

The Influence of Using Audio Visual Media-Based Language on AUD Linguistic Intelligence at RA Al-Ishlah, Perkebunan Bekiun Village, Kuala District, Langkat Regency

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui dampak penggunaan bahasa berbasis media audiovisual pada kecerdasan linguistik anak-anak di RA Al-Ishlah Desa Perkebunan Bekiun. Metode penelitian yang diterapkan dalam studi ini adalah penelitian kuantitatif dengan pendekatan pre-eksperimental. Penelitian ini dilaksanakan pada semester ganjil tahun ajaran 2025/2026 di RA Al-Ishlah, yang berlokasi di Desa Perkebunan Bekiun, Kecamatan Kuala, Kabupaten Langkat 20772, dalam penelitian ini adalah 45 siswa kelompok B RA Al-Ishlah yang terletak di Desa Perkebunan Bekiun, dengan jumlah sampel 15 anak. Metode pengambilan sampel yang digunakan dalam penelitian ini adalah teknik sampel purposive sampling. Metode untuk pengumpulan data yang diterapkan mencakup observasi dan dokumentasi. Teknik analisis data pada penelitian ini menggunakan analisis regresi sederhana menggunakan SPSS 24. Hasil penelitian menunjukkan bahwa kecerdasan linguistik Anak Usia Dini (AUD) meningkat setelah menggunakan media audio visual dari angka 34,83 ke angka 52.08% dalam kegiatan pembelajaran. Hal ini menunjukkan bahwa penggunaan bahasa berbasis media audio visual mempengaruhi kecerdasan linguistik anak sehingga anak dapat bertanya, menjawab pertanyaan, bercerita, dan memberikan ide/gagasan dalam pembelajaran. Berdasarkan hal tersebut didukung dengan pengujian hipotesis maka dapat disimpulkan bahwa ada pengaruh penggunaan media audio visual terhadap kecerdasan linguistik Anak Usia Dini di RA Al-Ishlah Desa Perkebunan Bekiun Kecamatan Kuala, Langkat berpengaruh signifikan

Keyword: Bahasa; Media Audio Visual; Kecerdasan Linguistik; Anak Usia Dini

ABSTRACT

The purpose of this study is to determine the impact of the use of audiovisual media-based language on the linguistic intelligence of children in RA Al-Ishlah, Bekiun Plantation Village. The research method applied in this study is quantitative research with a pre-experimental approach. This research was carried out in the odd semester of the 2025/2026 school year at RA Al-Ishlah, which is located in Bekiun Plantation Village, Bekiun Plantation District. Kuala, Langkat Regency, North Sumatra 20762. The population in this study is 45 students of group B RA Al-Ishlah located in Bekiun Plantation Village, which is 15 children. The sampling method used in this study is a purposive sampling technique. The methods for data collection applied include observation and documentation. The data analysis technique in this study uses simple regression analysis using SPSS 23. The results showed that Early Childhood linguistic intelligence (AUD) increased after using audio-visual media in learning activities. This shows that the use of audio-visual media-based language affects children's linguistic intelligence so that children can ask questions, answer questions, tell stories, and provide ideas/ideas in learning. Based on this supported by hypothesis testing, it can be concluded that there is an influence of the use of audio-visual media on early childhood linguistic intelligence in RA Al-Ishlah, Bekiun Plantation Village, Kuala District, Langkat has a significant effect.

Keyword: Language; Audio Visual Media; Linguistic Intelligence; Early Childhood

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**1. INTRODUCTION**

Education is a fundamental and essential process in the formation of individuals, especially in the early stages of life. In the context of the current era of globalization, which is marked by rapid and complex dynamics that affect the values and order of human life, education plays an increasingly crucial role. The quality of education is a crucial element that determines the progress of a nation. Education plays a crucial role in mitigating the negative impacts caused by rapidly developing technological advances. In accordance with Article 1 of Law of the Republic of Indonesia No. In 2003, education is defined as an effort that is deliberately designed and directed, aimed at creating a conducive learning environment and process. This allows students to actively develop their potential in various aspects, including spirituality, discipline, character, intelligence, ethical behavior, and practical skills that are beneficial to individuals, society, nation, and state. From an Islamic perspective, education is defined as a mutually beneficial reciprocal process, where the attitude and prayers of children to their parents are significantly influenced by the way their parents treat them throughout the parenting phase (Mardiyatun, 2021).

