

Implementation Of Read Aloud For Teachers Through Banyumas Biliguary Storybooks At Wadas Kelir PAUD

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Abstract. One indicator of the professional competence of a Playgroup (KB) teacher is the ability to develop learning that is fun, meaningful, and appropriate to the child's developmental stage. According to the Ministry of National Education (2004), teacher professional development includes innovative activities in learning, including the use of relevant methods and media. One effective method for improving early childhood literacy skills is the read-aloud technique, which not only helps in children's language development but also strengthens emotional bonds and fosters a love of reading from an early age. However, in reality, many KB Rumah Kreatif Wadas Kelir teachers still lack the ability and confidence to read stories expressively and communicatively. Some of the obstacles faced by teachers include: not understanding basic read-aloud techniques, not being accustomed to using vocal expressions and gestures that attract children's attention, and not having access to or skills in using local culture-based teaching materials. In addition, the use of storybooks that are not contextualized to children's culture also hinders optimal student understanding and engagement. To address these challenges, we organized a Community Partnership Program (PKM) activity with the theme "Implementation of Read Aloud for Teachers Through Bilingual Banyumas Storybooks at Wadas Kelir PAUD." This implementation is designed to improve teachers' skills in reading stories well and introduce bilingual storybooks (Indonesian – Banyumasan) as a local culture-based learning medium. With this implementation, it is hoped that teachers can carry out read aloud activities that are more interesting, educational, and have a local nuance so that they have a positive impact on the development of early childhood language skills. The planned outputs of this community service activity are (1) increasing the competence of Wadas Kelir Creative Home Kindergarten teachers in read aloud skills and the use of local story media; (2) the compilation of scientific articles published in accredited national journals as a form of documentation and dissemination of activity results.

Keywords: Implementation of Read Aloud, Teachers, Children's Reading Books, Banyumasan Bilingual.

INTRODUCTION

Teachers play a strategic role in shaping the character and literacy skills of students from an early age. In the context of early childhood learning, teachers' ability to read *aloud* is crucial for fostering reading interest, enriching vocabulary, and developing children's listening and speaking skills (Alatalo & Westlund, 2021). One effective approach to children's literacy activities is the read-aloud method, using engaging storybooks that are relevant to local culture. However, many early childhood education teachers lack the understanding and skills to implement the read-aloud method effectively in the classroom (Sari, 2023).

Implementing *read aloud activities* not only requires the ability to read expressively, but also requires selecting appropriate teaching materials, such as contextual and interesting story books (Rokhmattulloh1 & Sudihartinih, 2022). The use of bilingual storybooks, especially those using Indonesian and regional languages such as Banyumas, can be a means of preserving culture as well as enriching children's language experiences. These bilingual storybooks can also help children understand local values while improving their language skills. However, unfortunately, not many teachers utilize or understand the potential of bilingual storybooks as a learning medium in early childhood literacy activities (Gede Weda Rukmana Ida Bagus Putrayasa, 2023).

Furthermore, the use of storybooks based on local culture has added value in shaping identity and cultural awareness from an early age. Research by Kim & Relano-Pastor in *the International*

Journal of Bilingual Education and Bilingualism shows that children who are introduced to stories in both their mother tongue and their national language have better memory of the story content and are better able to connect the story experiences to everyday life (Scherzinger & Brahm, 2023). This underpins the importance of using Banyumas bilingual books as a literacy learning medium that not only trains language but also strengthens local cultural roots.

Based on initial observations at the Wadas Kelir Creative Home Kindergarten, it was found that most teachers were unfamiliar with the *read-aloud technique* and had never participated in a specific implementation related to it. Furthermore, teachers were also unfamiliar with using bilingual storybooks as a learning medium, both due to limited access and a lack of understanding of their benefits (Hafidz et al., 2024). Most teachers still used conventional methods of storytelling, which tended to be less interactive and did not arouse children's enthusiasm. This indicates a need to improve teacher competency in the *read-aloud method* and the use of local storybooks that are appropriate to the local cultural context.

