

DAFTAR PUSTAKA

- Adinda Dwi Asmara Winarni. (2017). *Perbedaan Kadar Trigliserida Sampel Serum dan Plasma EDTA Enzimatik*. KTI. Universitas Muhammadiyah, Semarang.
- Ahmad, I. F. (2022). Urgensi Literasi Digital di Indonesia pada Masa Pandemi COVID-19: Sebuah Tinjauan Sistematis. *Nusantara: Jurnal Pendidikan Indonesia*, 2(1), 1-18. <https://doi.org/10.14421/njpi.2022.v2i1-1>
- Albirini, A. (2006). "Teachers' Attitudes Toward Information and Communication Technologies: The Case of Syrian EFL Teachers. *Computers & Education*, 47, page 373-398. <https://doi.org/10.1016/j.compedu.2004.10.013>
- Aliyah, S. 2011. Pengaruh Metode Storytelling dengan Media Panggung Boneka terhadap Peningkatan Kemampuan Menyimak dan Berbicara Anak Usia Dini. (Tesis). Sekolah Pasca Sarjana, UPI, Bandung.
- Alucyana, A., & Raihana, R. 2023. Pembelajaran Saintifik dalam Membangun Kemampuan Berpikir Kritis dan Memecahkan Masalah pada Anak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(1), 829–841. <https://doi.org/10.31004/obsesi.v7i1.4096>
- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.
- Anggreani, C. (2017). Peningkatan Kemampuan Berpikir Kritis Melalui Metode Eksperimen Berbasis Lingkungan: (Penelitian Tindakan di Kelompok B PAUD Mentari, Kab. Bengkulu Selatan, Tahun 2014/ 2015). *JPUD - Jurnal Pendidikan Usia Dini*, 9(2), 343–360. <https://doi.org/10.21009/JPUD.092.09>
- Aprianti, N., Purnawati, A., Nur, S., & Sari, H. (2023). Manfaat Story Telling dalam Meningkatkan Kemampuan Berbicara Anak Usia Dini. *Jurnal Pendidikan Islam Anak Usia Dini Al-Amin*, 1(1), 1-15.
- Ardoyn, N. M., & Bowers, A. W. (2020). Early childhood environmental education: A systematic review of the research literature. *Educational Research Review*. Elsevier Ltd. <https://doi.org/10.1016/j.edurev.2020.100353>
- Atabaki, A. M.S., Keshtiaray, N & Yarmohammadian, M. H. (2015). Scrutiny of Critical Thinking Concept. *International Education Studies*, 8 (3). <http://dx.doi.org/10.5539/ies.v8n3p93>

- Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999). *Conceptualizing critical thinking*. *Journal of Curriculum Studies*, 31(3), 285–302. <https://doi.org/10.1080/002202799183133>
- Barton, G., & Barton, R. (2017). The Importance of Storytelling as a Pedagogical Tool For Indigenous Children. In S. Garvis & N. Pramling (Eds.), *Narratives In Early Childhood Education: Communication, Sense Making And Lived Experience* (1st Ed., Pp. 45-57). London: Routledge. Doi: <https://doi.org/10.4324/9781315640549>
- Barton, Georgina and Barton, Robert. (2017). "The importance of storytelling as a pedagogical tool for Indigenous children." Garvis, Susanne and Pramling, Niklas (ed.) *Narratives in early childhood education: communication, sense making and lived experience*. Milton Park, United Kingdom. Routledge. pp. 45-58
- Beaty, J. J. (2013). *Observasi Perkembangan Anak Usia Dini* (Edisi Ketujuh) (7th ed.). Kencana Prenamedia Group.
- Beers, S. Z. (2011). *21st Century Skills: Preparing Students For Their Future*. Stem Science, Technology, Engineering, Math. Retrived from http://cosee.umaine.edu/files/coseeos/21st_century_skills.pdf.
- Berk, L. E., & Winsler, A. (1995). *Scaffolding Children's Learning: Vygotsky and Early Childhood Education*. Washington, DC: National Association for the Education of Young Children (NAEYC).
