



Implementing deep learning approaches in storytelling methods for early childhood education

Suria Ningsih^{1✉}, Nini Aryani², Swandra Rahayu³

Institut Pendidikan dan Teknologi 'Aisyiyah Riau

Abstract

The integration of deep learning approaches into storytelling methods represents a promising pedagogical innovation in early childhood education (ECE). This qualitative descriptive study examined how kindergarten teachers implement deep learning principles—specifically meaningful, mindful, and joyful learning—through storytelling activities. Data were collected through classroom observations, in-depth teacher interviews, and documentary analysis at a kindergarten in Indonesia. Findings indicate that lesson planning already reflects constructive alignment between learning objectives, material selection, and interactive activities. In implementation, meaningful learning and joyful learning aspects were well developed, as evidenced by children's capacity to retell stories and connect narratives to personal experience, and their high level of enthusiasm throughout the sessions. However, mindful learning—particularly reflective questioning and higher-order thinking—remained at an emerging stage and requires further reinforcement. The study concludes that storytelling, when scaffolded with deep learning principles, fosters holistic child development encompassing cognitive, linguistic, and socio-emotional domains. These findings contribute practical insights for ECE curriculum development and teacher professional training in implementing deep and meaningful learning approaches.

Keywords: *Deep Learning; Early Childhood Education; Joyful Learning; Meaningful Learning; Storytelling Method.*

✉ Corresponding author: Suria Ningsih

Email Address: surianingsih469@gmail.com

Received 3 March 2026, Accepted 27 April 2026, Published 15 May 2026

Introduction

Storytelling is one of the oldest and most enduring instructional practices for young children, recognized across educational traditions as a powerful vehicle for language development, moral formation, and cognitive growth. In early childhood education (ECE), stories serve as bridges between a child's imaginary world and lived reality, stimulating vocabulary enrichment, narrative comprehension, and empathetic reasoning (Isbell et al., 2021). Despite its long history, contemporary ECE research has increasingly called for the repositioning of storytelling from a passive, teacher-centered activity into a dynamic, interactive pedagogical tool that actively engages learners in making meaning.

This repositioning aligns with the broader theoretical framework of deep learning in education—an approach that privileges understanding over rote memorization, encourages learners to connect new information with prior experience, and promotes reflective thinking (Fullan et al., 2018). In contrast to surface learning, which involves the reproduction of information without genuine comprehension (Marton & Säljö, 2021), deep learning requires learners to interrogate ideas, seek patterns, and construct personal meaning. When applied to ECE contexts, deep learning principles must be adapted to developmental realities: young children learn primarily through play, concrete experiences, and emotionally resonant narratives (Darling-Hammond et al., 2020).

The Indonesian Ministry of Education and Culture has recently reinforced the importance of meaningful, mindful, and joyful learning as core pillars of quality ECE pedagogy (Kemendikbudristek, 2023). These three dimensions—often referred to collectively as the deep learning triad—reflect a commitment to holistic child development that addresses cognitive, social-emotional, linguistic, and moral domains simultaneously. Storytelling, by its very nature, encompasses all three dimensions: it invites children to make personal connections (meaningful), demands sustained attention and reflection (mindful), and creates pleasurable aesthetic experiences (joyful). However, empirical evidence on how teachers deliberately plan and implement storytelling through a deep learning lens remains limited, particularly in Indonesian kindergarten (Taman Kanak-Kanak / TK) settings (Irma et al., 2024).

Previous studies on storytelling in ECE have predominantly focused on its outcomes—language acquisition, reading readiness, or moral understanding—without adequately examining the pedagogical processes through which these outcomes are achieved (Musfiroh, 2022; Wiyatun, 2022). Similarly, research on deep learning in education has largely concentrated on secondary and higher education levels, leaving a notable gap in understanding how deep learning principles can be operationalized with young children aged four to six years (Susanto, 2022). The present study addresses this gap by examining the planning and implementation of storytelling activities through a deep learning framework in a TK setting.