To address these issues, a Community Service (PKM) activity was designed in the form of Implementing *Read Aloud* for Teachers Through Bilingual Storybooks from Banyumas at the Wadas Kelir Creative House Kindergarten. The objective of this activity is to improve teachers' understanding and skills in implementing the read-aloud method using bilingual storybooks as a literacy medium. It is hoped that through this implementation, teachers will be able to carry out read-aloud activities effectively and enjoyably, and can integrate local values into learning. Thus, teachers can empower children's literacy potential while preserving culture through contextual and meaningful learning activities.

The difficulties faced by teachers at the Wadas Kelir Creative Home Kindergarten (KB Rumah Kreatif Wadas Kelir) in implementing literacy-based learning activities, particularly read-aloud, demonstrate the need for more structured and practice-based implementation. Most teachers are unfamiliar with effective read-aloud techniques, such as intonation, facial expressions, and the use of body language to support the story. Furthermore, teachers are also unfamiliar with selecting and using bilingual storybooks as learning media, despite their significant potential for improving literacy and instilling local cultural values in children.

Another challenge faced was limited time and resources in designing engaging and structured read-aloud activities. Teachers found it difficult to develop storytelling activities that were not only enjoyable but also educational and systematically built children's vocabulary (Simatupang et al., 2023). Teachers also reported a lack of specific references or applications that provided them with practical skills and examples for using bilingual books as a means to build children's language skills in two languages (Indonesian and Banyumas).

Furthermore, there remains confusion about integrating read-aloud activities into the daily curriculum in a planned manner. Many teachers do not yet understand how to make reading aloud part of the learning process with clear developmental goals, including language, social-emotional, and local cultural values. Teachers also expressed a lack of familiarity with evaluating children's engagement and responses in read-aloud activities, resulting in these activities not having an optimal impact on children's literacy development.

The above points underpin the need for implementation and mentoring focused on improving teacher competency in the *read-aloud method*, utilizing a local culture-based approach through bilingual Banyumas storybooks. This implementation aims to equip teachers with understanding, practical skills, and insight into the importance of using local stories as a medium for early childhood literacy. It is hoped that through this activity, teachers at the Wadas Kelir Creative Home Kindergarten (KB Rumah Kreatif Wadas Kelir) can implement read-aloud activities in a planned, interactive, and meaningful manner, thereby improving the quality of learning and establishing a strong foundation for early literacy (Mrawany, 2020).

RESEARCH METHOD

This study used a descriptive qualitative approach to provide an in-depth description of the implementation of *the read-aloud method* through bilingual storybooks in Banyumas at the Wadas

Kelir Creative House Kindergarten. The focus of the study was on improving teachers' competency in reading stories expressively, communicatively, and culturally relevant, while also examining parental involvement in supporting children's literacy at home. This approach was chosen because it captures the phenomenon holistically, including the experiences, perceptions, and actual practices of teachers and parents in early childhood literacy activities (Fiantika et al., 2022). The research subjects consisted of six teachers at the Wadas Kelir Creative Home Kindergarten who participated in the *read-aloud program*, as well as several parents/guardians whose children participated in the program. Teachers were selected because they are the primary implementers of learning activities, while parents were involved to determine the extent to which the *read-aloud program* impacted children's reading habits at home. The research was conducted within the Wadas Kelir Creative Home Kindergarten environment, which serves as the concrete context for the implementation of bilingual storybooks in Banyumas as a culturally-based learning medium.

Data collection techniques were conducted through observation, in-depth interviews, and documentation. Observations were used to directly observe teachers' practices in reading stories, including aspects of intonation, expression, gestures, and child engagement. Interviews were conducted with teachers and parents to explore experiences, perceptions, and obstacles encountered in implementing the *read-aloud method*. Documentation in the form of lesson plans, bilingual storybooks, and artifacts resulting from children's activities were used as supporting data. In addition, teachers were asked to keep a reflection journal after each *read-aloud session* to record experiences and improvements made.

Data analysis was conducted using the Miles & Huberman model, which includes data reduction, data presentation, and conclusion drawing. Data validity was maintained through source triangulation (teachers, parents, documents), method triangulation (observation, interviews, documentation), and *member checking* with participants. Research ethics were maintained by obtaining approval from teachers and parents, maintaining confidentiality of identities, and ensuring that activities did not disrupt children's comfort. The results of this study are expected to provide a descriptive overview of the effectiveness of implementing *read-aloud* based on bilingual books in Banyumas, as well as provide practical recommendations for teachers and parents in building contextual and meaningful early childhood literacy (Miles & Huberman, 2018).