- Beyer, B. K. (1985). Teaching critical thinking. A direct approach. *Social Education*, 49(4), 297-303.
- Bilek, M., Doulik, P., & Skoda, J. (2011). The Role of Virtual World in Early Science Education. *Acta universitatis Latviensis*, 34-40.
- Bransford, J. (1987). *How people learn. Brain, mind, experience and school*. Washington DC: National Acamedy Press.
- Brookfield, S. D. (1987). *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting*. San Francisco: Jossey-Bass.
- Bunanta, Murti. (2009). *Buku Dongeng dan Minat Baca*. Jakarta: Murti Bunanta Foundation
- Burhan, B. (2012). *Analisis data penelitian kualitatif* (8 ed.). PT RajaGrafindo Persada.
- Byrne, J., Rietdijk, W., & Cheek, S. (2016). Enquiry-based science in the infant classroom: 'letting go'. *International Journal of Early Years Education*, 24(2), 206–223.
- Cekaite, A., & Björk-Willén, P. (2018). Enchantment in storytelling: Co-operation and participation in children's aesthetic experience. *Linguistics and Education*, 48, 52–60. <https://doi.org/10.1016/j.linged.2018.08.005>

- Center for Digital Storytelling CDS (2005). <http://www.storycenter.org/history.html>
- Chaedar Alwasilah. 2009. Contextual Teaching & Learning. Bandung: MLC
- Charlesworth, R., & Lind, K.K. (2013). *Math and Science for Young Children* (7th ed.). Belmont, CA: Cengage Learning.
- Christidou, V., Kazela, K., Kakana, D., & Valakosta, M. (2009). Teaching magnetic attraction to preschool children: a comparison of different approaches. *International Journal of Learning*, 16(2), 115–128.
- Chwartz, D. L., & Bransford, J. D. (1998). A time for telling. *Cognition and Instruction*, 16(4), 475–522. https://doi.org/10.1207/s1532690xci1604_4
- Cotrell, S. (2005). *Critical thinking skills developing effective analysis and argument*. New York: Palgrave Macmillan.
- Creswell, J. W. (2008). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Dimiyati, & Mudjiono. (2006). *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.
- Dea, L. 2021. “Pengaruh Metode Pembelajaran Paired Storytelling Berbantuan Pop-Up Book Terhadap Keterampilan Bercerita Siswa Kelas V Sekolah Dasar Negeri Cipari (SKP.PGSD 0032). Doctoral Dissertation, Universitas Muhammadiyah Tasikmalaya.”. hal 109.
- DePorter, Bobbi.dkk. (2013). Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan. Bandung: Kaifa H
- Dewey, J. (1993). *How We Think*. Boston: D. C: Buffalo.
- Dewi, N.R., Maghfiroh, L., Nurkhalisa, L. & Dwijayanti, I. (2019). The Development of Contextual-Based Science Digital Storytelling Teaching Materials to Improve Students' Critical Thinking on Classification Theme. *Journal of Turkish Science Education*, 16(3), 364-378. DOI:10.31004/obsesi.v6i1.1196
- Dorr, Mariella, "The Effectiveness of Project Based Learning Using Digital Storytelling Technology on Improving Second-Grade Students' Performance of Science Standards" (2017). Electronic Theses and Dissertations. 5664.
- Egan, K. (1989). *Teaching as storytelling: An alternative approach to teaching and curriculum in the elementary school*. University of Chicago Press.
- Elder, L., & Paul, R. (2010). The thinker's guide to analytic thinking. Dillon Beach, CA: Foundation for Critical Thinking Press.

- Engeström, Y. (1999). Activity theory and individual and social transformation. In Y. Engeström, R. Miettinen, & R.-L. Punamäki (Eds.), *Perspectives on activity theory* (pp. 19–38). Cambridge University Press. <https://doi.org/10.1017/CBO9780511812774.003>
- Facione, P. A. (1990). *Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction*. The Delphi Report. Millbrae, CA: The California Academic Press.
