur laili Mus'adah and Ahmad Fachrurrazi, "Pengaruh Permainan Kartu Gambar Pada Pemerolehan Kosa Kata Anak Usia 5-6 Tahun," *Incrementapedia: Jurnal Pendidikan Anak Usia Dini* 2, no. 01 (2020): 43–51.

⁹ Iis Basyiroh, "Program Pengembangan Kemampuan Literasi Anak Usia Dini," *Tunas Siliwangi* 3, no. 2 (2017): 120–134.

¹⁰ D Anggraini and A D Arumsari, "Permainan Monyet Dan Pohon Untuk Menstimulus Perkembangan Anak Usia Dini," *Motoric* 3, no. 1 (2019): 40–48.

¹¹ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: ALFABETA, 2016).

E	O ₁	X	O ₂
K	O ₃	-	O ₄

Figure 1. Pretest Research Design – Posttest Control Group Design

Information

E : Experimental class

K : Control class

O₁ : Pretest of experimental class learning outcomes

O₂ : Pretest control class learning outcomes

O₃ : Posttest experimental class learning outcomes

O₄ : Posttest control class learning outcomes

X : class treatment using the Letter Card Game for the experimental class

- : class treatment using Bincer Games for the control class

Based on the factorial design above, the authors divided the subjects into two groups, (1) the class X-1, a grup of Bintang Sembilan Kindergarten and Kemala Bhayangkari Kindergarten 75 Lamongan who learned by using the Letter Card Game, and (2) the class X-2, a grup of Bintang Sembilan Kindergarten and Kemala Bhayangkari Kindergarten 75 Lamongan who learned by using the Bincer Game. The design for writing data analysis uses a 2 x 2 factorial which can be seen in Table 1.

Table 1. Research Analysis Design

Moderating variable	independent variable		Learning model
	PK (X ₁)		PB (X ₂)
High learning motivation (A1)	(A ₁ X ₁)		(A ₁ X ₂)
Low learning motivation (A2)	(A ₂ X ₁)		(A ₂ X ₂)

Information

A₁ X₁ : The results of group learning of high motivation students by using the Letter Card Game

A₁ X₂ : Study results of high motivation student groups using the Bincer Game

A₂ X₁ : The results of group learning of low motivation students by using the Letter Card Game

A₂ X₂: The results of group learning of low motivation students using the Bincer Game

According to calculations using SPSS software, if the significance value is <0.05 , the item is valid to find out the validity of the items. Validity is a measure that shows the level of reliability and validity of a measuring instrument. A valid instrument means that the measuring instrument used to obtain the data can be said to be valid.

Reliability test to determine the level of constancy of an instrument was used. The instrument used must have adequate reliability. If the instrument is used to measure the aspects measured, all results are the same and the alternatives are the same, then the instrument has adequate reliability. Testing the reliability of the pre-test/post-test items was measured using the alpha cronbach technique. The formula used to find reliability is as follows.

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\delta^2 - \frac{\sum pq}{\delta^2} \right)$$

Information:

r_{11} = reliability coefficient

n = number of questions

δ^2 = standard deviation

$\sum pq$ = number of multiplication results between p and q

p = the proportion of subjects who answered the item correctly

q = the proportion of subjects who answered the item incorrectly

Table 2 Categories of Reliability Value

TK	Test Quality
0,800 – 1,000	Very high
0,600 – 0,799	Tall
0,400 – 0,599	Enough
0,200 – 0,399	Low
< 0,20	Very low

Source: Sugiyono (2016)

This study will explain the condition of students about motivation to learn. The instrument used is a learning motivation questionnaire that experts have validated. To obtain data on student motivation by applying the PBL and PS models, it is revealed by a measuring instrument in the form of a learning motivation questionnaire. This instrument contains 20 questions and instructions arranged based on indicators of learning motivation (lattice and motivational learning instruments are in Appendix 4). Calculations to make it clearer, the description can be described in Table 3 below:

Table 3 Assessment of Learning Motivation Instruments

Skor	Test Quality
5	Very high
4	Tall
3	Enough
2	Low
1	Very low

Source: Darmadi (2012)

Result and Discussion

The study's data are pretest and posttest data on the learning outcomes of the letter card game versus the binceri game. The research process will take place in three stages. The first stage is conducting a Pretest to obtain initial data on the assessment of learning motivation and learning outcomes in the letter card game versus the bincer game on February 20, 2023. The second stage of this research activity is carrying out learning/treatment, this research lasts for 1 month, starting on 21 February 2023 to March 20, 2023. Pretest and posttest data on learning outcomes in giving letter card games versus bincer games are presented in Table 4 as follows.

