

## Development of Pop-Up Book Media for Introducing Sexual Education to Children Aged 5–6 Years

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### ABSTRACT

**Purpose** – This study aims to develop a pop-up book as an educational medium to introduce sexual education concepts appropriately to children aged 5–6 years, in order to support their understanding of body awareness, personal boundaries, and safe behavior from an early age.

**Design/methods/approach** – This research employed a Research and Development (R&D) approach utilizing the 4D model (Define, Design, Develop, and Disseminate) proposed by Thiagarajan, et al., though the study was limited to the development phase. Primary data were collected through expert validation and practitioner feedback using structured validity and practicality instruments. The validity instrument assessed three domains: graphic design feasibility, content relevance, and media suitability. The practicality instrument evaluated media usability from the perspectives of content clarity and instructional effectiveness.

**Findings** – The developed pop-up book media obtained a validity score of 76.33%, indicating a valid category, and a practicality score of 81.33%, indicating a highly practical category. These results confirm that the media is both pedagogically sound and feasible for implementation in early childhood learning contexts, particularly for delivering sensitive topics such as sexual education in a developmentally appropriate and engaging manner.

**Research implications/Limitations** – This study is limited to the development phase; thus, future research is recommended to explore the effectiveness of the pop-up book in improving children's knowledge, attitudes, and protective behaviors related to sexual education through experimental or longitudinal studies.

**Originality/value** – This study presents an innovative, developmentally appropriate approach to introducing sexual education through pop-up book media, offering a practical solution for early childhood educators to address sensitive topics in an engaging and culturally respectful manner.

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## Introduction

Early childhood growth and development tends to change and evolve over time (Ndeot 2022). Some individuals view young children as beings already shaped by their innate qualities, while others believe the environment plays a crucial role in shaping children, and some even consider children to be miniature adults. Arifudin (2021) states that early childhood, often referred to as preschool children, is a period when children mature mentally and are ready to respond to various environmental stimuli. Therefore, this is the right time to begin developing the fundamentals of various potential and abilities such as physical, cognitive, language, arts, social, emotional, spiritual, self-concept, self-discipline, and independence. Early childhood vocabulary is a significant aspect of language development. Children aged 5 to 6 years experience rapid language growth, as they actively learn and acquire new vocabulary from their environment.

A study conducted by Munar (2020) revealed that children at this age quickly absorb new words, especially when they engage in interactive and engaging learning activities. Similarly, research by Nurmila (2023) states that vocabulary development in early childhood is strongly influenced by children's interactions with their surroundings, which provide opportunities to expand their word bank. In other words, the richer and more supportive the language-learning environment, the faster children can acquire and master new vocabulary. Children in early childhood, ages 0 to 6 years (Mulyani, 2018), undergo rapid development in various aspects of life, which is a crucial stage in human life. Gunarsa (2008) emphasizes that the learning process, which involves interaction with children, should be tailored to the developmental characteristics at each stage. Thus, both parents and teachers must collaborate in the early childhood education process to foster the child's growth and development.

In line with this, Suryana (2021) states that the goal of early childhood education is to facilitate the optimal and holistic growth and development of children, in accordance with the norms and values of life. Dini (2022) also highlights that early childhood education aims to enable children to develop all their potential, including intellectual (cognitive), social, emotional, and even sexual aspects. Additionally, an important aspect that should not be overlooked is religious development, which forms the foundation of the child's faith according to the teachings of their religion. Children are expected to develop desired behaviors, acquire basic knowledge and skills appropriate to their developmental needs, and develop positive learning attitudes and motivations (Suryana, 2016). From the above explanation, it can be concluded that the goal of early childhood education from an Islamic perspective is to preserve and support the growth and development of the child's innate qualities. In other words, Islamic early childhood education aims to instill Islamic values from an early age, so that the child grows and develops with this foundation throughout their life.

The advancement in development has made children more vulnerable to exposure to information about sex, either directly or indirectly (Talango, 2020). Sexual education for young children is an important way to teach them about their bodies, privacy, and building healthy relationships. Numerous cases of child abuse have been reported in both local and global contexts, highlighting the urgency of sexual education from an early age to help children understand concepts of privacy, bodily boundaries, and age-appropriate moral values. In this context, parents, teachers, and the community all play crucial roles in providing sexual education to children. Sexual education is vital for children to learn from an early age.

