Ceria: Jurnal Program Studi Pendidikan Anak Usia Dini
Volume 15, Number 3, 2026 pages 1687-1709
P-ISSN: 2301-9905 E- SSN: 2775-409X
Open Access: https://jurnal.umt.ac.id/index.php/ceria/index

Analysis of the Implementation of Learning Applications Using Digital Smartboards to Introduce English Vocabulary to Young Children

Naimah Nurtsania[1], Suci Utami Putri[2]
[1,2] Universitas Pendidikan Indonesia, Purwakarta, Indonesia
e-mail: *[1]naimahnurtsania@upi.edu, [2]suciutami@upi.edu

ARTICLE INFO

Article history:
Received: June 30, 2026
Accepted: October 5, 2026
Available online on:
October 20, 2026

Keywords:
Early Childhood Education; English Vocabulary; Digital Smartboard; Learning Applications; Interactive Learning.

Copyright ©2026 by Authors. Published by Universitas Muhammadiyah Tangerang

ABSTRACT

Introducing English vocabulary to young children still presents various challenges, particularly in attracting children's attention, encouraging their engagement, and developing their understanding of vocabulary meanings. Therefore, interactive learning media that are appropriate for the characteristics of young children are needed. One learning medium that can be utilized is a digital smartboard, which enables the presentation of learning materials through visual, audio, and interactive activities. This study aims to describe the implementation of digital smartboards in introducing English vocabulary to young children, including the learning process, students' responses, and the supporting and inhibiting factors. This study employed a descriptive qualitative approach. The research participants consisted of 3 teachers, 3 school principals, and 40 students from 3 early childhood education institutions. Data were collected through observations, interviews, and documentation and subsequently analyzed using Miles and Huberman's model, which includes data

reduction, data display, and conclusion drawing. The findings indicate that teachers utilized digital smartboards to introduce vocabulary through images, audio, question-and-answer sessions, vocabulary pronunciation activities, and digital games. The use of these learning media received positive responses, as students demonstrated enthusiasm, actively participated in learning activities, and were able to pronounce and understand the meanings of the vocabulary introduced. Supporting factors included the availability of school facilities and teacher training. Meanwhile, inhibiting factors included technical difficulties, teachers' limited ability to use technology, and the limited availability of English learning applications appropriate for the characteristics of young children. Thus, the implementation of digital smartboards can support the introduction of English vocabulary to young children through engaging and interactive activities, although several challenges still need to be addressed in practice.

Introduction

Early childhood language development is not limited to the acquisition of the mother tongue used in daily communication but also encompasses English, which serves as an international language. According to Crystal (2012), English is used as a lingua franca or the primary intermediary language for communication among speakers from different countries in various fields, including education, business, and technology. Thus, English has become a primary means of

communication on a global scale, and good English proficiency potentially enables individuals to adapt and compete internationally.

In line with the importance of English proficiency, the period from birth to six years of age is considered an appropriate time to introduce English to children. This is because approximately 80% of brain development occurs during this period, commonly referred to as the golden age (Rijkiyani et al., 2022). This condition enables children to acquire English as a second language naturally and effectively through learning experiences and daily interactions. In this context, early childhood education institutions play an important role in facilitating English learning for children. The primary objective of teaching English to young children is to establish a long-term foundation by developing their abilities and confidence in learning and acquiring the language (Fasha et al., 2023).

Introducing English vocabulary to young children can begin with words related to their immediate surroundings, including vocabulary associated with fruits, animals, family members, body parts, and various objects commonly encountered in everyday life (Pertiwi et al., 2021). According to Rangkuti, as cited in Fasha et al. (2023), children need to acquire basic English vocabulary, such as numbers from 1 to 20, letters of the alphabet, names of body parts, family members, animals, and plants. Furthermore, by the ages of five to six years, the ideal number of English vocabulary items that children should master is approximately 500 words.

However, the introduction of English in educational institutions, particularly early childhood education institutions, still encounters various challenges in its implementation. Preliminary observations conducted at three early childhood education institutions in Subang Regency, namely TK KX, TK EH, and TK AU, revealed that all three institutions had implemented English vocabulary introduction activities. Initially, however, the use of instructional media remained limited, resulting in learning processes that tended to be one-directional, with insufficient variation in classroom interactions. Consequently, children's enthusiasm and engagement in learning activities were less than optimal, resulting in relatively low levels of English vocabulary knowledge and mastery.