Early childhood refers to individuals in the age range of 0 to 6 years, according to the provisions of the 2003 National Education System Law, while child education experts identify this range up to the age of 8 years. According to Mansur, early childhood is a group of individuals who are experiencing a unique phase of growth and development. They show specific growth and development patterns, in line with the stages of growth and development that they go through. Currently, it is the golden age, where children experience very rapid growth and development, which will not be repeated in the future. Children at an early age experience unique and different stages of development compared to their peers (Wardana et al., 2023). The first three years of a child's life are considered a crucial period in the stages of early childhood development, which plays a significant role in shaping their maturity and has a major impact on the future. This period is commonly known as the golden age. In this crucial phase of development, it is highly recommended to develop all of the child's potential and fundamental aspects. Inadequate therapy for children can hinder their development in the future. Therefore, it is crucial for educational institutions and other early childhood education programs to instill a solid foundation for children, enabling them to continue the learning process through participation in fun educational activities (Wahid & Hayani, 2023).

The fundamental goal of preschool educational institutions is to shape children's character through various structured activities. Early childhood education aims to develop and maintain the uniqueness and growth of children by providing educational activities that are in line with their individual characteristics. The goal of this effort is to hone their skills and potential (Apriyani & Rahayu, 2022). PAUD, commonly known as Preschool Education, offers a learning environment that focuses on the overall development of early childhood, with processes designed to stimulate transformation in their development. The interactions and processes involved in pedagogy and learning are influenced by various environmental elements, including students, educators, principals, educational media, teaching materials, and learning resources (Hasibuan et al., 2021). Therefore, the importance of early childhood education is becoming increasingly clear, given its crucial role in optimizing all dimensions of development. Progress in this age group will contribute significantly to the future of children. Honing language skills is very crucial (Zeryu Kamarastra, 2020). The significance of education for children at an early age is outlined in Surah Al-Mu'minun verse 78 in Islamic teachings.

وَهُوَ الَّذِي أَنشَأَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ قَلِيلًا مَّا تَشْكُرُونَ

Terjemahan: “Dan Dialah yang telah menciptakan bagimu pendengaran, penglihatan dan hati nurani, tetapi sedikit sekali kamu bersyukur.”

This verse indicates that although children are born without knowledge, they have innate abilities such as auditory perception, visual perception, and moral awareness, which contribute to their development and progress. In order to develop a young generation that is able to make significant contributions to their religious, national, and governmental affiliations, it is crucial to fully utilize the existing potential (Lajnah Pentashihan Mushaf al Quran, 2019).

In the early stages of development, it is crucial to pay attention to all aspects of the child's capacity, including the development of language skills. This is very crucial because it acts as a medium for oral, written, and non-verbal interaction. Therefore, it is crucial to develop language proficiency from an early age. Every newborn baby has an intrinsic intellectual potential that is inherent in him since the beginning of life, considering that all forms of intelligence are inherently programmed in the structure of the human brain from

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the moment of birth (Sari et al., 2023). Children who have linguistic intelligence show sharp pattern perception abilities, tend to organize and systematize information well. They actively participate in discussions, find pleasure in activities such as listening, reading, and writing. These individuals tend to excel in spelling abilities, enjoy manipulating words, and have a strong memory capacity for conversations (Kamarastra & J.A., 2020).

The early childhood development stage is characterized by a very dynamic phase, where there is a rapid increase in the development of intelligence, especially in the aspect of linguistic intelligence. This mechanism plays a very crucial role in encouraging children's interactions (Krisnawati & Nurunnisa, 2022). A teacher who educates early childhood has the ability to encourage the development of various cognitive talents, including linguistic intelligence. Developing language intelligence is a crucial aspect in the early development stage. Children with linguistic intelligence demonstrate extraordinary skills in using language effectively in various contexts, including asking questions, responding, telling stories, discussing, and articulating their thoughts (Nur Tanfidiyah & Ferdian Utama, 2019).

