

Strengthening Early Childhood Empathy Character Through the Islamic-Themed Storytelling Method Assisted by the Interactive Flat Panel (IFP)

*Adinda Ayu Pramita Sari*¹, *Siti Marli'ah*²

^{1,2,3} Universitas PGRI Ronggolawe, Tuban, Indonesia

Email : * ¹adindaayups58@gmail.com, ²sitiemarliah@gmail.com

ARTICLE INFO

Article history:

Received: June 16, 2026

Accepted: July 21, 2026

Available online on:

July 28, 2026

Keywords:

Empathy character, early childhood, Islamic-themed storytelling method, Interactive Flat Panel (IFP), story-based learning

Copyright ©2026 by Authors.
Published by Universitas
Muhammadiyah Tangerang

ABSTRACT

This study aims to describe the implementation of the Islamic-themed storytelling method assisted by the Interactive Flat Panel (IFP) in strengthening the empathy character of children aged 5–6 years at TK Islam Al-Jazilah Semanding Tuban. The study employed a qualitative approach using a case study design. The research subjects consisted of 16 children in Group B, the classroom teacher, the principal, and parents as supporting informants. Data were collected through observations, interviews, and documentation, and then analyzed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. The trustworthiness of the data was ensured through source triangulation and technique triangulation. The findings indicate that the Islamic-themed storytelling method assisted by the IFP was implemented systematically through the selection of stories about the Prophets containing values of empathy, compassion, mutual assistance, and respect for others. The use of AI Prompt-based animated videos displayed through the IFP

enhanced children's attention, enthusiasm, and engagement during the learning process. The children's empathy character developed across eight indicators, namely understanding the feelings of others, caring, compassion, tolerance, helping others, respecting others, social sensitivity, and the ability to share and avoid selfish behavior. Therefore, the Islamic-themed storytelling method assisted by the IFP can serve as an effective learning strategy to support the strengthening of empathy character in early childhood.

Introduction

Early childhood education is an educational service intended for children from birth to six years of age as an effort to provide educational stimulation that supports their optimal growth and development (Yusuf et al., 2023). This is in line with Law Number 20 of 2003 concerning the National Education System, Article 28, which states that early childhood education is provided prior to the basic education level. Therefore, education needs to be provided from birth until children reach six years of age as the foundation for their development in subsequent stages (Ula & Etivali, 2019). One aspect of development that requires particular attention in the implementation of early childhood education is social-emotional development.

Social-emotional development refers to the achievement of maturity in establishing social relationships and managing emotions appropriately (Hidayah & Khadijah, 2023). Emotional development

during early childhood is influenced by several factors, including a supportive learning environment, appropriate learning methods, and the active roles of teachers and parents in providing suitable stimulation (Assyifa & Fauziah, 2026). According to Dewi et al (2020), children's social abilities develop through various experiences and opportunities to interact with people in their surrounding environment. The need to interact with others begins to emerge as early as six months of age, when children start recognizing and responding to their surroundings. Hurlock (1978:250) states that social development is an individual's ability to behave appropriately in interactions with elements of socialization within society in accordance with prevailing social expectations (Dewi et al., 2020). One important indicator of optimal social-emotional development in early childhood is the development of empathy character.

Empathy is an individual's ability to understand and experience the emotional conditions of others and to provide appropriate responses to their feelings and needs (Sofia et al., 2026). This ability is one of the essential factors contributing to children's success in interacting and socializing within their social environment. Ch and Irma (n.d.) state that empathy is an attitude that should be developed from an early age because the advancement of science and technology may influence children's sense of care and empathy. Meanwhile, according to Lickona (1991), empathy is included in the aspect of *moral feeling*, which is the affective dimension that encourages individuals to become sensitive to

the conditions of others and motivates them to act positively. Individuals with high levels of empathy tend to be more readily accepted by others because they are able to understand other people's perspectives, feelings, and expectations. Therefore, a high level of empathy positively influences the development of children's social-emotional competencies (Limarga, 2017). Thus, the development of empathy character deserves serious attention from an early age.