Kelompok Motivasi Belajar Tinggi						
No	PK			PB		
	Pretest	Posttest	Selisih	Pretest	Posttest	Selisih
1	64.17	68.33	4.16	55.00	90.83	35.83
2	55.00	59.17	4.17	55.00	82.50	27.50
3	54.17	58.33	4.16	54.17	73.33	19.16
4	50.00	64.17	14.17	54.17	81.67	27.50
5	50.00	55.00	5.00	45.84	81.67	35.83
6	45.00	59.17	14.17	45.84	72.50	26.66
7	45.00	55.00	10.00	40.84	77.50	36.66
8	36.67	40.83	4.16	40.84	72.50	31.66
Mean	50.00	57.50	7.50	48.96	79.06	30.10
Persentase	15,00%			Persentase	61,48%	

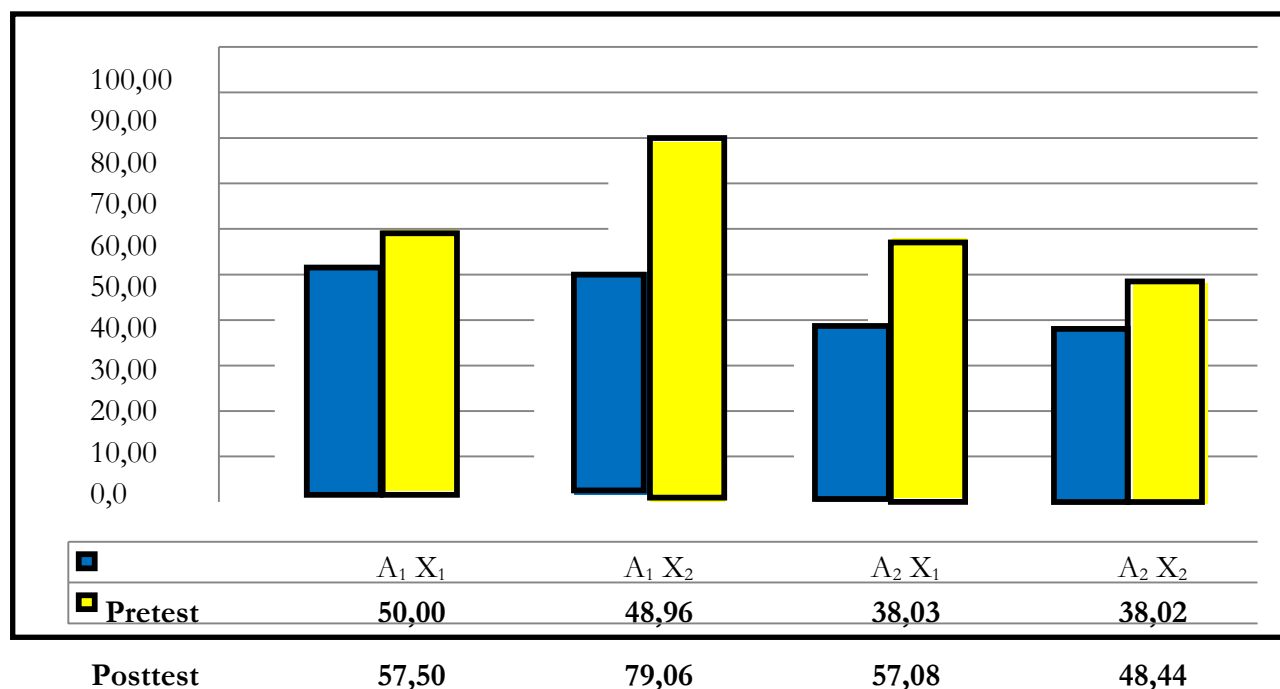
Kelompok Motivasi Belajar Rendah						
No	PK (A1B2)			PB (A2B2)		
	Pretest	Posttest	Selisih	Pretest	Posttest	Selisih
1	45.84	63.33	17.49	45.00	50.00	5.00
2	40.84	64.17	23.33	40.84	55.00	14.16
3	40.84	55.00	14.16	40.84	50.00	9.16
4	36.67	59.17	22.50	40.00	40.83	0.83
5	36.67	60.00	23.33	36.67	50.00	13.33
6	35.84	55.00	19.16	36.67	45.83	9.16
7	35.84	50.00	14.16	32.50	50.00	17.50
8	31.67	50.00	18.33	31.67	45.83	14.16
Mean	38.03	57.08	19.06	38.02	48.44	10.41
Persentase	50,12%			Persentase	27,38%	