Along with the development of learning facilities and infrastructure at TK KX, TK EH, and TK AU, all three institutions received smartboard facilities during the odd semester of the 2025/2026 academic year. Teachers subsequently began utilizing these facilities to introduce English vocabulary. The use of smartboards became one of the teachers' efforts to provide enjoyable and interactive English learning experiences. An initial interview with one of the teachers revealed that children were more enthusiastic about learning through smartboards because they offered a variety of activities, such as watching animated videos and playing games that appealed to children.

These conditions indicate that the use of digital smartboards, which can present images, sounds, movements, and interactive activities, has

the potential to provide engaging learning experiences for children in acquiring English vocabulary. This is consistent with the multimedia learning theory proposed by Mayer (2009), which states that learning becomes more optimal when materials are presented through a combination of text or spoken words (audio), written words, and images (visuals), because the human brain processes information through two distinct cognitive channels (Raoza, 2024).

A study conducted by Herlina and Daryaman (2025) explained that smartboard media were effective in improving children's vocabulary, speaking abilities, and confidence in communication. Consistent with these findings, Anggraini et al. (2022) reported that smartboard use influenced English language abilities, particularly in understanding, remembering, and imitating the pronunciation of English vocabulary. Thus, smartboards can serve as an alternative instructional medium for teachers to support English language introduction in early childhood education, particularly vocabulary acquisition through visual and auditory stimulation and direct interaction.

Previous studies have focused on the effectiveness and influence of digital smartboards in improving English language abilities. However, they have not descriptively examined how learning applications are implemented through smartboards to introduce English vocabulary in early childhood education institutions. Unlike previous studies, the present study focuses on the implementation process, children's responses to learning activities, and the supporting and inhibiting

factors affecting learning at TK KX, TK EH, and TK AU. These three institutions were selected because they had consistently implemented English language introduction activities and utilized digital smartboards as instructional media, thereby providing diverse and in-depth research data. The findings of this study are expected to contribute as a foundation for developing English learning programs at the early childhood education level through the utilization of digital-based instructional media that align with children's interactive learning needs and technological developments in education.

Methods

This study employed a descriptive qualitative approach to obtain an in-depth understanding of the implementation of learning applications using digital smartboards to introduce English vocabulary to young children. According to Sugiyono (2013), qualitative research is a research approach used to examine and understand the meaning of a phenomenon in depth. Therefore, this research approach was selected because it is appropriate for examining and describing conditions within educational environments through descriptive explanations.

This study focused on several aspects, including: (1) the implementation process; (2) students' responses; and (3) supporting and inhibiting factors. The research was conducted at three early childhood education institutions, namely TK KX, TK EH, and TK AU, located in Subang Regency. The research sites were selected using purposive sampling, considering that these institutions had implemented English

vocabulary learning activities and utilized smartboards as instructional media. The three institutions were selected because they had relevant experience in using digital learning media, enabling them to provide information aligned with the research focus. The study was conducted over a one-month period, from April to May 2026.

The research participants consisted of 3 school principals, 3 teachers, and 40 students from TK KX, TK EH, and TK AU. The criteria for selecting research informants were as follows: (1) school principals who were involved in determining policies related to smartboard use within their educational institutions and who possessed knowledge and understanding of the processes and outcomes of English vocabulary learning; (2) teachers who had experience teaching English to young children, possessed the knowledge and skills required to operate digital-based instructional media, and utilized learning applications to introduce English vocabulary; and (3) students aged 4–6 years who participated in English vocabulary learning activities using smartboards, were at the developmental stage of receptive language acquisition, and were beginning to enter the stage of productive language development.

Data were collected through observations, interviews, and documentation. In its implementation, this study employed research instruments consisting of observation guidelines, field notes, and interview guidelines developed based on the research focus. Observations were conducted using a non-participant observation

approach, in which the researcher observed learning activities without being directly involved in the activities being observed. Observations were carried out during the learning process to examine the implementation of learning applications and students' responses to the activities. Furthermore, semi-structured interviews were conducted with school principals and teachers to obtain information regarding the implementation process and the supporting and inhibiting factors associated with the use of learning applications through smartboards. Documentation was conducted by collecting photographs of learning activities and analyzing Daily Lesson Plan (RPPH) documents.