Based on the results of preliminary observations conducted at TK Islam Al-Jazilah Semanding Tuban, it was found that the institution has made efforts to instill character values through daily habituation and Islamic-themed learning activities. The children have begun to demonstrate caring behaviors toward their peers, are able to cooperate in groups, help friends experiencing difficulties, and apologize when they make mistakes. The formation of these behaviors is supported by the regular implementation of the Islamic-themed storytelling method in classroom learning activities.

Based on these preliminary observations, efforts are needed to further support the strengthening of empathy character in early childhood. One learning method that can be used to instill empathy values is the Islamic-themed storytelling method. Through the presentation of stories containing exemplary values and moral teachings, children can learn to understand the feelings of others and apply caring and helping attitudes in their daily lives.

Within the context of early childhood education, schools hold a

strategic role in fostering empathy through learning activities that are appropriate to children's developmental characteristics. Young children tend to understand moral messages more easily through concrete experiences, enjoyable activities, and engaging learning media. One approach considered highly relevant is the storytelling method. According to Bruner (1990), narrative-based learning helps children understand life values through characters, plots, and events that are closely related to their everyday experiences (Fauziah et al., 2026). Through stories, children are able to imagine the emotional situations experienced by the characters and relate them to their own social experiences.

The Islamic-themed storytelling method provides added value in character education because it not only presents general moral messages but also instills contextual Islamic values. Stories of the Prophets, exemplary narratives, and stories emphasizing helping one another, compassion, honesty, and concern for others can serve as effective means of strengthening empathy character. These values are more easily accepted by children when presented through stories that are engaging, concrete, and appropriate to their developmental stage.

Although studies on the implementation of storytelling methods in early childhood education have been widely conducted with various focuses, there is still limited research integrating Islamic-themed storytelling with digital learning technology. Limarga (2017) found that the storytelling method assisted by audiovisual media was able to

improve young children's empathy through engaging and easily understandable stories. This study shares similarities with the present research in that both utilize visual media in storytelling activities to develop children's character. However, the previous study employed conventional audiovisual media and did not incorporate Interactive Flat Panel (IFP) technology or Islamic-themed stories.

Similarly, Salsabila et al. (2021) reported that the storytelling method had a positive effect on the development of empathy among young children. The similarity lies in the common focus on strengthening empathy character through storytelling activities. The difference, however, is that the previous study emphasized the effectiveness of storytelling in general, whereas the present study integrates Islamic-themed stories with interactive digital learning media.

Furthermore, Syukur (2017) found that the picture storytelling method was effective in improving young children's communication skills. The findings indicated that storytelling enhanced children's attention and engagement throughout the learning process. Nevertheless, that study focused on language development and did not specifically examine the strengthening of empathy character.

Irmayani (2021) demonstrated that storytelling using hand puppets improved children's listening skills while simultaneously fostering their interest in learning. The similarity between that study and the present research lies in the use of storytelling as a learning strategy. The difference is found in the instructional media employed.

This study utilizes the Interactive Flat Panel (IFP), which integrates visual, audio, and interactive features simultaneously, thereby providing children with a richer and more meaningful learning experience.

In addition, Fauziah et al. (2026) explained that the storytelling method is effective in instilling moral values in early childhood through stories that are appropriate to children's developmental characteristics. Both studies focus on the cultivation of moral values through storytelling. However, the previous study did not relate the use of digital learning technology to the strengthening of empathy character as its primary research focus.

Based on these previous studies, it can be seen that most research has focused on the effectiveness of storytelling methods in improving language development, listening skills, communication abilities, or moral education in general. Studies that specifically integrate the Islamic-themed storytelling method with the utilization of the Interactive Flat Panel (IFP) to strengthen empathy character in early childhood remain very limited. Therefore, this gap in the literature serves as the foundation for conducting the present study.

The novelty of this study lies not only in the use of the Islamic-themed storytelling method but also in its integration with the Interactive Flat Panel (IFP) as an interactive digital learning medium. Unlike previous studies, which generally employed conventional audiovisual media, picture stories, or hand puppets, this research

utilizes the IFP to present stories more interactively through a combination of visual elements, audio, and learning activities. Furthermore, this study specifically focuses on strengthening the empathy character of children aged 5–6 years in an Islamic-based early childhood education institution, thereby providing a new contribution to the development of character education strategies that integrate Islamic values with educational technology. This study not only examines how stories are delivered but also investigates how interactive media can support the internalization of empathy values more effectively. Moreover, its focus on an Islamic early childhood education institution provides a contextual contribution to the development of character education strategies that are aligned with Islamic values.