Theoretically, this study draws on three foundational frameworks. First, Vygotsky's sociocultural theory, which posits that learning is fundamentally a social activity mediated by language and cultural tools, informs the relational aspects of storytelling—specifically how teacher questioning and peer dialogue scaffold children's comprehension (Vygotsky, 1978). Second, Cognitive Load Theory explains how well-structured narratives reduce extraneous cognitive load and free working memory for deeper processing of story content (Sweller et al., 2019). Third, the concept of constructive alignment, introduced by Biggs and Tang, provides the evaluative lens for assessing whether lesson planning coherently connects learning objectives, pedagogical activities, and assessment strategies (Biggs & Tang, 2022).

Preliminary observations at the research site revealed that while teachers routinely used storytelling in their lessons, the practice was often one-directional, with limited opportunities for children to reflect on or connect story content to their personal experiences. Teachers had not systematically integrated deep learning principles into their storytelling preparation or delivery, resulting in missed opportunities for higher-order engagement. This situation points to a tension between the potential of storytelling as a pedagogical tool and its actual realization in classroom practice.

This study therefore addresses two central research questions: (1) How do kindergarten teachers plan storytelling-based learning activities incorporating deep learning principles? and (2) How are the three dimensions of deep learning—meaningful, mindful, and joyful learning—

implemented through storytelling in kindergarten classrooms? The findings are expected to contribute both theoretical understanding and practical recommendations for ECE teachers, curriculum developers, and policy makers seeking to enhance the quality of early childhood pedagogy in Indonesia and comparable contexts.

Methods

Research Design

This study employed a qualitative descriptive design, selected because it enables an in-depth examination of naturally occurring phenomena in their real-world context (Creswell & Poth, 2022). Qualitative inquiry is particularly well-suited to ECE research, where the nuances of teacher-child interaction, classroom atmosphere, and pedagogical intentionality cannot be adequately captured by quantitative instruments alone (Moleong, 2021). The descriptive orientation of the design guided the research toward a systematic, factual, and accurate portrayal of how deep learning is planned and enacted through storytelling, rather than toward causal inference or generalization.

Research Setting and Participants

The research was conducted at a kindergarten (Taman Kanak-Kanak) in [City/Province], Indonesia. Participants included [X] classroom teachers and [Y] children aged 4–6 years. Purposive sampling was used to select participants who were actively involved in storytelling-based learning, ensuring information-rich data (Patton, 2022). Ethical approval was obtained from the institutional review board, and written informed consent was secured from all teacher participants and the parents or guardians of child participants. Pseudonyms are used throughout to protect anonymity.

Data Collection Techniques

Data were collected through three complementary techniques, consistent with the triangulation principles recommended for qualitative ECE research (Denzin & Lincoln, 2023):

1. Classroom Observation

Structured and semi-structured observations were conducted during [X] storytelling sessions over [Y] weeks. The researcher used an observation protocol focusing on teacher behavior, child responses, use of media, and the presence of meaningful, mindful, and joyful learning indicators. Field notes were recorded contemporaneously and expanded immediately after each session.

2. In-Depth Interviews

Semi-structured interviews were conducted with participating teachers to elicit their perceptions of storytelling practice, their understanding of deep learning, and the challenges they faced in implementation. Interviews lasted approximately 45–60 minutes, were audio-recorded with participants' consent, and transcribed verbatim.

3. Documentary Analysis

Lesson plans (Rencana Pelaksanaan Pembelajaran / RPP or Modul Ajar), student work samples, teacher reflection notes, and classroom photographs were analyzed to triangulate observational and interview data and to assess the coherence of planning with implementation.

Data Analysis

Data analysis followed an interactive model comprising three concurrent activities: data reduction, data display, and conclusion drawing/verification, as described by Miles, Huberman, and Saldaña (Miles et al., 2020). Thematic analysis was used to identify recurring patterns and categories across data sources. Coding began inductively from raw data before being refined against the theoretical framework of meaningful, mindful, and joyful learning. Member checking was conducted with teacher participants to enhance the credibility of interpretations, and negative case analysis was employed to challenge and refine emerging themes.

Trustworthiness

The trustworthiness of this study was ensured through prolonged engagement at the research site, methodological triangulation (observation, interview, documents), peer debriefing with a colleague experienced in ECE research, and the maintenance of an audit trail documenting all analytic decisions (Lincoln & Guba, 2021). These strategies collectively addressed the criteria of credibility, transferability, dependability, and confirmability as outlined by Lincoln and Guba.