Data were analyzed using Miles and Huberman's model, which consists of three stages: (1) Data reduction, which involved summarizing and identifying key points relevant to the research focus obtained through observations, interviews, and documentation; (2) Data display, in which the data were systematically organized into narrative descriptions illustrating the learning process using smartboards, interview findings from teachers, and observations of students' responses; and (3) Conclusion drawing, which involved formulating research findings obtained after the data collection and analysis processes in the form of descriptions or representations of the phenomena under investigation.

Data trustworthiness was established through methodological triangulation and source triangulation. Methodological triangulation was conducted by comparing the results of observations and interviews,

supported by documentation of learning activities. Meanwhile, source triangulation was carried out by comparing information obtained from two different data sources, namely teachers and school principals. When consistency was identified across the three data collection techniques and the information obtained from these sources, the data were considered more robust. However, when discrepancies were identified, the researcher conducted further investigation and re-examination of the data to obtain more accurate information.

Research involving young children was conducted by adhering to research ethics principles to protect participants' rights, safety, comfort, and privacy. Before conducting the research, the researcher first obtained permission from the educational institutions and secured approval from the relevant authorities.

Result and Discussions

Smartboard Implementation Process

The implementation of learning applications using digital smartboards involves the utilization of technology-based instructional media to introduce English vocabulary to young children. Based on the research findings, the implementation of learning applications using smartboards to introduce English vocabulary was carried out through three stages: planning, implementation, and learning assessment.

Planning

The findings from the three institutions indicate that the planning stage was conducted by first identifying children's English language

abilities before determining the vocabulary materials to be taught. This identification was carried out to enable teachers to understand children's needs, abilities, and language development so that the intended learning objectives could be adjusted to the students' conditions.

As revealed in an interview with one of the teachers:

"*First, it is adjusted to the students' abilities because I teach kindergarten children, so I start with basic English, such as vocabulary... animals, objects, numbers, and so on. Then, once I understand what the students need, I prepare suitable learning applications*." (Interview with a teacher at TK EH)

After identifying children's English language abilities, teachers determined the vocabulary to be introduced. Vocabulary selection at the three institutions focused on basic vocabulary commonly encountered by children in their daily activities. This indicates that teachers had prepared instructional materials appropriate to the characteristics of English learning materials for young children, one of which is the use of simple vocabulary commonly employed in everyday communication (Kasihani, 2007).

Teachers selected applications capable of presenting visual elements, audio, and educational games to assist them in introducing vocabulary to children. According to Permana and Sujana (2021), learning applications are designed to facilitate interaction and communication between teachers and students. TK KX utilized the Games to Learn English application, TK AU used Solite Kids and Games

to Learn English, while TK EH employed PowerPoint, Canva, Interactive Whiteboard, and Ruang Murid applications.

Implementation

Based on the research findings, the three observed institutions introduced English vocabulary to children by utilizing various features of learning applications through smartboards, including visual displays, vocabulary pronunciation audio, and interactive games to help children understand the vocabulary being learned. This condition is consistent with Rahayu and Makmur (2024), who stated that smartboard implementation in learning can be conducted through multimedia learning, which combines images, audio, videos, or animations, as well as gamification, which integrates games into learning activities.

Teachers at the three institutions presented vocabulary materials by displaying images, conducting question-and-answer sessions with children about the images, playing vocabulary pronunciation audio provided in the applications, asking children to listen carefully, and encouraging them to repeatedly imitate the pronunciation of the vocabulary.

As revealed in an interview:

"*First, they look at the picture... follow the sound... what is it called in English... then I ask the children to repeat it*." (Interview with a teacher at TK AU)

These activities indicate that the learning process utilized visual

and auditory stimuli to support children's ability to understand the meanings and pronounce the English vocabulary being learned.

This condition is consistent with the multimedia learning theory proposed by Mayer (2009), which states that learning becomes optimal when materials are presented through a combination of text or words, either spoken (audio) or written, and images (visuals), because the human brain processes information through two distinct cognitive channels, namely visual and verbal (Raoza, 2024).