RESULT AND ANALYSIS

Program implementation up to the progress report stage demonstrates that activities are proceeding according to the planned schedule and stages. Initial coordination with the Wadas Kelir Creative House KB partner and support from village officials went well, facilitating subsequent activities. The active role of the PKK (Family Welfare Movement) and village government was also crucial to the program's smooth running, particularly in mobilizing participants and providing activity locations.

During the preparation phase, the implementation team conducted field surveys and direct discussions with partners to identify teacher needs. The results of this identification then served as the basis for developing an implementation module tailored to the conditions and capabilities of family planning teachers. The implementation module was designed to be practical and applicable for ease of understanding and for teachers to implement independently after the program concludes.

The implementation of *Read Aloud* through Banyumas bilingual storybooks is a major achievement in this progress phase. Teachers participating in the implementation gained basic skills in reading stories expressively, communicatively, and interactively. The hands-on practice provided teachers with real-world experience, enhancing their understanding and confidence in implementing the Read Aloud method in the classroom (Rokhmatullohl & Sudihartinih, 2022).

In addition to improving technical skills, the program has also begun to impact teachers' mindsets regarding the use of local culture-based learning media. Teachers are beginning to understand that bilingual storybooks serve not only as teaching materials but also as a means of preserving Banyumas culture, which has educational value and strengthens children's identities from an early age. This demonstrates partners' growing awareness of the importance of integrating local culture into literacy learning.

From this, the program's implementation achievements to date demonstrate that the initial PKM objectives are beginning to be achieved, both in terms of improving teacher competency and active partner participation. With the remaining implementation period, the program is expected to be refined through continued mentoring, strengthening learning strategies, and evaluating the sustainability of activities to ensure the long-term benefits of the program for teachers and children at the Wadas Kelir Creative Home Kindergarten.

1.1 Implementation of Community Service Activities

The implementation of community service activities in the Community Partnership Program (PKM) is carried out in stages and in a structured manner, according to the methods outlined in the proposal. Each stage of the activity is carried out using a participatory approach, in which the Wadas Kelir Creative Home Family Planning (KB Rumah Kreatif Wadas Kelir) teachers are actively involved from the preparation stage to the implementation of the core activities. This approach aims to ensure that partners are not only participants in the implementation but also play a key role in the empowerment process, enabling them to independently develop early childhood literacy skills (Ariyani et al., 2022).

The initial phase of the program's implementation began with further coordination with the Wadas Kelir Creative Home Family Planning (KB Rumah Kreatif Wadas Kelir) management and local village officials. This activity aimed to ensure partner readiness, determine the time and location of implementation, and agree on the division of roles between the implementation team and partners. This strong coordination contributed to the smooth implementation of activities in the field and strengthened community support for the program.

The core community service activity focused on implementing the Read Aloud technique using Banyumas bilingual storybooks as a learning medium. The implementation was carried out through a short presentation followed by hands-on practice. Teachers were guided through the stages of selecting appropriate storybooks, vocal and expression techniques, and strategies for actively engaging children in reading aloud. This method enabled participants to understand the process of implementing Read Aloud comprehensively and apply it to everyday learning.

In addition to practicing reading aloud skills, community service activities also include mentoring in the development of Daily Learning Implementation Plans (RPPH) and the development of storytelling media based on local culture. Teachers are provided with an understanding of integrating Banyumas cultural values into literacy activities and strategies for evaluating children's engagement in learning. This mentoring aims to equip partners to manage literacy activities in a planned, creative, and sustainable manner.

Overall, the community service program ran smoothly and received a positive response from partners. Teacher attendance was high, and participation was very active throughout the program. The teachers' enthusiasm demonstrated that the program was relevant to the learning needs of the Wadas Kelir Creative Home Kindergarten and had the potential to be further developed as a local culture-based learning model. This demonstrates that the Community Service Program (PKM) not only improves teacher competency but also strengthens the foundation of early childhood literacy while preserving Banyumas culture.



Figure 1.