Based on the foregoing discussion, strengthening empathy character in early childhood is an important issue that deserves more in-depth investigation. The age of **5–6 years** represents a highly strategic period for the development of social-emotional character, making it essential to implement learning approaches that are meaningful, appropriate, and consistent with children's developmental characteristics. Therefore, this study focuses on the implementation of the Islamic-themed storytelling method assisted by the Interactive Flat Panel (IFP) as an effort to strengthen empathy character among children aged 5–6 years **at** TK Islam Al-Jazilah Semanding Tuban. It is expected that this study will provide both theoretical and practical contributions to the development of effective, contextual, and technology-adaptive

character education strategies.

Methods

This study employed a qualitative approach using a case study research design. According to Yin (2018), a case study is a research strategy used to gain an in-depth understanding of a phenomenon within its real-life context. This approach was selected because the study aimed to obtain a comprehensive understanding of the process of strengthening young children's empathy character through the implementation of the Islamic-themed storytelling method assisted by the Interactive Flat Panel (IFP) in a naturally occurring learning environment. A qualitative approach enables researchers to obtain rich and in-depth data through direct interaction with participants, thereby providing a holistic description of the phenomenon under investigation (Creswell & Poth, 2018). This approach was chosen to achieve a comprehensive understanding of the process of strengthening empathy character in early childhood through the implementation of the Islamic-themed storytelling method assisted by the Interactive Flat Panel (IFP) within a natural learning context.

The study was conducted at TK Islam Al-Jazilah Semanding Tuban. The research participants consisted of 16 children in Group B, aged 5–6 years, and one classroom teacher who served as the primary informant. Informants were selected using purposive sampling, in which participants were chosen based on their relevance and ability to provide the most comprehensive information regarding the

phenomenon under study. The classroom teacher was selected as the primary informant because of her direct involvement in implementing the Islamic-themed storytelling method assisted by the IFP. The school principal and parents were included as supporting informants to obtain more comprehensive information regarding the development of children's empathy character from multiple perspectives (Creswell & Poth, 2018). In addition, parents and the school principal were involved as supporting informants to complement the data concerning children's empathy development, the implementation of learning activities, and the character education programs implemented by the school.

Research data were collected through observations, interviews, and documentation. Observations were conducted to examine the implementation of the Islamic-themed storytelling method assisted by the IFP as well as children's empathetic behaviors during classroom learning and daily interactions. Semi-structured interviews were conducted with the classroom teacher, parents, and the school principal to obtain information regarding the planning, implementation, and outcomes of the method. Documentation was used to complement the research data in the form of photographs of learning activities, instructional materials, storytelling media, children's developmental records, and other relevant documents

The researcher served as the primary research instrument, while supporting instruments included observation guidelines, interview guidelines, and documentation protocols developed based on

indicators of empathy character in early childhood. The indicators of empathy character in this study included children's ability to understand the feelings of peers, demonstrate caring attitudes, show compassion, respect differences, help others, respect other people, possess social sensitivity, share with others, and refrain from selfish behavior (Rif'adah, 2024).

The research process began with a preliminary observation to identify the condition of children's empathy character and the implementation of learning activities at the school. Subsequently, the researcher collected data by observing classroom learning activities that implemented the Islamic-themed storytelling method assisted by the Interactive Flat Panel (IFP). During these activities, the teacher presented exemplary stories of the Prophets containing values of caring, compassion, and mutual assistance through AI Prompt-based animated audiovisual media displayed using the IFP. Throughout the learning process, the researcher observed children's responses, recorded behaviors reflecting empathy character, and conducted interviews to obtain more in-depth information.