Linguistic intelligence, also known as language intelligence, includes the ability to communicate efficiently through oral and written media, as well as the talent to master new languages (Jamil & Putri, 2021). In line with this, the development of individual linguistic talent includes various diverse objectives, with the most important objective being to ensure the child's ability to express themselves competently and clearly in both oral and written media (Ramlah et al., 2023). Furthermore, it provides children with the opportunity to persuasively influence others by utilizing the linguistic skills they have mastered. Third, to strengthen children's memory of information, convey information efficiently to others, and develop higher communication skills. Emphasizing the fact that humans use language as a means of communication, through oral, written, or sign language to express their thoughts and intentions to the recipient (Sitorus et al., 2023).

According to a study by (Fitriani et al., 2021), individuals with high linguistic intelligence have an extraordinary talent for influencing others through the use of words. In addition, they feel satisfied participating in discussions, and if they serve as instructors, they prioritize skills in delivering educational content using very efficient language. Individuals who have linguistic intelligence demonstrate extraordinary abilities in actively listening, communicating effectively, understanding written material thoroughly, and composing written content well. It should be noted that not all individuals who have linguistic intelligence show all four abilities simultaneously, considering that the level of language intelligence can vary between individuals. Increasing linguistic intelligence in children generally requires strengthening the interaction between teachers and students during the education process (Mita & Sinaga, 2022).

In this modern era, thanks to rapid technological advances, the development of linguistic intelligence in early childhood can be improved through various innovative approaches. One strategy adopted is to utilize audio-visual media, such as films, as a supporting instrument in the teaching process in childhood. Media is recognized as an educational tool that should be utilized by educators, although it is often overlooked. Currently, the use of media as a learning tool has experienced significant expansion along with technological advances (Ulwiayah, 2022).

In today's era of globalization, good language skills are crucial to facilitate communication and facilitate interaction with individuals from various cultural backgrounds. This skill involves complex cognitive processes to analyze, explore, and decipher information and messages, paying attention to the semantic, syntactic, and phonological elements of words. These skills include the ability to express oneself clearly, remember specific information such as names and dates, and actively participate in the process of listening to or reading narratives (Agnes, 2019). The main goal of developing linguistic intelligence is to support deep understanding for the younger generation and improve their ability to convey explanations well. Therefore, it is crucial to develop linguistic intelligence from an early age to ensure that children build a solid foundation in language and communication. The development of linguistic intelligence is crucial from an early stage (Zulfitria & Fadhila, 2021).

Based on initial observations made by the researcher, it seems that the language skills of children at RA Al-Ishlah, Perkebunan Bekiun Village have not shown development comparable to the developmental stage that should be. This phenomenon can be seen in a number of children who show hesitation when asked by the teacher to repeat, answer, or articulate their views related to the narrative that has been delivered. Based on the available information, the average percentage of children's language skills is still relatively low, which is 6.66%. Thus, it can be concluded that the level of language skills of children at RA Al-Ishlah, Perkebunan Bekiun Village is currently quite concerning and requires additional efforts to improve it.

RA Al-Ishlah, Perkebunan Bekiun Village is a pedagogical institution that focuses on the development of children at an early age. The school has integrated audio-visual media into their teaching methods to stimulate the development of students' linguistic intelligence. Audio-visual media applied in the educational process effectively increases students' motivation in completing assignments, while expanding their ability to remember, acquire knowledge, and build connections between fundamental concepts. Therefore, audio-visual

media plays a role as a very effective and exciting alternative in the early childhood education process. RA Al-Ishlah Perkebunan Bekiun Village utilizes audiovisual media as a strategy to optimize the verbal intelligence of preschool children. Audiovisual materials have been widely utilized in the classroom environment to support the development of language skills in early childhood.

Based on the existing background and phenomena, this study intends to examine the impact of using audiovisual media-based language on children's linguistic intelligence at RA Al-Ishlah, Perkebunan Bekiun Village with the research title "The Effect of Using Audio Visual Media-Based Language on AUD Linguistic Intelligence at RA Al-Ishlah, Perkebunan Bekiun Village".