- Fadlillah, M. (2012). *Desain Pembelajaran PAUD: Tinjauan Teoretik & Praktik* (Cetakan Pertama). Ar-Ruzz Media.
- Filsaime, D.K. (2008). *Menguak Rahasia Berpikir Kritis dan Kreatif*. Jakarta: Prestasi Pustakarya.
- Fisher, R. (2008). *Teaching Thinking: Philosophical Enquiry in the Classroom* (2nd ed.). London: Continuum International Publishing Group.
- Fleer, M. (2010). *Early Learning and Development: Cultural–Historical Concepts in Play*. Cambridge University Press.
- Fokides, Emmanuel. (2016). “Using Digital Storytelling To Help First-Grade Students' Adjustment To School”. *Contemporary Educational Technology*, Vol.7,(3), Page.190-205
- Fragkiadaki, G., Fleer, M., & Rai, P. (2023). Science Concept Formation During Infancy, Toddlerhood, and Early Childhood: Developing a Scientific Motive Over Time. *Research in Science Education*, 53(2), 275–294. <https://doi.org/10.1007/s11165-022-10053-x>
- Garbett, D. (2003). Science Education in Early Childhood Teacher Education: Putting Forward a Case to Enhance Student Teachers' Confidence and Competence. *Research in Science Education*, 33(4), 467–481. <https://doi.org/10.1023/B:RISE.00000005251.20085.62>
- Gardner, H. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books.
- Garson, Y. (2002). *Science in the Primary School* (0 ed.). Routledge. <https://doi.org/10.4324/9780203215289>
- Gian Fitria Anggraini, dkk., (2020). “Pengembangan Kemampuan Berpikir Kritis Anak Usia Dini Melalui Storytelling Di Tk Amartani Bandar Lampung”. *Jurnal Pengabdian Dharma Wacana, Volume 1 No. 1 Pp. 15 – 25*.
- Gopnik, A., & Wellman, H. M. (2012). Reconstructing constructivism: Causal models, Bayesian learning mechanisms, and the theory theory. *Psychological bulletin*, 138(6), 1085.

- Gustavsson, L., & Pramling, N. (2014). The educational nature of different ways teachers communicate with children about natural phenomena. *International journal of early years education*, 22(1), 59–72.
- Halpern, D. F. (1998). Teaching critical thinking for transfer across domains: Disposition, skills, structure training, and metacognitive monitoring. *American Psychologist*, 53(4), 449–455. <https://doi.org/10.1037/0003-066X.53.4.449>
- Hamilton, M. & M. W. (2005). *The Power of Storytelling in the Classroom*. Richard Owen's Publisher, Inc.
- Hooks, B. (2010). *Teaching critical thinking: Practical wisdom*. Routledge. <https://doi.org/10.4324/9780203869192>
- Idris, S. & Ramly, F. (2016). Dimensi Filsafat Ilmu dalam Diskursus Integrasi Ilmu. Darussalam Publishing: Yogyakarta.
- Isbell, R., Sobol, J., Lindauer, L., & Lowrance, A. (2004). The Effects of Storytelling and Story Reading on the Oral Language Complexity and Story Comprehension of Young Children. *Early Childhood Education Journal*, 32(3), 157–163. <https://doi.org/10.1007/s10643-004-1076-3>
- Jalongo, M. R. (2004). *Young Children and Picture Books: Literature from Infancy to Six* (2nd ed.). Washington, DC: International Reading Association.
- Johnson, B., & Christensen, L. (2012). Educational Research (4th ed.). Los Angeles, CA: Sage.
- Johnson, B., Steven, J. J., & Zvoch, K. (2007). Teachers' perceptions of school climate: A validity study of scores from the revised School Level Environment Questionnaire. *Educational and Psychological Measurement*, 67(5), 833-844. <http://dx.doi.org/10.1177/0013164406299102>.
- Kähler, J., Hahn, I., & Köller, O. (2020). The development of early scientific literacy gaps in kindergarten children. *International Journal of Science Education*, 42(12), 1988–2007.