The data were analyzed using the interactive analysis model proposed by Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and drawing and verifying conclusions. Data analysis was carried out continuously throughout the data collection process until data saturation was achieved. The trustworthiness of the data was ensured through source triangulation

and technique triangulation. Source triangulation was conducted by comparing information obtained from the classroom teacher, the school principal, and parents, while technique triangulation involved comparing data obtained through observations, interviews, and documentation. The application of triangulation aimed to enhance the credibility and trustworthiness of the research findings (Creswell & Poth, 2018; Miles et al., 2014). In addition, technique triangulation was carried out through observations, interviews, and documentation (Nurfajriani et al., 2024). Whenever inconsistencies in the data were identified, the researcher conducted follow-up observations, in-depth interviews, and further document reviews to ensure that the findings were valid and credible (Hadi, 2016).

Result and Discussions

The findings of this study indicate that the implementation of the Islamic-themed storytelling method assisted by the Interactive Flat Panel (IFP) contributed to strengthening the empathy character of children aged 5–6 years at TK Islam Al-Jazilah Semanding Tuban. The learning activities were conducted once a week for four consecutive weeks, with story themes adapted to the learning topics, including the stories of Prophet Adam (A.S.), Prophet Yusuf (A.S.), Prophet Sulaiman (A.S.), and Prophet Ismail (A.S.). These stories were selected because they contain values of empathy, compassion, mutual assistance, honesty, and mutual respect that are relevant to the character development of young children.

Based on interviews with the classroom teacher and the school principal, the learning activities were implemented systematically through the preparation of instructional plans, the selection of Islamic-themed stories, and the preparation of the Interactive Flat Panel (IFP) displaying AI Prompt-generated animated videos. The classroom teacher explained that the storytelling activities were designed according to the learning themes and focused on stories of the Prophets that embody empathy and noble moral values. The school principal further stated that the Islamic-themed storytelling method constitutes part of the school's character habituation program, supported by the provision of learning facilities, instructional media, and teacher training.

The learning process began with opening activities, followed by storytelling sessions, question-and-answer activities, and reinforcement of the moral values contained in the stories. The teacher utilized animated videos displayed through the Interactive Flat Panel (IFP) to attract the children's attention. In addition to listening to the stories, the children actively participated in discussions, question-and-answer sessions, and simple role-playing activities. The classroom teacher explained that the use of animated videos together with children's active involvement made them more enthusiastic about participating in the learning activities. These findings were supported by observational data showing that the children remained focused while listening to the stories, actively answered questions, and demonstrated strong interest throughout the learning process.



Figure 1. Video animation show

The implementation of the Islamic-themed storytelling method assisted by the Interactive Flat Panel (IFP) had a positive impact on the development of children's empathy character. Based on the results of observations, interviews, and documentation, empathy development was evident across the eight indicators examined in this study, namely the ability to understand the feelings of others, caring for peers, compassion, tolerance, helping others, respecting others, social sensitivity, and the ability to share and avoid selfish behavior.

Regarding the indicator of understanding the feelings of others, the children gradually became able to recognize their peers' emotional conditions through facial expressions and observed behaviors. When a friend appeared sad or cried, several children spontaneously approached, comforted, and invited the child to play again. The classroom teacher stated that "most of the children have begun to understand the feelings of their friends, such as being willing to share, help their peers, and comfort friends who are sad." This statement was supported by parents, who explained that at home their children also demonstrated concern for family members by suggesting that their parents take a rest or by bringing them a drink when they appeared

tired. These findings indicate that children's ability to understand the feelings of others develops through repeated learning experiences provided both at school and within the family environment. These findings are consistent with Lickona's (1991) theory, which states that empathy is part of moral feeling, namely an individual's ability to experience and understand the emotional conditions of others, thereby encouraging the emergence of prosocial behavior. The results of this study also support the findings of Limarga (2017) and Salsabila et al. (2021), who reported that storytelling activities can enhance empathy among young children. However, the present study demonstrates that the use of the Interactive Flat Panel (IFP) makes storytelling more interactive, enabling children to better understand the expressions, emotions, and behaviors of the characters presented. This finding represents a novel contribution through the utilization of interactive digital media, which has not been the primary focus of previous studies.

The development of caring attitudes observed in this study reinforces Bruner's (1990) view that narrative-based learning helps children understand life values through the experiences of story characters. Furthermore, these findings support the study by Fauziah et al. (2026), which concluded that storytelling is effective in instilling moral values in early childhood. The difference lies in the present study's use of Islamic-themed stories integrated with interactive digital media, allowing caring values not only to be understood conceptually but also to be strengthened through engaging visual representations.