Descriptive Statistical Pretest and Posttest Learning Outcomes Giving Letter Card Game Versus Bincer Game

Table 5. Statistical Pretest and Posttest Learning Outcomes

Kelompok	N	Minimum	Maximum	Mean	Std. Deviation
Pretest A1B1	8	36.67	64.17	50.00	8.20
Posttest A1B1	8	40.83	68.33	57.50	8.09
Pretest A2B1	8	40.84	55.00	48.96	6.31
Posttest A2B1	8	72.50	90.83	79.06	6.38
Pretest A1B2	8	31.67	45.84	38.03	4.32
Posttest A1B2	8	50.00	64.17	57.08	5.49
Pretest A2B2	8	31.67	45.00	38.02	4.52
Posttest A2B2	8	40.83	55.00	48.44	4.21

When displayed in the form of a diagram, the learning outcomes data of giving the letter card game versus the bincer game are presented in Figure 2 as follows.



Normality Test

Kelompok		<i>p</i>	Signifikansi	Keterangan
Pretest	A ₁ X ₁	0,996	0,05	Normal
	A ₁ X ₂	0,487		Normal
	A ₂ X ₁	0,708		Normal
	A ₂ X ₂	0,976		Normal
Posttest	A ₁ X ₁	0,682		Normal
	A ₁ X ₂	0,934		Normal
	A ₂ X ₁	0,993		Normal
	A ₂ X ₂	0,606		Normal

Based on the statistical analysis of the normality test that has been carried out using the Kolmogorov Smirnov test, all pretest and posttest data's learning outcomes of the bincer game are obtained from the results of the data normality test. The significance value is $p > 0.05$, which means that the data is normally distributed.

Homogeneity Test

F	df1	df2	Sig.
1.183	3	28	0.334

The Anava Test

Source	Type III Sum of Squares	df	Mean Square.	F	Sig
Letter card game versus bincer game	248.366	1	248.366	5.623	0.025

Hypothesis Testing

ANAVA test results between giving letter card games versus binary games on language skills in Bintang Sembilan Kindergarten and Kemala Bhayangkari 75 Kindergarteten Lamongan

<i>Source</i>	<i>Type III Sum of Squares</i>	<i>df</i>	<i>Mean Square.</i>	<i>F</i>	<i>Sig</i>
Letter card game versus bincer game	248.366	1	248.366	5.623	0.025

ANOVA Test Results Differences in Students who Have Motivation High and Low Learning on Language Ability Learning Outcomes

<i>Source</i>	<i>Type III Sum of Squares</i>	<i>df</i>	<i>Mean Square.</i>	<i>F</i>	<i>Sig</i>
Motivasi Belajar	2153.484	1	2153.484	48.753	0.000

Discussion

The findings of this study indicate that language games, such as the letter card game and bincer game, are highly effective in promoting early adolescent language development. These games align with prior research that emphasizes the importance of play in enhancing language skills in early childhood ¹². Specifically, the letter card game, which involves tasks that enhance letter recognition, vocabulary, and communication, demonstrates significant improvements in children's language abilities, especially in receptive language skills.

The statistical analysis, particularly the ANOVA test and the normality tests, shows a strong positive impact of both games on the language skills of the participants. The letter card game group demonstrated a higher mean score compared to the bincer game, suggesting that simpler, more focused activities (like the letter card game) can be more effective in the early stages of language acquisition. This finding is supported by Isabella Hasiana ¹³, who concluded that language games focused on letter recognition and phonemic awareness significantly enhance reading skills among young children. These results underscore the importance of engaging students in activities that target fundamental literacy skills, which is crucial during the early childhood years.

Additionally, the analysis revealed that the letter card game had a greater impact on students' language development than the bincer game. This aligns with findings by Nur Laili Mus'adah and Ahmad Fachrurrazi (2020), who found that simple language games focusing on word recognition and vocabulary acquisition had a direct positive effect on children's language skills, especially vocabulary. This suggests that early exposure to language-focused games, which emphasize basic skills such as letter recognition and word association, plays a vital role in laying the foundation for more advanced language skills.

¹² Tika, "Permainan Bahasa Untuk Stimulasi Kemampuan Bahasa Reseptif Anak Usia Dini."

¹³ Hasiana, "Pengaruh Permainan Kartu Huruf Terhadap Kemampuan Membaca Anak Kelompok a Di Tk Amanda Cipta Menanggal Surabaya."

The study also highlights the significance of learning motivation in enhancing language outcomes. The high motivation group showed a marked improvement in language skills, as revealed by the ANOVA test results ($p = 0.000$). This result corroborates research by Amri (2017), who noted that play-based learning activities, especially those that engage children's interest, improve their expressive communication and motivation to communicate. Motivation is essential because it encourages active participation, allowing children to learn language in a more dynamic and engaging environment.