- Keil, F. (2011). Science Starts Early. *Science*, 331, 1022–1023
- Khan, S. (2014). Storytelling: Its Role in Teaching and Learning. *International Journal of Language and Linguistics*, 1(1), 18–23.
- Khotimah, S. dkk., (2022). “Pengaruh *Storytelling* Berbantu Media Audio Terhadap Kemampuan Menyimak dan Berbicara pada Anak Usia Dini”. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, Vol. 6 Issue 3, Pages 2020-2029. DOI:10.31004/obsesi.v6i3.1813

- King, A. (1995). *Designing the instructional process to enhance critical thinking across the curriculum: Inquiring minds really do want to know*. Teaching of Psychology, 22(1), 13–17. https://doi.org/10.1207/s15328023top2201_5
- Leontyev, A. N. (1977). *Activity and Consciousness*.
- Lipman, M. (1991). *Thinking in Education*. Cambridge: Cambridge University Press.
- Lufri. 2011. Problematik Pendidikan MIPA. (Bahan Kuliah Pendidikan S3, MIPA. Pendidikan, konsentrasi Problematik Prodi Ilmu Pendidikan MIPA. PPs UNP). Tidak dipublikasikan.
- MacDonald, A., Huser, C., Sikder, S., & Danaia, L. (2020). Effective early childhood STEM education: Findings from the Little Scientists evaluation. *Early Childhood Education Journal*, 48(3), 353–363.
- Madyawati, L. (2017). Strategi Pengembangan Bahasa pada Anak. Jakarta: Kencana
- Masfuroh (2005: 95) Penerapan Metode Storytelling dalam Peningkatan Komunikasi Bahasa Inggris. Bandung: Angkasa
- Maureen, Y. Irena, dkk., (2018). “Supporting Literacy and Digital Literacy Development in Early Childhood Education Using Storytelling Activities”. *International Journal of Early Childhood* 50:371–389. DOI:<https://doi.org/10.1007/s13158-018-0230-z>
- McConnell, J. (2008). An educational strategy to improve graduate nurses critical thinking skills during the hospital orientation program. *The journal of continuing education in nursing*, 3, 193. <https://doi.org/10.3928/00220124-20080301-12>.
- Middlecamp, C. & Kean, E. 1985. Panduan Belajar Sains Dasar. Jakarta: Gramedia
- Moleong, L. J. (2013). *Metodologi penelitian kualitatif* (revisi). ROSDA.
- Muthia, K. A. (2020). “Critical thinking tendency in science experiment of A1 group at Ibnul Qoyyim Kindergarten”. *Jurnal Pendidikan Anak Usia Dini*, 3(9), 199-208.
- Nicolopoulou, A. (2012). The Alarming Disappearance of Play from Early Childhood Education. *Human Development*, 55(1), 1–4. <https://doi.org/10.1159/000335363>
- Norshima, B. (2011). *Critical thinking in E-learning environments*. Portland State University: Center for Science Education.
- Nurhadi, S enduk. (2013). Keterampilan Berfikir Kritis Dengan Model Multiliterasi Dalam Perkuliahan Pendidikan Bahasa dan Sastra Indonesia. *Volume 12, Nomor 2, page 85-96*
- Nurzaman, I. G. G. (2019). Developing Interactive Storytelling Model to Facilitate Young Learners ’ Speaking Skills. The 2nd International Conference on Elementary Education, 2, 6.

- Nurzaman, I., Gandana, G., & Wahidah, A. S. (2020). Model Pembelajaran Interactive Storytelling Berbasis Aplikasi Android Untuk Memfasilitasi Keterampilan Menyimak Anak Usia Dini. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 11(2), 134–140. <https://doi.org/10.17509/cd.v11i2.28209>
- O'Connor, G., Fragkiadaki, G., Fler, M., & Rai, P. (2021). Early childhood science education from 0 to 6: A literature review. *Education Sciences*, 11(4), 178. <https://doi.org/10.3390/educsci11040178>
- OECD. (2019). *Development Co-operation Report 2019: A Fairer, Greener, Safer Tomorrow*. OECD. <https://doi.org/10.1787/9a58c83f-en>
- Ohler, Jason B. Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity. Query date: 2022-01-08 05:57:28. Corwin Press, 2013.