Children are being read story books

There are several points in reading and reading aloud to children, namely, first, Continuity with the Read Aloud Method. In the PKM document, one of the main focuses is training teachers to be able to read stories (read aloud) expressively and communicatively. The SLA activity that begins with reading the children's storybook *Jamuan Sang Singa* by Dropti Sharma (2024) repeatedly until the children memorize it, is a real practice of the read aloud method. This activity is in line with the objectives of the implementation in PKM, namely to foster reading interest, enrich vocabulary, and improve language skills in early childhood.

Second, Early Literacy Development. Research documents emphasize that teachers need to equip children with early literacy skills through reading aloud activities. In SLA, after reading a story, children are invited to answer simple questions about the characters. This aligns with the strategies outlined in PKM: building active child engagement, practicing comprehension of the story's content, and developing critical thinking skills through contextual questions.

Third, Literacy Game Integration. In PKM, teachers are encouraged to develop creative learning media based on local culture. SLA activities involving word-building games (TUAB → BATU, BUAT, BUTA, etc.) and table-banging games are concrete examples of how literacy is packaged in the form of educational games. This aligns with PKM's goal of making literacy learning fun, interactive, and developmentally appropriate.

Fourth, the Diverse Early Childhood Context. The PKM document highlights that teachers at the Wadas Kelir Creative Home Family Planning (KB Rumah Kreatif Wadas Kelir) face challenges in integrating children's diverse abilities. SLA activities involving children from early childhood education (PAUD) to elementary school (SD/madrasah) demonstrate how simple strategies (focusing on story characters and basic words) can bridge ability gaps. This supports the PKM's idea that teacher implementation should be based on real-world needs.

Fifth, Impact on Enthusiasm and Learning Culture. PKM targets improving teacher competency to foster children's interest in reading and a love of local culture. The enthusiasm of the high school children, who did not want the activity to end, demonstrates the success of the story- and game-based literacy approach. This is evidence that the *read-aloud method* and creative literacy activities can create a fun learning environment, in line with the expected PKM outcomes: skilled teachers, enthusiastic children, and a growing literacy culture within the Wadas Kelir Creative Home KB environment (Yunita & Watini, 2022).

The implementation of the Wadas Kelir Creative House Children's Literacy School (SLA) activities aligns with the objectives of the Community Partnership Program (PKM) outlined in the research document. Activities such as reading aloud, answering simple questions, constructing words from letters, and literacy games like "gebrak meja" (table banging) have been proven to improve language skills, strengthen memory, and foster children's enthusiasm for learning.

This activity demonstrated that the read-aloud method practiced in PKM can be effectively implemented in the field. Teachers and facilitators were able to package literacy learning in a fun, interactive, and developmentally appropriate way for children from early childhood through elementary school.

Furthermore, the integration of word games and local culture-based activities enriches children's learning experiences while supporting the preservation of Banyumas values. This aligns with the PKM output targets, which are to improve teachers' competency in culture-based literacy and build the foundation of children's character from an early age. The children's positive responses and enthusiasm during the activities are indicators of the program's success. Children not only actively engage but also demonstrate improved abilities in understanding stories, answering questions, and creating creative language.

1.2 Field Coordination and Survey

Coordination and field survey activities are the initial stages of the Community Partnership Program (PKM) implementation, which aims to ensure alignment between program planning and actual conditions on the ground. The implementation team held an initial meeting with the management of the Wadas Kelir Creative House Parent-Teacher Association (POMG) and local village officials to convey the program's aims and objectives, while also building understanding regarding the roles and responsibilities of each party. This approach aligns with research documents that emphasize the importance of partner involvement from the preparation stage to ensure the program truly meets needs.

This coordination activity also determined the implementation schedule, implementation location, and number of participants. The POMG played an active role in assisting with participant data collection and providing supporting facilities, such as activity venues and basic equipment. The coordination results demonstrated full support from partners for the implementation of the PKM program, with 35 parents in attendance. This attendance demonstrated high enthusiasm despite the parents' diverse economic and educational backgrounds.

A field survey was conducted to more deeply identify the partners' potential and challenges. The implementation team conducted direct observations of learning conditions at the Wadas Kelir Creative Home Kindergarten, including teachers' limitations in implementing read-aloud techniques and utilizing Banyumas bilingual storybooks. Furthermore, discussions and brief interviews with parents were conducted to assess their knowledge and expectations regarding children's literacy activities.