Following vocabulary presentation, teachers continued the learning process through educational games provided by learning applications displayed on the smartboard. The findings indicate that all three schools utilized various forms of gamification to strengthen children's English vocabulary mastery. TK KX used Games to Learn English, while TK AU employed Solite Kids and Games to Learn English, which provided activities such as matching pictures with vocabulary, guessing vocabulary based on pictures, and arranging letters. Unlike these two institutions, TK EH utilized interactive whiteboard features and the Ruang Murid application for activities involving matching pictures with words, grouping objects based on specific characteristics, and counting objects.

The differences in application use among the three institutions indicate that technology was not implemented through a uniform approach but was instead adapted to the learning objectives and needs of each institution. TK KX and TK AU placed greater emphasis on game-

based applications to support children's English vocabulary mastery, whereas TK EH utilized smartboards more broadly as interactive instructional media that integrated language learning with other cognitive activities.

These educational game activities are consistent with the principles of early childhood education, which emphasize learning through play. According to Ishak et al. (2021), learning activities designed through play create an interactive and enjoyable learning environment, thereby encouraging children's interest in participating in learning activities.

Assessment

Based on the research findings, the three observed institutions directly assessed children's English language development during learning activities. A teacher at TK KX stated that assessments were conducted by directly observing children's ability to pronounce vocabulary and understand its meaning, after which the results were communicated to parents. The assessment results were documented using child development checklists and anecdotal records.

Teachers at TK EH and TK AU reported assessing children's development through question-and-answer activities conducted during the learning process. The assessment results were documented using child development checklists.

Furthermore, at the end of the learning activities, all three observed institutions conducted an overall evaluation to determine whether the learning process had been implemented effectively, identify challenges,

and determine appropriate improvement measures.

Students' Responses

Students' responses constitute one of the important aspects of implementing learning applications using smartboards to introduce English vocabulary to young children. Children's responses can be observed through their enthusiasm, engagement, pronunciation, and understanding of the English vocabulary learned during the learning process.

Table 1. Observation Results of Children's Responses During Learning Activities

Indicators	**TK KX**	**Criteria**	**TK EH**	**Criteria**	**TK AU**	**Criteria**
Children demonstrate enthusiasm for learning activities	100%	Very Good	100%	Very Good	100%	Very Good
Children actively participate in learning activities	100%	Very Good	100%	Very Good	100%	Very Good
Children can pronounce	80%	Good	86.7%	Very Good	86.7%	Very Good

English vocabulary correctly with the assistance of audio from the smartboard						
Children understand the meanings of vocabulary taught through smartboard displays	80%	Good	66.7%	Good	73.3%	Good

Notes:

- 81–100% = Very Good
- 61–80% = Good
- 41–60% = Fair
- Below 40% = Poor

Based on the observation results, students demonstrated positive responses to the implementation of learning applications using digital smartboards. Their enthusiasm was evident from the beginning of the learning activities when children observed the large smartboard screen

displaying learning applications with various attractive images related to the vocabulary being introduced. This finding is consistent with the views of Pujilestari and Susila, as cited in Raoza (2024), who explained that visual displays can attract children's attention and direct their focus toward the learning materials being presented. In this context, the images, colors, and animations featured in learning applications displayed through smartboards stimulated children's interest and enthusiasm during learning activities.

Children demonstrated active engagement throughout the learning process. This was evident from their participation in various activities. For example, when teachers asked questions about images displayed in the applications, children actively responded to the questions. Similarly, when teachers asked children to pronounce vocabulary, most children actively participated in pronunciation activities. Furthermore, during game-based activities conducted through learning applications using smartboards, teachers provided opportunities for all children to come forward and try the activities individually, thereby ensuring that every child was actively involved in the learning process. This condition is consistent with active learning theory, which emphasizes that children's active engagement in the learning process is essential for supporting their learning success (Parmi & Zulkarnaen, 2025).

Based on the research findings, most children were able to pronounce English vocabulary clearly. This was observed during activities in which children listened to vocabulary pronunciation audio

through learning applications displayed on smartboards. Children imitated the pronunciation of vocabulary after listening to pronunciation examples provided by the audio features in the applications. In addition, repeated listening and collective pronunciation activities helped children practice and improve the clarity of their English pronunciation. This finding is consistent with the theory proposed by Tarigan (1985), which states that children acquire vocabulary through listening to language in their surroundings, including language spoken by parents and peers, as well as language encountered through television, radio, and various social environments in their daily lives.