- Paul, R. (2005). The State of Critical Thinking Today. *European Journal of Education (Vol. 5)*, page 27-38. <https://doi.org/10.1002/cc.193>
- Paul, R. W., & Elder, L. (2002). *Critical thinking: Tools for taking charge of your professional and personal life*. Upper Saddle River, NJ: Pearson Education, Inc.
- Paul, R., & Elder, L. (2005). *The miniature guide to critical thinking: Concepts and tools*. Dillon Beach, CA: Foundation for Critical Thinking Press.
- Payuyu, K., Isa, A. H., Djibu, R., & Rahmat, A. (2021). *The Implementation Of Storytelling Method In Improving The Ability To Speak Early Childhood In Tolangohula State Kindergarten*. 7(7).
- Perdana, D. C., Waspodo, M., & Madjid, A. (2020). Upaya Meningkatkan Kemampuan Menyimak Dan Bicara Menggunakan Metode Bercerita Di Tk Islam Al Azhar 27. *Jurnal Teknologi Pendidikan*, 9(2), 207. <https://doi.org/10.32832/tek.pend.v9i2.3200>
- Ponti et al., (2017) “Screen Time and Young Children: Promoting Health and Development in a Digital World. *Paediatrics and Child Health*, 22(8), 461-477. <https://doi.org/10.1093/pch/pxx123>
- Prastowo, andi. (2012). *Metode penelitian kualitatif: Dalam perspektif rancangan penelitian* (1 ed.). Ar-Ruzzmedia.
- Pratiwi, E. (2019) ‘Efektifitas metode bercerita dengan media berbasis digital pada anak usia dini di era industri 4.0’, Seminar Nasional Inovasi dalam Penelitian Sains, Teknologi dan Humaniora-InoBali, pp. 629–636.

- Purnama, S. (2021). Teacher's Experiences of Using Digital Storytelling in Early Childhood Education in Indonesia: A Phenomenological Study. *Jurnal Pendidikan Islam*, 10(2), 279–298. <https://doi.org/10.14421/jpi.2021.102.279-298>
- Rahardhian, A. (2022). Kajian Kemampuan Berpikir Kritis (Critical Thinking Skill) Dari Sudut Pandang Filsafat. *Jurnal Filsafat Indonesia*, 5(2), 87–94. <https://doi.org/10.23887/jfi.v5i2.42092>
- Ramos, J. L. S., Dolipas, B. B., & Villamor, B. B. (2013). Higher order thinking skills and academic performance in physics of college students: a regression analysis. *International Journal of Innovative Interdisciplinary Research*, 4, 48-60. Retrieved from
- Reed, H. J. (1998). *Effect of a model for critical thinking on student achievement in primary source document analysis and interpretation, argumentative reasoning, critical thinking dispositions, and history content in a community college history course*. Retrieved from Dissertations & Theses: Full Text database (AAT 9911510).
- Robin, Bernard R. "The Effective Uses of Digital Storytelling as a Teaching and Learning Tool." *Handbook of Research on Teaching Literacy through the Communicative and Visual Arts* 2, no. Query date: 2022-01-08 05:57:28 (2015): 429.
- Rowe, M. B. (1986). Wait Time: Slowing Down May Be a Way of Speeding Up! *Journal of Teacher Education*, 37(1), 43–50. <https://doi.org/10.1177/002248718603700110>
- Sağkes, M., Flevares, L. M., & Trundle, K. C. (2010). Four-to six-year-old children's conceptions of the mechanism of rainfall. *Early Childhood Research Quarterly*, 25(4), 536–546.
- Sadik, Alaa. "Digital Storytelling: A Meaningful Technology-Integrated Approach for Engaged Student Learning." *Educational Technology Research and Development* 56, no. 4 (2008): 487.