Furthermore, the findings emphasize the importance of game-based learning as an effective pedagogical approach to language development. According to Piaget (1952), play is crucial in cognitive and linguistic development because it allows children to manipulate symbols, practice problem-solving, and engage with their environment in meaningful ways. This is reflected in the significant improvements observed in the students' language skills, particularly in vocabulary and comprehension, through game-based activities. The results suggest that incorporating educational games into early childhood curricula not only makes learning enjoyable but also effectively fosters linguistic competencies.

Despite the positive findings, the study has limitations that should be addressed in future research. One key limitation is the sample size of 32 participants, which may not be representative of the broader population of early adolescents. Expanding the sample size and incorporating a more diverse group of students could provide more generalizable findings. Additionally, this study primarily focused on receptive and expressive language skills, but other aspects of language development, such as grammar and syntax, were not addressed. Future studies could expand the scope to include these elements and explore how game-based learning can contribute to a more holistic development of language skills.

Moreover, future research could explore the long-term effects of play-based language games on language retention and the development of critical thinking skills in early adolescents. It would be beneficial to examine how consistent engagement with language games over a longer period influences not just immediate language acquisition, but also the development of higher-order cognitive skills such as analysis, synthesis, and evaluation, as suggested by Bloom's Taxonomy¹⁴. Furthermore, digital tools could be integrated into future studies to investigate how technology-based language games compare to traditional ones in fostering language proficiency.

In conclusion, this study contributes to the growing body of literature on the effectiveness of game-based learning in enhancing early adolescent language skills. By focusing on simple, engaging, and purposeful language games, educators can significantly enhance receptive and expressive language skills in early childhood. The results of this study suggest that integrating educational games into early childhood education curricula not only improves language skills but also fosters motivation and active participation in the learning process. As such, it is

¹⁴ Donald Arnstine, "Taxonomy Of Educational Objectives, Handbook II: Affective Domain by David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia. New York: David McKay Company, Inc., 1964. 196 Pp. \$2.50," *The Educational Forum* 29, no. 3 (1965): 371–372, <http://dx.doi.org/10.1080/00131726509339406>; Benjamin S Bloom, "Taxonomy Of," *Educational Objectives* (1956).

recommended that educators incorporate language games into their teaching strategies to support language acquisition and overall cognitive development in young children.

Conclusion

The findings from this study provide important insights into the role of game-based learning in fostering language development in early childhood. It was found that both the letter card game and bincer game had a significant impact on improving language skills among early childhood students at Bintang Sembilan Kindergarten and Kemala Bhayangkari 75 Kindergarten in Lamongan in 2022. Notably, the letter card game had a more pronounced effect compared to the bincer game, demonstrating that specific types of games can have distinct effects on various aspects of language development.

Furthermore, the study revealed that learning motivation played a crucial role in enhancing language skills. Students with high learning motivation showed more significant improvements in their language abilities than those with lower motivation. This aligns with previous research emphasizing the connection between student engagement and academic performance . The results of this study underscore the importance of fostering intrinsic motivation in early childhood education to achieve optimal language development.

The research also highlighted that there is an interaction between game-based learning and learning motivation, which together contribute to language skills development. The combination of engaging educational games and motivated learners creates a dynamic learning environment that enhances language acquisition and encourages active participation. This synergy supports the findings of previous studies, which have demonstrated that interactive learning methods, when coupled with motivated students, can lead to better educational outcomes .

From a practical perspective, the study advocates for the integration of language games into early childhood education curricula. By incorporating games like the letter card game and bincer game, teachers can make language learning more enjoyable and effective, thereby fostering better language skills and enhancing student involvement. Moreover, such games can contribute to the development of other cognitive skills, including memory, attention, and problem-solving, all of which are crucial at the early childhood stage.

Looking forward, it is clear that further research is needed to explore the broader impact of game-based learning on early childhood development. Future studies could examine other variables that may influence language skills, such as socio-economic factors, cultural backgrounds, and different learning environments. Additionally, expanding the sample size and diversity of participants would enhance the generalizability of these findings and provide a more comprehensive understanding of the effectiveness of game-based learning.

In conclusion, this study underscores the value of game-based learning in enhancing early childhood language development. The combination of engaging educational games and fostering learning motivation creates a powerful tool for improving language skills. The results of this research provide valuable insights that can inform teaching practices, and highlight the potential for further innovation in early childhood education through the use of interactive and motivating learning methods.

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