2. RESEARCH METHOD

The type of research applied in this study is quantitative research with a pre-experimental approach. Pre-experimental research refers to the type of experimental research that is still influenced by external variables that contribute to the formation of the dependent variable. The one-group pre-test and post-test research design involves conducting two tests, namely before and after the experiment, which are carried out on one group of subjects. This research method aims to investigate the impact of using audiovisual learning media on the development of linguistic intelligence in early childhood. The research design proposed in this study is as follows (Fachriyah, 2022):

Table 1. Pre-Test and Post-Test Group Variables

Pre-Test	Treatment	Post-Test
O1	X	O2

This research was conducted in the odd semester of the 2025/2026 academic year at RA Al-Ishlah, located in Perkebunan Bekiun Village, Kuala District, Langkat Regency, 20772. The population in this study were 45 students of group B RA Al-Ishlah located in Perkebunan Bekiun Village, with a sample size of 15 children. The sampling method used in this study was the purposive sampling technique. The methods for data collection applied included observation and documentation. Observations were carried out through the use of observation instruments in the form of checklists or assessment scales, applied at the pre-test stage to evaluate students' initial abilities, and post-tests in the form of final exams to identify improvements in student learning outcomes. The research instruments used in this study were tested first before being applied in the implementation of the research. The tests carried out included validity and reliability. The tests were analyzed using SPSS software version 24.

In this study, the data obtained from the results of the pre-test and post-test after the implementation of the learning process are in the form of quantitative descriptive data. Before conducting a hypothesis test using a paired sample test, it is necessary to conduct a prerequisite analysis test, namely the normality test. The prerequisite test for normality in this study was carried out using the Kolmogorov-Smirnov formula, then the data will be analyzed with the help of SPSS software version 24.

Furthermore, to evaluate the hypothesis in this study, a difference test between the pre-test and post-test results was applied through the paired sample test method. The Paired Sample Test is an analysis method applied to compare the difference between two means of two paired samples, assuming that the data follows a normal distribution. Paired samples are taken from identical subjects. Each variable is analyzed in the context of various situations and conditions. Testing is carried out using SPSS version 24 computer software.

To identify significant differences, an analysis of the pre-test and post-test results can be carried out. Based on the probability value (sig), it can be concluded that if the probability is greater than 0.05, then the null hypothesis (H_0) is accepted, while if the probability is less than 0.05, then H_0 is rejected. The hypotheses analyzed in this experimental study are as follows:

H_0 : There is no effect of using audio-visual media-based language on the linguistic intelligence of early childhood at RA Al-Ishlah, Perkebunan Bekiun Village.

H_a : There is an effect of using audio-visual media-based language on the linguistic intelligence of early childhood at RA Al-Ishlah, Perkebunan Bekiun Village.

3. RESULTS AND DISCUSSION

Differences in student learning outcomes from the pre-test and post-test results of the use of audio-visual learning media on the development of verbal linguistic intelligence of group B children at RA Al-Ishlah, Perkebunan Bekiun Village

A. Pre-Test Result Data

Based on the results of the study conducted on January 9-10, 2025, the researcher obtained the results of the Pre-test of the use of language based on audio-visual learning media on the development of linguistic intelligence of group B children at RA Al-Ishlah, Perkebunan Bekiun Village, the scores obtained by the children in the pre-test showed 7 children who fell into the criteria of not yet developing and 8 other children fell into the criteria of starting to develop. With an average of 34.83.

B. Post-Test Result Data

Based on the results of the study conducted on February 10-11, 2025, the researcher obtained the results of the Post-test of audio-visual learning media on the development of linguistic intelligence of group B children at RA Al-Ishlah, Perkebunan Bekiun Village. The scores obtained by 15 children after the post-test showed 3 children in the criteria starting to develop, 8 children in the criteria developing according to expectations and 4 children in the criteria developing very well. With an average of 52.08. The results of the pre-test data collected obtained an average score of 34.83. After the treatment was carried out, there was an increase in the average score to 52.08.