Sexuality education is essential for every individual, both young children and adults (Anggraini, 2017). According to Azzahra (2020), sexuality is a learning process that provides information, values, and skills about sexuality in its physical, emotional, social, and psychological aspects. Sexual education covers important topics related to understanding sexual orientation and gender identity. Masitoh (2020) also asserts that sexual education is crucial for understanding sexuality accurately and helps individuals make healthy and responsible decisions regarding their bodies and sexual relationships. With proper knowledge, individuals can reduce the risks of engaging in risky sexual behaviors and improve both physical and mental health for themselves and others. From these explanations, it can be concluded that sexuality education can be applied in various environments, such as schools as part of the curriculum or at home through open conversations between parents and children or through programs sponsored by health communities.

A study conducted by Hasiana (2020) found that consistent early sexual education had a positive impact on children's psychological and social development. Through this education, children are more capable of understanding personal boundaries, helping them feel secure in their own bodies and increasing their confidence when discussing sexual health topics. Early sexuality education also plays a key role in preventing sexual abuse and violence. Children who receive early sexuality education tend to have a better understanding of their rights over their bodies, making it easier for them to recognize and avoid unsafe situations.

Research by Olinda (2021), published in the journal *Pediatrics*, also shows that starting sexuality education early plays a significant role in reducing teenage pregnancy and the spread of sexually transmitted infections (STIs). It can be concluded that sexuality education programs focusing on accurate health information and practical skills are highly effective in supporting the long-term sexual health of children and adolescents. Such education provides a strong foundation and develops skills that help children make healthy decisions regarding their bodies and relationships as they grow older.

Similarly, research by Meilani (2014) and her team found that children who received sexuality education, including the teaching of social skills such as self-control and making sound decisions, were better equipped to cope with social pressures related to sexual behaviors. This study, published in the *Journal of School Health*, also indicated that sexuality education programs emphasizing the importance of values, consent, and understanding personal boundaries helped reduce the risks of sexual abuse and other harmful behaviors among children. By understanding these concepts, children and adolescents are more capable of protecting themselves and making safer choices in their social relationships.

Many children still lack understanding of sexual concepts, such as not being able to differentiate what is acceptable to touch and what is not, whether among peers or the opposite gender (Andarmoyo, 2012). Worse yet, many parents do not pay enough attention to sexual education for their children. The busyness of parents often leads them to neglect the importance of teaching their children about this topic. Latifah (2023) states that early childhood, being in a critical developmental phase, is crucial for acquiring knowledge about sexuality. With the rapid advancement of technology, children now have easy access to information through gadgets, which can have significant impacts. Moreover, children at this stage still need close supervision, making cooperation between parents and educators crucial. Without proper knowledge, children often imitate what they see, as the saying goes, "children are the best imitators," which can influence their development. Children who have been provided with a proper understanding of sexuality

are more capable of distinguishing right from wrong (Safita, 2013). However, not all children possess this knowledge, leading to many cases of sexual abuse involving minors, sometimes even within the family, where parents may themselves be the perpetrators of violence against their children.

The Indonesian Child Protection Commission (KPAI) reported a significant increase in cases of sexual violence against children in 2024. The latest data indicates a notable rise in child abuse cases in Indonesia from January to June 2024, with sexual violence being the most dominant form. Among the victims, female children are more affected, with 5,552 victims compared to 1,930 male victims. This sexual violence often occurs through digital mediums, involving cases like grooming, sextortion, and other forms of abuse on online platforms. Children are vulnerable because of the lack of supervision and control over their online activities. In the face of technological advancements, perpetrators exploit this gap to approach and manipulate children through online interactions or physical meetings. The Ministry of Women's Empowerment and Child Protection (Kemen PPPA), along with other organizations such as ECPAT Indonesia, emphasizes the importance of enhancing children's digital resilience and raising parental awareness about online threats. Webinars and educational campaigns continue to raise awareness about various online crimes and how to prevent them. The goal is to equip children with the skills to protect themselves and understand the threats and potential criminal behaviors they may face.