Figure 2. Implementation of Read Aloud with Mrs. Cesilia Prawening

The survey results show that despite economic and educational limitations among parents, they are highly enthusiastic about supporting children's literacy activities. Parents stated that children need fun and culturally-based learning methods to make them easier to understand. This aligns with research findings that teachers and parents still need technical and pedagogical support to support early childhood literacy. Overall, this coordination activity and field survey provide a clear picture that the implementation of the read-aloud program through Banyumas bilingual storybooks is not only relevant for teachers but also has the full support of parents. The enthusiastic attendance of 35 parents, despite coming from diverse backgrounds, demonstrates that this program is able to bring happiness and new hope to partners. From this, this PKM has great potential to improve the quality of literacy learning while strengthening collaboration between teachers and parents in supporting early childhood development.

1.3 Implementing Read Aloud through Banyumasan Bilingual Children's Reading Books

The implementation of read-aloud has been proven effective in supporting the language development of early childhood. According to research by Vita Siti Zulaeha and Ocih Setiasih (2025), reading aloud activities can stimulate children's language skills because they involve direct interaction between the reader and the child. This aligns with the objectives of the Community Service Program (PKM) at the Wadas Kelir Creative House Kindergarten (KB Rumah Kreatif Wadas Kelir), where teachers are trained to read bilingual Banyumas stories expressively to help children understand the story's content and enrich their vocabulary in both languages.

Furthermore, implementing read-aloud practices also contributes to children's cognitive development. A study by Mustaji and Nurul Khotimah (2023) showed that reading aloud with picture books can improve children's critical thinking skills and memory. In the context of the Wadas Kelir Creative Home Family Planning (KB Rumah Kreatif Wadas Kelir), the use of bilingual Banyumas storybooks not only trains language but also introduces local cultural values relevant to children's daily lives. Thus, this implementation has a dual impact: literacy and cultural.

The implementation activity also emphasizes the importance of teachers' roles as literacy facilitators. Didik Suryadi (2021) emphasized that many kindergarten teachers still lack adequate knowledge of read-aloud strategies, making implementation a solution to improve their competency. In this PKM, teachers learn not only vocal and expression techniques but also how to select bilingual storybooks appropriate to the child's context. This strengthens teachers' pedagogical skills while improving the quality of classroom learning.

From a social perspective, the implementation of read-aloud through bilingual books in Banyumas has also received support from parents. The presence of 35 parents in the coordination activity demonstrated high enthusiasm, despite their diverse economic and educational backgrounds. This support aligns with literacy trends on social media, where many parent communities share experiences about the benefits of reading aloud with their children as a fun activity that strengthens emotional family bonds.

From this perspective, the implementation of read-alouds through bilingual Banyumasan children's books at the Wadas Kelir Creative House Kindergarten (KB Rumah Kreatif Wadas Kelir) has become a concrete practice of the concept of local culture-based literacy. With the support of teachers, parents, and the community, this activity can improve children's language skills, strengthen cultural identity, and build a sustainable literacy ecosystem. This program is not only relevant to the needs of its partners but also has the potential to become a model for early childhood literacy development in other regions.

the read-aloud method at Wadas Kelir Preschool is one of the learning strategies designed to improve early childhood language skills while instilling local cultural values. Based on observations and interviews, story-telling has been a daily routine since the institution's inception. Teachers utilize children's books as the primary medium, employing a communicative and engaging approach. The presence of bilingual storybooks (Indonesian–Banyumasan) reinforces the learning objectives, as it

not only develops language skills but also introduces children to Banyumas cultural identity from an early age.

The initial stage of implementing *read-aloud* is carried out by preparing reading books appropriate to the child's age and development. Teachers ensure the books have attractive illustrations, simple language, and relevant moral messages. In practice, teachers not only select books from national publishers but also utilize bilingual books that contain local values. Before reading the story, teachers condition the children to be ready to participate in the activity, for example by singing a short song or making a class agreement. This aims to create a conducive learning atmosphere, so that children are more focused and enthusiastic about listening to the story.