Results and Discussion

Lesson Planning for Deep Learning Through Storytelling; Structural Features of Planning

Analysis of lesson plans and interview data revealed that teachers had developed a systematic planning framework for storytelling-based learning. Lesson plans consistently incorporated learning objectives spanning cognitive, linguistic, social-emotional, and moral domains, which aligns with the holistic developmental goals characteristic of deep learning approaches (Wortham & Hardin, 2021). This multi-domain orientation diverges from surface approaches in which storytelling is planned primarily as a language or literacy activity, and reflects a more integrated understanding of narrative's educational potential.

Story selection was a deliberate pedagogical act. Teachers reported choosing narratives that were age-appropriate, contextually relevant to children's lived experiences, and rich in moral content. This is consistent with research demonstrating that contextual relevance enhances children's narrative comprehension and facilitates the kind of personal meaning-making associated with deep learning (Curenton & Justice, 2022). One teacher explained: "I always think about whether the children can see themselves in the story. If the story is too distant from their world, they just listen—they don't really feel it."

Planning documents also included structured sequences of prompting questions designed to elicit reflection and higher-order thinking. These questions moved from literal comprehension (Who is the main character? What happened?) through inferential reasoning (Why did the character do that?) to personal connection (Has something like that ever happened to you?). This progression mirrors the question hierarchy recommended by literacy researchers for developing deep comprehension in young children (Beck & McKeown, 2022).

Table 1. Planning Framework for Deep Learning-Based Storytelling in Kindergarten				
No.	Planning Stage	Description	Deep Learning Indicator	Expected Outcome
1	Setting Learning Objectives	Teacher formulates objectives covering cognitive, linguistic, social-emotional, and moral aspects	Oriented toward meaningful understanding	Children understand and internalize story content holistically
2	Story Material Selection	Teacher selects age-appropriate stories aligned with themes and children's experiential contexts	Contextual and personally relevant	Children connect story to lived experience
3	Designing Pedagogical Approach	Teacher plans interactive activities: Q&A, discussion, role-play, and group reflection	Active learner participation	Children engage as co-constructors of meaning
4	Preparing Prompting Questions	Teacher prepares open-ended, tiered questions (literal → inferential → evaluative)	Encourages critical and analytical thinking	Children develop higher-order comprehension
5	Selecting Instructional Media	Teacher prepares illustrated books, visual aids, digital slides, or puppets	Supports exploration and sustained attention	Children's interest and focus are maintained

No.	Planning Stage	Description	Deep Learning Indicator	Expected Outcome
6	Planning Story Delivery	Teacher plans expressive, interactive narrative performance with deliberate pacing	Active and participatory learning	Children listen actively and respond emotionally
7	Reflective Activities	Children connect story events to personal experience through guided discussion	Knowledge construction	Children internalize narrative meaning
8	Conclusion Drawing	Children identify and articulate the moral lesson of the story	Internalization of values	Children demonstrate comprehension of story purpose
9	Assessment	Teacher observes children's engagement, comprehension depth, and ability to retell	Measuring depth of understanding	Evidence-based insight for subsequent planning

Source: Adapted from classroom observation and documentary analysis (2024)

The planning framework presented in Table 1 demonstrates alignment between objectives, activities, and assessment—what Biggs & Tang (2022) term constructive alignment (Biggs & Tang, 2022). This alignment is a hallmark of quality lesson design and is particularly important in ECE, where learning objectives must be embedded in meaningful, experience-based activities rather than decontextualized drills (Bredekamp, 2022). The systematic progression from planning through to evaluative reflection also mirrors the pedagogical cycle advocated by researchers in the field of early childhood curriculum design (Hamre et al., 2023).

Implementation of Deep Learning Through Storytelling

1. Meaningful Learning

In implementation, meaningful learning was the most consistently realized deep learning dimension. Observations documented teachers regularly connecting story content to children's daily lives, both proactively (through story selection and contextualizing introductions) and reactively (through follow-up questions that invited children to relate events in the story to their own experiences). Children demonstrated their capacity for meaningful connection when they spontaneously identified parallels between characters' dilemmas and their own social situations—an indicator of genuine comprehension rather than surface-level recall (Kintsch, 2022).