The results also indicate that Islamic-themed stories not only provide children with knowledge about positive behaviors but also encourage the internalization of compassion in their daily lives. These findings are consistent with Hurlock's theory of social-emotional development, which emphasizes that social interaction is an important factor in shaping children's social behavior. Compared with the study by Syukur (2017), which focused on communication skills, the present study demonstrates that the storytelling method is equally effective in developing the affective domain, particularly empathy character.

Overall, the findings reinforce previous studies demonstrating that storytelling is effective in supporting the social-emotional development of young children (Limarga, 2017; Salsabila et al., 2021; Fauziah et al., 2026; Syukur, 2017; Irmayani, 2021). Nevertheless, this study offers a distinct contribution compared with previous research. Whereas earlier studies primarily employed picture stories, hand puppets, or conventional audiovisual media, the present study integrates the Islamic-themed storytelling method with the Interactive Flat Panel (IFP), enabling stories to be delivered more interactively through a combination of visual elements, audio, and learning activities. This integration provides children with a more engaging learning experience, allowing them to become more active, attentive, and capable of understanding empathy values more deeply.

Accordingly, these findings demonstrate that the utilization of educational technology not only increases children's engagement

during the learning process but also supports the internalization of character values more effectively. Therefore, this study contributes theoretically to the development of narrative-based character education and provides practical implications for early childhood educators in utilizing digital technology to cultivate empathy values in accordance with children's developmental characteristics.

Regarding the indicator of caring for peers, the children demonstrated helping behaviors toward friends who experienced difficulties, lending stationery, and inviting peers who were alone to join in playing together. The classroom teacher explained that the children had begun to show concern for friends who needed assistance. This finding was reinforced by parents' statements indicating that the children also demonstrated caring attitudes toward family members at home. These findings suggest that caring attitudes develop through consistent social habituation practices.

For the indicator of compassion, the children were observed speaking politely, comforting friends who were upset, and avoiding behaviors that could hurt others' feelings. The classroom teacher reported that the children had begun to demonstrate compassion and communicate more gently with their peers. Parents also stated that their children often comforted younger siblings when they cried. These findings indicate that the values of compassion acquired through storytelling and habituation had begun to be internalized into the children's daily behavior.

Regarding the indicator of tolerance, the children gradually became able to accept differences, wait for their turn during play activities, and respect their friends' opinions. The teacher explained that the children had started learning to take turns using toys and to listen to their peers' opinions, although they still required guidance. Parents also reported that the children had become more willing to share and were less selfish when playing with siblings and friends. These findings indicate that tolerance develops through positive social interaction experiences.

For the indicator of helping others, the children demonstrated a willingness to assist friends experiencing difficulties, such as helping them put on their shoes, picking up dropped objects, and tidying up learning materials together. The classroom teacher stated that most of the children had become accustomed to helping one another whenever a friend needed assistance. This finding was further supported by parents, who explained that their children had also begun helping with simple household chores at home. These results indicate that helping behavior has developed as an integral component of children's empathy character.

Regarding the indicator of respecting others, the children began using polite language, listening attentively when others were speaking, and habitually saying greetings, "thank you," and "sorry." The classroom teacher explained that the children had begun to show respect toward teachers, peers, and older people. This statement was

supported by parents, who reported that their children demonstrated courteous behavior within the family environment. These findings suggest that the ability to respect others develops through continuous habituation.

For the indicator of social sensitivity, the children were observed to be responsive to the conditions of both their peers and their surrounding environment. They helped friends who had fallen, tidied up toys without being asked, and maintained classroom cleanliness. The classroom teacher stated that several children had already demonstrated sensitivity toward both their peers and their environment. Parents also explained that their children tended to help family members who required assistance. These findings indicate that social sensitivity develops through the consistent practice of caring behaviors toward others.