In line with the observations conducted by the researcher at Cinta Manis Kindergarten Sungai Durian from October 10 to 12, the researcher found that, in a class of 12 children, 7 children were unaware of the concept of bodily privacy, while 4 children had limited understanding of it. For instance, one boy was seen playing with a classmate's genitalia using his foot, while another child was touching his friend's breast and buttocks. When asked about this behavior, the child quickly responded that it was acceptable because they were still young, as their father often kissed them and said it was fine. This suggests a lack of understanding about who can touch whom and which body parts are acceptable to touch. This indicates that many children still do not fully comprehend the concept of sexuality, and their limited knowledge leads to confusion regarding bodily privacy. The presence of gadgets in children's hands, without proper supervision or restrictions on usage, allows them to freely view content on their device's feed.

Many cases occur where a child's curiosity drives them to seek answers on their own. Unfortunately, in this process, children often get trapped in their own curiosity, leading them to explore undesirable things (Musfah, 2021). Therefore, the role of parents and teachers is critical in helping children find the correct answers to their questions. According to Akbarat (2020), there are many methods that parents or teachers can use to teach children.

Instructional strategies refer to the methods used to deliver learning material to students and how they respond to these methods (Suprihatiningrum, 2016). This strategy also involves activities that students engage in, and the role of media in stimulating and encouraging children's learning activities. The use of media is crucial in the learning process to capture children's attention and maintain their focus on the material being taught (Mustakim, 2017). However, many teachers still do not utilize instructional media due to the limited teaching aids available at schools and the lack of knowledge among teachers and future educators about instructional media. In fact, there are many types of media that can be used in learning activities, one of which is the Pop-Up Book.



The Pop-Up Book is a book that incorporates elements made from glossy, waterproof material. According to Nahda (2022), Pop-Up Books are similar to origami, as both involve folding paper. However, Pop-Up Books focus more on the paper mechanisms that create images with unique perspectives, dimensions, and shapes, making them appear alive and even capable of producing sounds (Octaviani, 2023). Based on the above, the Pop-Up Book is a teaching medium that contains various body parts and is placed within a book made of glossy material, which can engage children in the learning process. This Pop-Up Book, made of thick, glossy, waterproof material with dimensions of 26cm x 27cm x 3cm, is sturdy and not easily damaged. Each page of the Pop-Up Book contains body parts, and each page offers activities that vary to keep children engaged while learning.

This media can be used individually. According to Ningsih (2024), the Pop-Up Book is an educational tool that keeps children engaged with various activities and can be creatively and innovatively used by teachers to keep up with technological advancements. It can also be further developed and encourages inclusivity, as it can be used by both regular children and children with special needs. The advantages of the Pop-Up Book include its high appeal, ability to stimulate children's activity, ease of use, portability, and the fact that it can be used repeatedly. The Pop-Up Book also offers many benefits in the development of early childhood (Anwar, 2020). According to Oktalitisna (2021), the Pop-Up Book can stimulate children to recognize body parts, introduce them to the concept of bodily privacy, and understand the differences between genders.

Based on the explanation above, considering the various issues present and the numerous functions that can be derived from the Pop-Up Book media, the researcher is interested in conducting a study on the Development of Pop-Up Book Media for Sex Education for Children Aged 5 to 6 Years at Cinta Manis Kindergarten .