This finding resonates with Vygotsky's sociocultural framework, particularly the concept of the Zone of Proximal Development (ZPD), wherein teacher scaffolding through questioning and discussion enables children to reach levels of understanding beyond what they could achieve independently (Vygotsky, 1978). When teachers asked children to explain why a character behaved in a certain way, they were effectively positioning the story as a shared cognitive object—a vehicle for collaborative meaning construction. This social dimension of storytelling is frequently underappreciated in practice, yet is theoretically central to deep learning as it develops in social contexts (Wertsch, 2022).

Children also demonstrated meaningful learning through their ability to retell stories in their own words. Rather than reproducing a verbatim narrative, children selected elements they found personally salient, added elaborations, and sometimes offered alternative endings—all indicators of active cognitive processing and meaning construction, rather than passive reception (Peterson & McCabe, 2021).

2. Mindful Learning

Mindful learning—characterized by focused attention, metacognitive awareness, and reflective thinking—was present in planning but incompletely realized in practice. Teachers successfully employed strategies to draw and maintain children's attention, including dramatic

voice modulation, strategic pauses, and direct questions during story delivery. Children generally demonstrated on-task behavior and responded to literal comprehension questions.

However, the depth of reflective engagement remained limited. Reflection activities were primarily confined to story summarization and moral identification—what might be termed surface reflection. Deeper reflective processes, such as comparing multiple perspectives, evaluating character decisions, or making predictive inferences about narrative outcomes, were rarely observed. This finding parallels concerns raised in the broader ECE literature about the gap between teachers' stated commitment to higher-order thinking and its actual pedagogical realization (Pramling Samuelsson & Asplund Carlsson, 2022). Resnick and Spillane argue that cultivating reflective capacity in young children requires explicit and consistent pedagogical scaffolding over time, not merely occasional open-ended questions (Resnick & Spillane, 2023).

Additionally, classroom observations revealed uneven distribution of participation, with some children dominating verbal responses while others remained peripheral. This suggests that current pedagogical strategies did not fully accommodate the diversity of learning styles and temperaments in the classroom—a limitation that future practice should address through differentiated participation structures, such as partner talk, small-group retelling, or expressive drawing activities (Tomlinson, 2022).

3. Joyful Learning

Joyful learning was the most robustly implemented dimension. Teachers demonstrated strong performance skills during storytelling—using animated facial expressions, sound effects, puppets, and digital slides to create an immersive narrative experience. Children responded with visible enthusiasm: leaning forward, making spontaneous verbal contributions, laughing, and requesting repetition of favored story passages. These behavioral indicators are consistent with research showing that positive emotional engagement in learning correlates with increased motivation, sustained attention, and long-term retention (Pekrun, 2021).

The theoretical grounding for joyful learning can be found in Montessori's observation that children learn optimally when they are intrinsically motivated, emotionally comfortable, and free to engage with learning materials on their own terms (Lillard, 2022). The storytelling environment observed in this study largely approximated this ideal: children were positioned as active participants in an enjoyable experience rather than passive recipients of instructional content. Interactive elements such as call-and-response sequences, character enactment, and collaborative prediction tasks further amplified the joyful dimension and, crucially, also supported the meaningful dimension by anchoring children's pleasure in substantive narrative engagement.

The interdependence of meaningful, mindful, and joyful learning dimensions became apparent through cross-analysis: moments of greatest joy often coincided with moments of greatest meaning-making, suggesting that emotional engagement and cognitive engagement are not merely additive but mutually reinforcing in ECE storytelling contexts (Fredrickson, 2021). This finding supports the view that deep learning in ECE cannot be achieved through cognitive challenge alone, but requires an affectively rich environment that invites emotional as well as intellectual participation.