Regarding the indicator of sharing and avoiding selfish behavior, most of the children were willing to share food, stationery, and toys with their peers. They also began taking turns during play activities and no longer insisted on always getting their own way. The classroom teacher stated that the children had become more willing to share and take turns while playing together. This statement was reinforced by parents, who reported that their children had become accustomed to sharing food and toys at home. These findings indicate that the children had begun to understand the rights and needs of others, resulting in a gradual reduction of egocentric behavior.

Overall, the school principal stated that the children's empathy development at TK Islam Al-Jazilah was considered to be progressing well, as reflected in their daily habits of helping one another, showing concern for others, and respecting their peers. The findings indicate that strengthening children's empathy character is supported by consistent habituation through the implementation of the Islamic-themed storytelling method assisted by the Interactive Flat Panel (IFP). The use of stories rich in moral values, supported by engaging audiovisual media, provides meaningful learning experiences that enable children to more easily understand, emulate, and apply empathy values in their daily lives.

The findings of this study are consistent with those of Limarga (2017), who reported that storytelling assisted by audiovisual media can improve empathy among young children. These findings are also supported by Salsabila et al. (2021), who concluded that the storytelling method has a positive influence on the development of empathy in early childhood. Therefore, the Islamic-themed storytelling method assisted by the Interactive Flat Panel (IFP) can serve as an effective instructional strategy for strengthening empathy character in early childhood.

Conclusion

This study demonstrates that the implementation of the Islamic-themed storytelling method assisted by the Interactive Flat Panel (IFP) effectively supports the strengthening of empathy character among children aged 5–6 years at TK Islam Al-Jazilah Semanding Tuban. The

use of exemplary stories of the Prophets, combined with interactive learning media, provides engaging learning experiences, enhances children's participation, and promotes the development of various indicators of empathy character, including caring, compassion, tolerance, helping others, respect for others, social sensitivity, and the ability to share.

The contribution of this study lies in the integration of the Islamic-themed storytelling method with the Interactive Flat Panel (IFP) as an interactive digital learning medium for strengthening empathy character in early childhood. These findings provide an innovative alternative learning strategy for early childhood educators in developing character education that is aligned with technological advancements and the learning demands of the 21st century. Future studies are recommended to examine the implementation of this method in more diverse educational contexts, levels, and institutions to obtain more comprehensive findings.

References

- Assyifa, N., & Fauziah, E. (2026). Analisis peran bermain dalam perkembangan sosial emosional anak di Madrasah Diniyah Istiqomah Tanah Kusir. *Ceria: Jurnal Program Studi Pendidikan Anak Usia Dini*, 15(1), 256–268. <https://doi.org/10.31000/ceria.v15i1.15121>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches (4th ed.)*. Sage Publications.
- Dewi, A. R. T., Mayasarokh, M., & Gustiana, E. (2020). Perilaku sosial emosional anak usia dini. *Jurnal Golden Age*, 4(01), 181-190. <https://e->

journal.hamzanwadi.ac.id/index.php/jga/article/view/2233

- Dewi, M. C., & Kurniawati, F. (2026). Unpacking the pedagogical mechanisms of storytelling for empathy development in early childhood: A PRISMA-based systematic review. *Jurnal Pendidikan Progresif*, 16(1), 195–210. <https://doi.org/10.23960/jpp.v16i1.pp195-210>
- Fauziah, P., Tirtana, A., & Purnasari, M. (2026). Implementasi Metode Storytelling Dalam Menanamkan Nilai Moral Pada Anak Usia Dini. *J-PIAUD: Jurnal Pendidikan Islam Anak Usia Dini*, 2(1). <https://ejournal.stitlakbok.ac.id/index.php/bimbi/article/view/56>
- Hadi, S. (2016). Pemeriksaan keabsahan data penelitian kualitatif. *Jurnal Ilmu Pendidikan*, 21–22. <https://doi.org/10.17977/jip.v22i1.8721>
- Hidayah, F., & Khadijah. (2023). Optimalisasi perkembangan sosial emosional anak usia dini dalam belajar kelompok. *Jurnal Pendidikan Anak Usia Dini*, 3(1), 7942–7956. <https://j-innovative.org/index.php/Innovative/article/view/5783>
- Irmayani, A. (2021). Metode bercerita dengan boneka tangan. *Jurnal Pendidikan Anak Usia Dini*, 3(1).
- Limarga, D. M. (2017). Penerapan metode bercerita dengan media audio visual untuk meningkatkan kemampuan empati anak usia dini. *Tunas Siliwangi*, 3(1), 86–104.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook (3rd ed.)*. Sage Publications.
- Nugraha, D., Apriliya, S., & Veronicha, R. K. (2017). Kemampuan empati anak usia dini. *Jurnal PAUD Agapedia*, 1(1), 30–39. <https://doi.org/10.17509/jpa.v1i1.7158>
- Nurfajriani, W. V., Wahyu, M., Arivan, I., Sirodj, R. A., & Afgani, M. W. (2024). Triangulasi dalam penelitian kualitatif. *Jurnal Pendidikan*, 10, 826–833. <https://doi.org/10.5281/zenodo.13929272>
- Retnasari, H., Rahayu, A. P., Veronica, N., & Wahono, W. (2023). Eksistensi storytelling berbasis cerita rakyat sebagai upaya menumbuhkan karakter kepedulian sosial anak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(3), 3863–3874. <https://doi.org/10.31004/obsesi.v7i3.3660>
- Salim, R. M. A., Gavinta, D. A. P., & Rumalutur, N. A. (2023). Bercerita