C. Data Validity Test

The validity test of the instrument was carried out through expert/expert testing by experts in accordance with their field of expertise. There were two validators in this instrument test, namely experts I and II. After being validated by two experts, the results from expert I stated that number 4 on the verbal linguistic intelligence instrument was declared invalid, while expert II stated that all items were declared valid. The validity coefficient of the linguistic intelligence variable instrument that had been tested was 0.94 with a very high validity category. As for the items on the audio-visual learning media instrument, experts I and II stated that item numbers 10 and 11 were invalid. The validity coefficient of the audio-visual learning media variable instrument that had been tested was 0.91 with a very high category.

D. Data Reliability Test

The instrument was tested on 15 respondents, the instrument reliability test in this study used the Spearman Brown formula which was managed with the help of the SPSS (Statistical Package For Social Science) version 23 computer program and produced a test reliability of 0.981. So it can be concluded that this study is included in the very high reliability category. The results of the reliability test can be seen in table:

Table 2. Reliability Test

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	1,000
		N of Items	1a
	Part 2	Value	1,000
		N of Items	1b
	Total N of Items		2
Correlation Between Forms			,963
Spearman- Brown Coefficient	Equal Length		,981
	Unequal Length		,981
Guttman Split-Half Coefficient			,919

a. The items are: PretestY

b. The items are: PosttestY

E. Normality Test

After calculating the data normality test using the Kolmogorov Smirnov formula which is managed with the help of the SPSS (Statistical Package For Social Science) version 23 computer program to find out whether the data is normally distributed or not. The results of the normality test can be seen in table:

Table 3. Normality Test

		Unstandardized Residual
N		15
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	2,05047491
Most Extreme Differences	Absolute	,193
	Positive	,098
	Negative	-,193
Test Statistic		,193
Asymp. Sig. (2-tailed)		,200 ^{c,d}

Based on the results of the normality test with the Kolmogorov Smirnov formula above, it can be seen that the significant value is 0.20. Standard deviation 2.05. Positive value 0.09 and negative value -0.13. It is known that the significant value is $0.20 > 0.05$, so it can be concluded that the data is normally distributed.

F. Hypothesis Testing

The results of the analysis of the difference test with the paired sample test formula are determined by the results of the calculation of verbal linguistic intelligence observations. From the calculation of the paired sample test, the results of the standard deviation ($stdv$) = 3.44 are obtained. With the value of t table = $t(\alpha; 15-1)$ then t table = $t(0.05; 14) = 1.761$ is obtained. Based on the provisions of the paired sample test value if t count $> t$ table then, H_a is accepted H_o is rejected or if t count $< t$ table then H_a is rejected H_o is accepted. Based on the results of the calculation of the paired sample test value obtained t count $> t$ table then H_a is accepted, H_o is rejected = $17.365 > 1.761$.

To ensure the accuracy of the data that has been calculated manually, it was tested again with the help of the SPSS (Statistical Package For Social Science) version 23 application. The results of the paired sample test can be seen in table

Table 4. Hypothesis Testing

Table 4. Hypothesis Testing									
	Paired Differences					T	Df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair1 Pretest-Post Test	-17,25000	3,44106	0,99335	-19,43635	-15,06365	-17,365	14	0,000	

The final result can be seen in the paired sample test table obtained mean pre-test post-test -17.25, Standard deviation pre-test post-test 3.44, average standard error pre-test post-test 0.99, Lower -19.43, and Upper -15.06. The t value of pre-test post-test is -17.365 with df 11 for significance in the pre-test post-test table is 0.00. Based on the probability value sig. if the probability > 0.05 then H_o is accepted or if the probability < 0.05 , then H_o is rejected. Based on the results of the calculation of the significant value obtained 0.00, it can be said that $0.00 < 0.05$, then, H_a is accepted and H_o is rejected, meaning that there is a difference in verbal linguistic intelligence between before the treatment of using audio-visual learning media and after the treatment of using audio-visual learning media, verbal linguistic intelligence after the treatment of using audio-visual learning media is higher than before the treatment of using audio-visual learning media in group B children at RA Al-Ishlah, Perkebunan Village, Bekiun, Langkat.