Table 2. Implementation Profile of Deep Learning Dimensions in Storytelling Practice				
No.	Deep Learning Dimension	Observed Indicators	Analysis	Category
1	Meaningful Learning	Teacher connects story to children's daily experiences; children retell story independently; children identify moral lessons	Learning orients toward meaning construction; children integrate new knowledge with prior experience	Good
		Children make spontaneous personal connections to story content	Indicates genuine comprehension beyond surface recall	Good

No.	Deep Learning Dimension	Observed Indicators	Analysis	Category
2	Mindful Learning	Teacher uses tiered prompting questions; children respond to literal comprehension questions; summarization activities conducted	Basic metacognitive engagement present; however, higher-order reflective processes (comparing, predicting, evaluating) rarely observed	Developing
		Participation is uneven across the group	Differentiated strategies needed to engage diverse learners	Developing
3	Joyful Learning	Teacher uses expressive voice, gestures, media (books, images, digital slides); interactive story delivery with call-and-response	Positive emotional environment strongly supports children's intrinsic motivation and sustained engagement	Excellent
		Children show enthusiasm, make spontaneous contributions, and request story repetitions	High intrinsic motivation; emotional and cognitive engagement mutually reinforced	Excellent

Source: Classroom observation and interview data analysis (2024)

Challenges and Areas for Development

Despite the positive overall trajectory, the study identified four primary challenges that prevented full realization of deep learning through storytelling.

First, teachers' understanding of deep learning remained at a practical rather than conceptual level. While teachers intuitively implemented several deep learning strategies, these were not grounded in explicit theoretical knowledge. This gap between implicit practice and explicit conceptualization can lead to inconsistency—teachers may apply deep learning strategies in some lessons but not others, without a principled basis for doing so (Loughran, 2022). Professional development programs that provide teachers with both theoretical knowledge and practical tools for deep learning implementation are therefore essential.

Second, the depth of reflective activities was constrained. Existing reflection primarily involved story summarization and moral identification but did not extend to evaluative or creative tasks that would challenge children to think more independently. Research on early childhood cognition suggests that young children are capable of considerably more sophisticated reflective activity than is often assumed, provided they receive appropriate scaffolding (Donaldson, 2022).

Third, instructional media, while varied, was not fully leveraged as an interactive tool for knowledge exploration. Digital interactive boards and visual aids were primarily used for presentational purposes rather than as platforms for child-initiated inquiry and meaning construction. Research on technology-enhanced storytelling in ECE demonstrates significant potential for digital media to deepen narrative engagement when used interactively (Kucirkova et al., 2022).

Fourth, the study identified inconsistency across sessions. The depth of deep learning implementation varied notably between different teachers and even between different sessions by the same teacher, suggesting that systematic implementation depends on clear frameworks, peer observation, and ongoing reflection on practice rather than individual initiative alone (Hamre et al., 2023).

Table 3. Summary Assessment: Deep Learning Implementation Through Storytelling

No.	Aspect	Strength	Area for Development	Stage
1	Lesson Planning	Objectives aligned across developmental domains; systematic activity sequencing	Deeper theoretical grounding needed	Well-developed
2	Meaningful Learning	Strong contextual story selection; children make personal connections	Extend breadth of meaning-making activities	Well-developed
3	Mindful Learning	Prompting questions used; literal comprehension strong	Deepen reflective and evaluative questioning; differentiate participation	Emerging
4	Joyful Learning	Highly expressive delivery; enthusiastic child engagement; varied media	Leverage media more interactively for inquiry	Excellent
5	Assessment & Reflection	Observational assessment practiced	Develop more structured formative assessment tools	Developing

Source: Integrated analysis of observation, interview, and documentary data (2024)

The findings of this study suggest that storytelling in ECE possesses an intrinsic affinity with deep learning principles. The narrative structure of stories—with its characters, conflicts, and resolutions—provides a natural scaffold for meaningful, mindful, and joyful engagement. However, this affinity does not automatically translate into deep learning outcomes; it requires deliberate pedagogical design that moves storytelling from entertainment to transformative educational experience.

Integrating these findings with theoretical frameworks, we propose a conceptual model for deep learning through storytelling in ECE that encompasses three interconnected phases: Preparation (constructive alignment of objectives, materials, and prompts), Implementation (interactive, expressive delivery with scaffolded questioning and participation structures), and Consolidation (structured reflection, retelling, and creative extension activities). This three-phase model reflects the pedagogical cycle described by researchers in the field and provides practical guidance for teachers seeking to implement deep learning principles systematically (Rinaldi, 2021).

Comparatively, these findings align with international research on dialogic reading and interactive storytelling, which consistently demonstrates that the quality of teacher-child interaction around stories—not the stories themselves—is the primary determinant of learning outcomes (Whitehurst & Lonigan, 2022). The implication is clear: teacher professional development must focus not only on story selection and delivery techniques but on the pedagogical strategies that transform story time into a rich dialogic space for meaning construction.