- dengan boneka tangan untuk meningkatkan empati anak usia 4–6 tahun. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(2), 1710–1722. <https://doi.org/10.31004/obsesi.v7i2.3879>
- Salsabila, A. T., Astuti, D. Y., Hafidah, R., Nurjanah, N. E., & Jumiatmoko. (2021). Pengaruh storytelling dalam meningkatkan kemampuan empati anak usia dini. *Jurnal Pendidikan Anak*, 10(2), 164–171. <https://doi.org/10.21831/jpa.v10i2.41747>
- Saodi, S., Musi, M. A., Manggau, A., & Noviani, N. (2021). Metode storytelling dengan musik instrumental untuk meningkatkan kemampuan menyimak dan berbicara anak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(1), 163–172. <https://doi.org/10.31004/obsesi.v6i1.1196>
- Saputra, A. (2020). Kompetensi pedagogik guru PAUD dalam meningkatkan nilai-nilai sosial, moral, dan keagamaan melalui metode bercerita. *KINDERGARTEN: Journal of Islamic Early Childhood Education*, 3(1), 85–95. <https://doi.org/10.24014/kjiece.v3i1.9472>
- Sofia, W., & Irma, A. (2026). Keterampilan mendengarkan aktif dalam meningkatkan empati komunikasi antarpribadi dengan teman sebaya. *Jurnal Psikologi Pendidikan*, 3(1). <https://doi.org/10.71153/jimmi.v3i1.447>
- Sugiyono. (2023). *Metode penelitian kualitatif (Edisi terbaru)*. Alfabeta.
- Suyadi. (2018). *Psikologi belajar pendidikan anak usia dini*. Pustaka Pelajar.
- Suyadi. (2019). Kisah (storytelling) pada pembelajaran anak usia dini dalam kajian neurosains pendidikan Islam. *Jurnal Ilmiah Islam Futura*, 18(1), 52–74. <https://doi.org/10.22373/jiif.v18i1.3130>
- Syukur, A. (2017). Metode cerita bergambar pada anak kelompok B. *Jurnal Pendidikan Anak Usia Dini*, 153–163.
- Ula, A., & Etivali, A. (2019). Pendidikan pada anak usia dini. *Jurnal Pendidikan Anak*, 4(1). <https://jurnal.uinsu.ac.id/index.php/medag/article/view/6414/>
- Yin, R. K. (2018). *Case study research and applications: Design and methods (6th ed.)*. Sage Publications.
- Yusuf, R. N., Al Khoeri, N. S. T. A., Herdiyanti, G. S., & Nuraeni, E. D. (2023). Urgensi pendidikan anak usia dini bagi tumbuh kembang

Ceria: Journal of the Childhood Education Study Program, 15(2), pages 1030-1053. DOI: <http://dx.doi.org/10.31000/ceria.v15i2.16496>

anak. *Plamboyan Edu*, 1(1), 37-44.
<https://jurnal.rakeyansantang.ac.id/plamboyan/article/view/320>