Most children also demonstrated a good ability to understand the meanings of English vocabulary. This was evident when the learning applications displayed images representing the vocabulary being studied, and teachers subsequently asked questions related to the vocabulary. Children were able to identify the images corresponding to the words mentioned. Children's ability to understand vocabulary meanings was closely associated with the visual and auditory features provided by the learning applications. Attractive images and text helped children recognize the objects or concepts being studied, while vocabulary pronunciation audio helped them associate spoken language sounds with the displayed images. This finding is consistent with Mayer's (2009) multimedia learning theory, which suggests that the use of images and text in presenting learning materials can help

reduce cognitive load because information is presented through simpler visual representations that are easier for children to understand and process (Raoza, 2024).

Supporting Factors

The presence of supporting and inhibiting factors influences the continuity of the learning process. Based on the research findings, the supporting factors included school support through the availability of adequate digital facilities and the provision of training for teachers on digital instructional media, particularly smartboards, to improve their abilities to operate and utilize digital media. This indicates that schools play an important role in supporting teachers' readiness to implement technology effectively in learning activities. Such support enables teachers to prepare instructional media and learning materials more easily. According to Triyanto and Astuti (2021), the success of English language learning in early childhood education is influenced by several factors, including teachers' abilities, the availability of learning resources, and adequate learning facilities.

Inhibiting Factors

The inhibiting factors identified in this study included technical difficulties related to electricity and internet connections, teachers' limited abilities to operate technology, and difficulties in identifying suitable learning applications. Based on the research findings, these challenges occurred because teachers were not yet accustomed to using digital media in learning activities, as the utilization of digital

instructional media, such as smartboards, remained limited. This condition is supported by findings concerning the technological knowledge of early childhood education teachers, which has not yet reached an optimal level. According to Nurhayani et al. (2021), the technological knowledge of early childhood education teachers was categorized as sufficient, indicating that its practical implementation had not yet been optimized.

Furthermore, the availability of English learning applications appropriate for the characteristics of young children remained limited, resulting in teachers utilizing only a small number of applications. Based on an interview with one of the teachers, it was revealed that numerous interesting applications were actually available for use. However, the learning materials and games provided in these applications had difficulty levels that were too high, making them less suitable for the abilities of young children. This finding is consistent with Aridyanto (2024), who reported that the implementation of Technological Pedagogical Content Knowledge (TPACK) in English language learning for young children remained limited. Consequently, many available English learning applications were primarily designed for students at the primary and secondary education levels.

Conclusion

Based on the research findings, the implementation of smartboard-based learning applications in introducing English vocabulary to young children indicates that smartboards can serve as interactive

instructional media that support children's engagement in the learning process. Smartboards were utilized through various digital applications and features that enabled teachers to present vocabulary materials using visual elements, audio, and interactive games.

Students' responses to the learning activities demonstrated a positive tendency. Children appeared enthusiastic and actively participated in the activities, while the visual and audio features provided by smartboards helped them pronounce and understand the meanings of the English vocabulary introduced. These findings indicate that the use of smartboards creates learning interactions that encourage children's engagement and direct learning experiences.

The successful implementation of smartboards was supported by the availability of digital facilities and institutional support, including opportunities for teachers to improve their technological skills through training. However, their use still encountered various challenges, particularly teachers' abilities to operate technology and the limited availability of English learning applications appropriate for the characteristics and needs of young children. Thus, the successful utilization of smartboards depends not only on the availability of devices but also on teachers' competencies in selecting, adapting, and implementing technology in accordance with learning objectives and children's characteristics.

Based on these conclusions, teachers are expected to utilize smartboards consistently by selecting applications and activities

appropriate for children's ages, abilities, and needs while continuously developing their competencies in using technology. Educational institutions are also expected to strengthen their support through the provision of adequate facilities and ongoing assistance for teachers. Future researchers are encouraged to investigate the influence or effectiveness of the English learning applications identified in this study across a broader range of educational institutions or student populations.