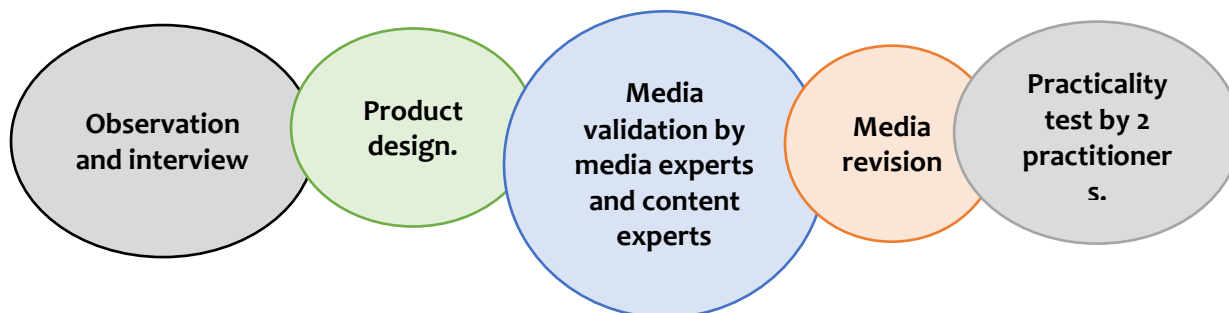
## Methods

This study employs the Research and Development (R&D) approach, which is designed to produce a specific product and evaluate its effectiveness. R&D is commonly applied in educational research to create innovative learning media based on identified needs in the field. The approach involves a systematic process that includes identifying problems, designing solutions, developing prototypes, and testing the feasibility and usability of the product. The essence of R&D lies in its dual function: not only to develop a product, but also to ensure that the product is valid, practical, and aligned with the learning goals and developmental characteristics of its users.

In this research, the R&D method is used to design and develop an interactive pop-up book aimed at introducing sexual education to children aged 5–6 years. The product is structured to address essential topics such as body awareness, personal boundaries, and safety through age-appropriate narratives and visuals. The development process is guided by a needs analysis carried out within the target educational setting. After the media is developed, it undergoes a validation process to assess content, design, and media feasibility, followed by a practicality test involving early childhood educators. This ensures that the final product is not only theoretically sound but also effective and user-friendly in practical application.

To guide the development process, this study adopts a modified version of the 4D model, consisting of four stages: Define, Design, Develop, and Disseminate. However, the current research focuses only on the first three stages. During the Define phase, a preliminary analysis is conducted to identify the needs of teachers and learners in addressing early sexual education. The Design phase involves the preparation of materials

and visual elements, including story content and pop-up illustrations. The Develop phase includes the creation of the prototype, expert validation, revisions, and practicality testing. These structured stages ensure that the resulting media is rooted in actual educational needs and developed through a rigorous and reflective process.



**Figure 1.** Research Design

In conducting product evaluation, media experts and material experts fill out the validation instrument according to Table 1.

**Table 1.** Feasibility Assessment Instrument for Acrylic Busy Board Media.

Validation Indicators	Assessment Items	Assessment Alternatives				
		5	4	3	2	1
Fun learning media.	1. The pop-up book provides a fun learning experience.					
The pop-up book attracts children's interest in learning.	2. The pop-up book can enhance children's motivation to learn about body privacy.					
	3. The pop-up book encourages children to interact and explore.					
Tool size	4. The size of the pop-up book media is safe for students.					
	5. The pop-up book media game is durable and not easily damaged.					
	6. The pop-up book media has no sharp or pointed edges, making it safe for early childhood use.					

**Table 2.** Validation Score Categories

Letter	Score	Explanation
A	4	Very Good
B	3	Good
C	2	Enough
D	1	Insufficient

## Result

The results of this research were obtained from data collected during the study at Cinta Manis Kindergarten Sungai Durian. The subjects of this study consisted of two expert validators and two practicality experts. The data collected were then presented as primary data. The research obtained two types of data: the initial data, which

comprised the feasibility test results of the pop-up book media conducted by material and media experts, and the second data, which were obtained from the practicality assessment through teacher response questionnaires. To produce a valid and practical product, the research followed a procedure divided into three stages: the definition stage, the design stage, and the development stage.





Figure 2. Desain Pop Up Book

Table 3. Percentage by Validation Aspect

No	Assessment Aspects	Validator		Average	Maximum Score	Percentage	Information
		V1	V2				
1.	Feasibility aspect chart	50	34	84	52	80,76%	Very valid
2.	Content feasibility aspect	12	16	28	16	87,5%	Very valid
3.	Feasibility aspect media	21	22	43	28	76,78%	valid

Based on the results provided by two validators, it can be concluded that there are three assessment aspects conducted by the validators, namely the graphic feasibility aspect, the content feasibility aspect, and the media feasibility aspect. From these three aspects, the overall percentage obtained is 76.33%, which falls under the valid criteria.