- Santrock, J.W. (2011). *Life-span development 11th Edition*. NewYork: McGraw Hill International Edition.
- Sapriya. 2011. Pendidikan IPS: Konsep dan Pembelajaran. Bandung: PT Remaja Rosdakarya.
- Satori, D. an dan Aan Komariah. 2012. *Metodologi Penelitian Kualitatif*. Bandung: Alfabeta.
- Sigit Purnama, dkk., (2022). "Digital Storytelling Trends in Early Childhood Education in Indonesia: A Systematic Literature Review". *Jurnal Pendidikan Usia Dini*, Vol. 16, No.1, page 17-31. DOI:<https://doi.org/10.21009/JPUD.161.02>
- Sikder, S. (2015). Social situation of development: parents perspectives on infants-toddlers' concept formation in science. *Early Child Development and Care*, 185(10), 1658–1677.

- Sikder, S., & Fler, M. (2014). Small science: Infants and toddlers experiencing science in everyday family play. *Research in Science Education*, 45(3), 157–244.
- Sikder, S., & Fler, M. (2018). The relations between ideal and real forms of small science: Conscious collaboration among parents and infants-toddlers. *Cultural Studies of Science Education*, 13(4), 865–888. <https://doi.org/10.1007/s11422-018-9869-x>
- Simon P. Hammond, N.J. Cooper & P. Jordan. (2021) Mental health, identity and informal education opportunities for adolescents with experience of living in state care: a role for digital storytelling, *Cambridge Journal of Education*, 51:6, pages 713-732, DOI:10.1080/0305764X.2021.1919057
- Simon, H. (2009). *Case Study Research in Practice*. SAGE Publications, Ltd.
- Siry, C. (2013). Exploring the complexities of children's inquiries in science: Knowledge production through participatory practices. *Research in Science Education*, 43(6), 2407–2430.
- Siry, C., & Max, C. (2013). The collective construction of a science unit: Framing curricula as emergent from kindergarteners' wonderings. *Science Education*, 97(6), 878–902. <https://doi.org/10.1002/sci.21076>
- Smeda et al., (2014) "The Effectiveness of Digital Storytelling in the Classrooms: a Comprehensive study". *Smart Learning Environments*, 1(1), page 1-21. <http://link.springer.com/article/10.1186/s40561-014-0006-3>
- Smith, B. O. (1993). *A study of the logic of teaching. A report on the first phase of a five-year research project—the logical structure of teaching and the development of critical thinking* (Rep. No. CRP-258-7257). Bureau of Educational Research.
- Solehuddin, M. (2000). Konsep Dasar Pendidikan Prasekolah. *Bandung: Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia*
- Solomon, G. E. A., & Johnson, S. C. (2000). Conceptual change in the classroom: Teaching young children to understand biological inheritance. *British Journal of Developmental Psychology*, 18(1), 81–96.
- Stenberg, R. J. (1987). *Teaching intelligence: The application of cognitive psychology to improvement of intellectual skills*. New York: W. H. Freeman.
- Sugiyono, P. (2015). Metode penelitian kombinasi (mixed methods). *Bandung: Alfabeta*, 28(1), 12.
- Sugiyono, S. (2013). Metode penelitian kualitatif. *Bandung: Alfabeta*.

- Sugiyono, S. (2016). Metode penelitian kuantitatif, kualitatif, R&D. *Bandung: Alfabeta*, 1(11).
- Suyono, & Hariyanto. (2011). *Belajar dan Pembelajaran: Teori dan Praktik di Tingkat Pendidikan Dasar*. Jakarta: PT Grasindo.
- Tarigan, H. G. (1986). *Menulis sebagai suatu keterampilan berbahasa*. Angkasa. <https://books.google.co.id/books?id=XXoBtwAACAAJ>
- Temple, Richard. (2015). *Storytelling & Critical Thinking*. NewYork: Hobart & William Smith Colleges.