References

Anggraini, K., Kriesye S., M. J., & Mindari, R. (2022). Pengaruh Permainan Kosakata Bahasa Inggris Melalui Digital Smart Board For Kids Terhadap Perkembangan Bahasa Anak Usia 5-6 Tahun di Era Merdeka Belajar. *GHANCARAN: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 319–328. https://doi.org/10.19105/ghancaran.vi.7615

Ardiyanto, F. R. (2024). Designing a Game-Based English Learning Application for Early Childhood Learners Using TPACK Framework. *Jurnal Caksana : Pendidikan Anak Usia Dini; Vol 7, No 2 (2024)*.https://www.trilogi.ac.id/journal/ks/index.php/PAUD/article/view/2394

Crystal, D. (2012). English as a Global Language. In *English as a Global Language*. https://doi.org/10.1017/cbo9781139196970

Fasha, A. K., Na'imah, N., & Suyadi, S. (2023). Pengenalan Kosakata Bahasa Inggris Pada Anak Usia Dini Di Tk Kids Garden Al-Mabrur Bandung. *Jurnal Usia Dini*, *9*(3), 391. https://doi.org/10.24114/jud.v9i3.55413

Herlina, L., & Daryaman. (2025). Pemanfaatan Smart Board untuk Meningkatkan Bahasa Ekspresif Anak Usia Dini (4-5 Tahun). *Jurnal Pendidikan Dasar Dan Menengah*, *1*(1), 89–96. https://doi.org/10.59966/arunikawidya.v1i1.130

Ishak, A. P., Afifah, R. N., & Kamelia, S. Q. (2021). Strategi belajar sambil

bermain sebagai metode pembelajaran terhadap anak pada masa pandemi di Desa Leuwigoong. *Proceedings UIN Sunan Gunung*

Kasihani, S. *(2007). English for young learners. In Jakarta: Bumi Aksara.Djati Bandung*, *1*(87), 137–145.

Mayer E, R. (2009). *Multimedia Learning Prinsip-Prinsip Dan Aplikasi* (Utami Maska, Ed.; 1st ed.). Pustaka Pelajar.

Nurhayani, N., Yuanita, S. K. S., Permana, A. I., & Eliza, D. (2021). TPACK (Technological, Pedagogical, and Content Knowledge) untuk peningkatan profesionalisme guru PAUD. *Jurnal Basicedu*, *6*(1), 179–190. https://doi.org/https://doi.org/10.31004/basicedu.v6i1.1852

Parmi, & Zulkarnaen. (2025). Efektivitas Metode Belajar dengan Loose Part dalam Meningkatkan Minat Belajar Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *9*(1), 253–262. https://doi.org/10.31004/obsesi.v9i1.6764

Permana, M. J., & Sujana, W. (2021). Aplikasi Pembelajaran IPS Berbasis Pendekata Konstektual. *Jurnal Penelitian Dan Pengembangan Pendidikan*, *5*(1), 1–9. https://doi.org/https://doi.org/10.23887/jppp.v5i1.32445

Pertiwi, A. B., Rahmawati, A., & Hafidah, R. (2021). Metode Pembelajaran Kosakata Bahasa Inggris Pada Anak Usia Dini. Kumara Cendekia, 9(2), 95. https://doi.org/10.20961/kc.v9i2.49037

Rahayu, M., & Makmur, A. (2024). The Effectiveness of Using SmartBoard Interactive Toward Learning Innovation in Schools. *JIV-Jurnal Ilmiah Visi*, *19*(1), 23–31. https://doi.org/10.21009/jiv.1901.3

Raoza, V. (2024). Implementasi Media Visual Gambar untuk Perkembangan Kognitif Anak Usia Dini di Tadikal Al Fikh Orchard Pendamar Indah 2 Selangor Malaysia. *AKADEMIK: Jurnal Mahasiswa Humanis*, *4*(3), 1252–1266. https://doi.org/10.37481/jmh.v4i3.1069

Rijkiyani, R. P., Syarifuddin, S., & Mauizdati, N. (2022). Peran Orang Tua dalam Mengembangkan Potensi Anak pada Masa Golden Age. *Jurnal Basicedu*, *6*(3), 6(3), 4905–4912. https://doi.org/10.31004/basicedu.v6i3.2986

Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*. Alfabeta.

Tarigan, H. G. (1985). *Pengajaran kosakata*. Angkasa. https://books.google.co.id/books?id=RLUtAAAAMAAJ

Triyanto, D., & Astuti, R. Y. (2021). Pentingnya Bahasa Inggris Untuk Anak Usia Dini Di Desa Purwoasri, 28 Metro Utara. *SETARA: Jurnal Studi Gender Dan Anak*, *3*(2), 45. https://doi.org/10.32332/jsga.v3i2.3787