During the implementation phase, the teacher reads books using expressive techniques, using variations in intonation, facial expressions, and body movements to reinforce the story's content. Observations show that children respond enthusiastically, answering the teacher's questions, and actively participating in discussions. Books read aloud, such as "The Birthday Party," are not only entertaining but also contain social values such as togetherness and sharing. In this way, *read-aloud activities* not only convey stories but also serve as a means to foster reading interest, enrich vocabulary, and practice children's speaking skills.

The next step is to re-explain the story to the children. The teacher asks simple questions about the characters, plot, and moral, then gives the children the opportunity to retell the story in their own words. This activity develops memory, expressive language skills, and builds confidence in expressing opinions. Observations show that most children were able to understand the story well, with some even connecting the story to personal experiences. This interaction demonstrates the effectiveness of *the read-aloud method* in developing early literacy skills while strengthening the teacher-child relationship.

Overall, the implementation of *read-aloud* through bilingual Banyumas storybooks at Wadas Kelir Early Childhood Education (PAUD) has proven to be a meaningful learning strategy. Teachers serve not only as storytellers but also as facilitators, creating an interactive and contextual learning environment. With the support of adequate literacy resources and the institution's commitment as part of the Literacy Village, this activity has been able to improve the quality of local culture-based learning. The positive impacts seen include increased enthusiasm for reading among children, improved language skills, and the development of cultural awareness from an early age.

1.4 Obstacles and Temporary Solutions

During the community service program at the Wadas Kelir Creative Home Family Planning Center (KB Rumah Kreatif Wadas Kelir), the implementation team and partners encountered several challenges that needed to be addressed immediately. The primary obstacle was the limited time available, preventing all material from being presented in depth in a single session. Differences in the level of understanding and experience of participants, both teachers and parents, also contributed to the uneven pace of learning.

To address this, the implementation team implemented a more flexible learning method through hands-on practice and intensive mentoring. Participants were divided into small groups to ensure effective mentoring and ensure each participant received adequate attention. This approach has been proven to help participants better understand the material and increase their confidence in implementing read-aloud techniques in class and at home.

Another obstacle encountered was limited supporting resources, such as the limited number of bilingual Banyumas storybooks and simple equipment to support literacy activities. This could potentially hinder the sustainability of activities after the program ends. As a temporary solution, the implementation team encouraged the use of simple, readily available media, such as flashcards, pictures of story characters, or audio recordings, as well as the rotation of books within groups of teachers and parents.

An additional idea emerging from the reflections is the need to establish a community-based mini-library at the Wadas Kelir Creative Home Kindergarten. This library could serve as a literacy center providing bilingual Banyumas storybooks and other learning materials that can be accessed collectively by teachers, children, and parents. Another idea is to develop family literacy classes,

where parents are actively involved in read-aloud activities at home, so that children's literacy develops not only at school but also within the family environment (Hadi, Mokhamad Yaurizqika, Rosida Kerin Meirani, 2022) .

With these temporary solutions and additional ideas, obstacles that arose during the implementation of the program could be minimized. Furthermore, this initiative opens up opportunities for the sustainability of the PKM program, as it involves collaboration between teachers, parents, and the community in building a locally-based literacy culture. This aligns with the program's primary goal of improving teacher competency while strengthening the early childhood literacy ecosystem in the Banyumas region.

CONCLUSION

The Community Partnership Program (PKM) in the form of Read Aloud Implementation through Banyumas Bilingual Storybooks at the Wadas Kelir Creative House Kindergarten has gone according to plan and shown positive results. Teachers participating in the implementation acquired basic skills in reading stories expressively, communicatively, and interactively. The hands-on practice activities provided real-life experiences that increased teachers' confidence in implementing the *read-aloud method* in the classroom. In addition to improving technical skills, this program also had an impact on changing teachers' mindsets regarding the use of local culture-based learning media. Teachers began to understand that bilingual storybooks function not only as teaching materials, but also as a means of preserving Banyumas culture that has educational value while strengthening children's identities from an early age. The enthusiasm of teachers and support from parents showed that this program is relevant to the needs of partners and is able to strengthen the early childhood literacy ecosystem. Overall, the PKM objectives are starting to be achieved, both in terms of improving teacher competency, active partner participation, and contributing to strengthening local literacy culture. This program also has the potential to become a model for developing culture-based literacy in other regions, because it integrates the *read-aloud method* with contextual local content.

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