- Trochim, William M.K. (1985). *Pattern Matching, Validity & Conceptualization in Program Evaluation*. Cornel University: Sage Publications., h. 590
- Vellopoulou, A., & Papandreou, M. (2019). Investigating the teacher's roles for the integration of science learning and play in the kindergarten. *Educational Journal of the University of Patras UNESCO Chair*, 6(1), 186–196.
- Vosniadou, S., Ioannides, C., Dimitrakopoulou, A., & Papademetriou, E. (2001). Designing learning environments to promote conceptual change in science. *Learning and instruction*, 11(4-5), 381–419.
- Vygotsky, L. S. (1978). Front Matter. In M. Cole, V. Jolm-Steiner, S. Scribner, & E. Souberman (Eds.), *Mind in Society: Development of Higher Psychological Processes* (pp. i–viii). Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4.1>
- Vygotsky, L. S. (1994). The problem of the environment. In J. Valsiner & R. vander Veer (Eds.), *The Vygotsky reader* (pp. 347–348). Blackwell.
- Vygotsky, L. S. (1996). Obras Escogidas. Vol. 4, Psicología Infantil. Madrid: Visor.
- Wahyuni & Nasution. (2017). Upaya Meningkatkan Kepercayaan Diri Anak Usia Dini Melalui Metode Ber cerita Di Kelompok B RA An-Nida. *Raudhah: Program Studi Pendidikan Guru Raudhatul Athfal (PGRA)*, 5(2).
- Wahyuni, T.E. (2018). Peningkatan Kemampuan Berbicara Melalui Metode Ber cerita Dengan Menggunakan Media Buku Cerita Bergambar Pada Kelompok B di TK Dharma Wanita Demangan Kota Madiun. *Jurnal Children Advisory Reseach and Education*. Vol 5 (2): hal. 9.
- Watini, S. (2019). Pendekatan Kontekstual dalam Meningkatkan Hasil Belajar Sains pada Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 3(1), 82. <https://doi.org/10.31004/obsesi.v3i1.111>
- Wertsch, J. V. (1985). *Vygotsky and the social formation of mind*. Harvard University Press.
- Widiastuti, I., & Sopyan Hendrayana. (2020). Pengaruh Penggunaan Metode Storytelling Terhadap Keterampilan Proses Sains Siswa Pada Konsep Gerak Benda Dan

- Energi. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 6 (1), page 10-23.
<https://doi.org/10.36989/didaktik.v6i1.109>
- Wilson, R. A. (2005). *Nature and Young Children*. Routledge.
- Winarni, D. S. (2017). Analisis Kesulitan Guru PAUD dalam Membelajarkan IPA pada Anak Usia Dini. *Edu Sains: Jurnal Pendidikan Sains & Matematika*, 5(1), 12.
<https://doi.org/10.23971/eds.v5i1.578>
- Worth, K., & Grollman, S. (2003). *Discovering science with young children*. Stenhouse Publishers.
- Xu, Y., Park, H., & Baek, Y. (2011). A New Approach Toward Digital Storytelling: An Activity Focused on Writing Selfefficacy in a Virtual Learning Environment. *Educational Technology & Society*, 14 (4), 181–191.
- Yin, Robert. (2014). *Studi Kasus desain & metode*. Jakarta: PT Rajagrafindo Persada, hlm. 140.
- Yordan, A., & Fahyuni, E. F. (2021). Child-Friendly IRE Learning Through Digital Storytelling in the COVID-19 Pandemic. *Nazhruna: Jurnal Pendidikan Islam*, 4(3), 590–605. <https://doi.org/10.31538/nzh.v4i3.1682>
- Yüksel, P. (2011). Using digital storytelling in early childhood education a phenomenological study of teachers' experiences. (PhD Thesis). The Middle East Technical University, Ankara.
- Yunita, N. (2018). Pengaruh Metode Story Telling Terhadap Keterampilan Berbicara Pada Anak Kelompok A1 Tk Taman Ananda Surabaya. *Pedagogi: Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini*, 4(1), 104.
<https://doi.org/10.30651/pedagogi.v4i1.3610>