G. Discussion

This study was conducted at RA Al-Ishlah, Perkebunan Bekiun Village, especially in class B. Class B, as an experimental class, was given treatment through the application of language based on audio-visual media. The purpose of this study was to analyze the impact of using audio-visual media in the development of linguistic intelligence in children in group B. The findings of the study indicate that the use of audio-visual learning media has a significant impact on the development of verbal linguistic intelligence of children in group B. This statement is in line with the expectations contained in the hypothesis proposed by the researcher before the study was conducted. The success of this study is in line with the findings (Efriyenni, 2022), which show that audio-visual media is effective in improving children's linguistic intelligence.

Based on the results of the pre-test, it can be revealed that the average verbal linguistic intelligence of the 15 samples in group B reached 34.83. Overall, the children have not shown adequate ability in understanding the material presented through the discussion method, so that many of them have difficulty in understanding the questions asked by the teacher and in providing answers. In addition, the children showed a lack of enthusiasm in participating in discussions and completing the activities faced. Seven children were classified in the category of not yet developing, while eight other children were included in the category of starting to develop. The minimum score was recorded at 28, while the maximum score reached 41. The descriptors in the test include aspects of children's language understanding, which include listening, speaking, writing, and reading skills. One of the factors that resulted in low scores for children in the pre-test was that some children were still in the development stage of writing and reading skills. In addition, the lack of enthusiasm for children in listening and speaking was also seen during the learning process, especially during discussions between teachers and students.

The post-test results indicated that there was an increase in children's verbal-linguistic intelligence, as reflected in the average linguistic intelligence score of 52.08 among 15 participants. The highest score obtained reached 63, while the lowest score was recorded at 41. When compared to the pre-test results, there was a significant increase between the results of the study before treatment (pre-test) and the results of the study after treatment (post-test). This shows that the treatment applied has produced quite satisfactory results. This was seen when children showed enthusiasm when watching videos, and their responses when discussing with the

teacher were also very enthusiastic. The occurrence of two-way communication between teachers and students allows children to more easily understand the material and questions from the teacher, which in turn encourages children's desire to be more active in answering.

During the research period, researchers faced various challenges, including complex classroom management, inevitable technical constraints, and external factors that were difficult to avoid. The difficulties in management experienced by teachers were very clear, especially when some students still showed a high interest in touching the hardware used, even though they had been given strict instructions not to do so. This required educators to remain vigilant and often remind students. In addition, the limited dimensions in the classroom prevented teachers from arranging hardware equipment optimally and adequately away from the students' sitting positions. Due to the limited space in the classroom, there was no area to install a screen, so the image projection from the LCD was directed to the whiteboard. However, this did not reduce the essence of the treatment, because the visualization remained clear.

Overall, the researchers were satisfied with the results obtained by the children through the application of audio-visual learning media in this study. This is due to the increase in the results obtained compared to the data before the treatment. In the pre-test stage, children were given an understanding of the relevant material, followed by the application of treatment using audio-visual media. However, there are positive aspects of the use of audio-visual media, namely the highest score of the child in the pre-test stage was superior to the score in the post-test, which was 41 compared to 63. Based on the analysis of the implementation of the research that has been described, there is a significant difference in verbal linguistic intelligence, which increased after the application of audio-visual media compared to the conditions before the use of the media.

4. CONCLUSION

The results of the research data analysis showed that the linguistic intelligence of Early Childhood (ECD) increased from 34.83% to 52.08% after using audio-visual media in learning activities. This shows that the use of language based on audio-visual media affects children's linguistic intelligence so that children can ask, answer questions, tell stories, and provide ideas/concepts in learning. Based on this, supported by hypothesis testing, it can be concluded that there is an influence of the use of audio-visual media on the linguistic intelligence of Early Childhood at RA Al-Ishlah, Perkebunan Bekiun Village, Kuala District, Langkat, which has a significant effect. The suggestion in this study is that teachers should provide interesting and enjoyable learning for children in stimulating children's linguistic intelligence. One activity that can be done is using audio-visual media to develop children's linguistic intelligence

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