Table 4. Percentage by Practicality Aspect

No	Assessment	Validator	Average	Skor	Persentase	Information
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	Aspects	P1	P2		Maksimum		
1.	Feasibility Aspect content	23	23	46	24	95,83%	Very Practical
2.	Media feasibility aspects	38	38	76	40	95%	Very Practical

Based on the assessment results provided by the practitioners, it can be concluded that there are 2 aspects of evaluation conducted by the practitioners, namely the content feasibility aspect and the media feasibility aspect. From these two aspects, the overall percentage obtained is 81.33%, which falls under the very practical category.

## Discussion

This study adopted a development research approach using the 4D model, which consists of the stages of Define, Design, Develop, and Disseminate. However, this research was limited to the first three stages. In the Define stage, a needs analysis was carried out to determine the relevance of sexual education materials for children aged 5–6 years. The findings of this stage served as a foundation for designing an instructional medium that is aligned with the characteristics of early childhood learners. The Design stage involved creating a prototype of the pop-up book using storytelling techniques combined with visual elements such as culturally relevant illustrations and attractive color schemes to enhance engagement. The pop-up book content was constructed around everyday school scenarios to help children understand concepts such as body awareness, privacy, and personal safety in a developmentally appropriate manner. In the Develop stage, the media underwent validation by expert reviewers who provided several recommendations for improvement. These included suggestions to enhance the visual presentation, correct spelling errors, and revise narrative inconsistencies to ensure the storyline was coherent and educational. After revision, the final draft of the pop-up book was printed and tested for practicality through direct implementation in Cinta Manis Kindergarten, with involvement from the school principal and one of the teachers.

Based on the validation results, the media showed strong feasibility in terms of visual, content, and media aspects, with the overall validity score categorized as "valid." This demonstrates that the product meets quality standards in instructional media development. Furthermore, the practicality test indicated a high level of acceptance among practitioners, who found the media to be effective and easy to implement. The practicality score, categorized as "very practical," confirms that the pop-up book can function well in real classroom settings. These findings are consistent with the view that learning media are essential tools to support effective instruction, especially for complex or sensitive topics. As noted by Yunanda Pradiani (2023), learning media are tools or resources used in the learning process to deliver content more effectively and efficiently. Properly selected and designed media can significantly improve children's understanding, enhance motivation, and make learning experiences more engaging and meaningful.

In addition, previous research supports the notion that pop-up books, when developed based on sound instructional design, can significantly increase children's knowledge. A study by Fildzah Imami (2023) found that pop-up books validated by experts in media, content, and language received excellent ratings and contributed to a substantial improvement in children's understanding of sexual knowledge. The research demonstrated a significant increase in post-test scores compared to pre-test scores, with a normalized gain of 0.98, indicating a high level of learning effectiveness. This aligns with findings by Sari et al. (2021), who emphasized that visual media that incorporate interactive storytelling can support cognitive and affective learning outcomes more effectively than conventional print media. Moreover, Zubaidah (2020) highlights that culturally responsive media are not only more engaging for young children but also strengthen contextual understanding, especially when addressing abstract or socially sensitive themes like sexuality.

Furthermore, studies on early childhood education have emphasized the importance of age-appropriate, play-based strategies to convey sensitive information. Nurhasanah and Suharti (2022) found that learning tools which integrate visual stimulation and tactile interaction—such as pop-up books—not only improve attention span and recall but also help children articulate personal experiences and emotions more openly. Likewise, the work of Widodo and Pertiwi (2021) reinforces the value of integrating character education into media design, ensuring that the moral and social dimensions of topics such as body safety and respect are communicated effectively. These findings collectively affirm that the development of innovative instructional media like the pop-up book in this study is not only relevant but also essential in fostering a safe and informed learning environment for children.

## Conclusion

The development of the pop-up book media for introducing sexual education in early childhood was carried out based on the specific needs of children at Cinta Manis Kindergarten, Solok Regency. Through a structured design process, the media was tailored to align with the developmental characteristics of children aged 5 to 6 years, using narrative-based content related to school life to promote understanding of body awareness, personal boundaries, and safe behaviors. The validation process confirmed the media's appropriateness in terms of content, design, and educational relevance, while the practicality test indicated its effectiveness and feasibility for classroom implementation. This pop-up book thus offers a valuable and engaging tool for educators to introduce foundational concepts of sexual education in a manner that is both child-friendly and pedagogically sound.

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