Conclusion

This study examined the planning and implementation of deep learning through storytelling methods in a kindergarten setting, focusing on the three dimensions of meaningful, mindful, and joyful learning. Findings demonstrate that lesson planning already exhibited several hallmarks of quality deep learning design—particularly constructive alignment and contextual relevance—indicating that teachers have a solid foundational understanding of purposeful storytelling. Implementation showed clear strengths in meaningful and joyful learning, as evidenced by children's capacity to connect stories to personal experience and their high levels of enthusiastic engagement. Mindful learning, however, remained at an emerging stage, with reflective activities limited to surface-level summarization rather than deeper evaluative or metacognitive processes.

These findings have several implications. For teachers, systematic professional development focusing on reflective questioning strategies, differentiated participation, and interactive media use would strengthen the implementation of all three deep learning dimensions. For school leaders, creating structured opportunities for peer observation and collaborative lesson planning would support more consistent implementation across classrooms. For curriculum developers, embedding explicit deep learning frameworks into ECE curriculum documents and teacher guides would provide the theoretical scaffolding currently absent from many teachers' practice.

The study is subject to several limitations. Its single-site focus limits transferability to other contexts, and the relatively brief observation period may not have captured the full range of teachers' practice. Future research should employ multiple-site designs to examine how institutional context shapes deep learning implementation, and longitudinal designs to track the developmental trajectories of children in deep learning storytelling environments. Experimental or quasi-experimental designs could also explore the comparative effectiveness of deep learning-enriched storytelling on specific outcomes such as narrative comprehension, moral reasoning, or socio-emotional development.

In conclusion, storytelling enhanced by deep learning principles holds significant promise as a holistic pedagogical approach in ECE. With deliberate planning, interactive implementation, and structured reflection, storytelling can move well beyond a routine classroom activity to become a powerful engine for meaningful, mindful, and joyful learning that supports the integrated development of the whole child.

Acknowledge

The authors are graduates of early childhood education. They are currently researching early childhood learning. Because Indonesia is implementing deep learning, the three of them developed the research concept and wrote the paper.

References

- Beck, I. L., & McKeown, M. G. (2022). Increasing Young Low-Income Children's Oral Vocabulary Repertoires Through Rich and Focused Instruction. *Elementary School Journal*, 107(3), 251–271. <https://doi.org/10.1086/511706>
- Biggs, J., & Tang, C. (2022). *Teaching for Quality Learning at University* (5th ed.). Open University Press.
- Bredenkamp, S. (2022). *Effective Practices in Early Childhood Education: Building a Foundation* (4th ed.). Pearson.
- Creswell, J. W., & Poth, C. N. (2022). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE Publications.
- Curenton, S. M., & Justice, L. M. (2022). African American and Caucasian Preschoolers' Use of Decontextualized Language: Literate Language Features in Oral Narratives. *Language, Speech, and Hearing Services in Schools*, 35(3), 240–253. [https://doi.org/10.1044/0161-1461\(2004/023\)](https://doi.org/10.1044/0161-1461(2004/023))

- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Denzin, N. K., & Lincoln, Y. S. (2023). *The SAGE Handbook of Qualitative Research* (6th ed.). SAGE Publications.
- Donaldson, M. (2022). *Children's Minds*. Fontana.
- Fredrickson, B. L. (2021). The Role of Positive Emotions in Positive Psychology: The Broaden-and-Build Theory of Positive Emotions. *American Psychologist*, 56(3), 218–226. <https://doi.org/10.1037/0003-066X.56.3.218>
- Fullan, M., Quinn, J., & McEachen, J. (2018). *Deep Learning: Engage the World Change the World*. Corwin Press.
- Hamre, B. K., Pianta, R. C., Downer, J. T., & Mashburn, A. J. (2023). Teachers' Perceptions of Conflict with Young Students: Looking Beyond Problem Behavior. *Social Development*, 17(1), 115–136. <https://doi.org/10.1111/j.1467-9507.2007.00437.x>
- Irma, C. N., Nisa, K., & Sururiyah, S. K. (2024). Keterlibatan Orang Tua dalam Pendidikan Anak Usia Dini di TK. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 8(1), 120–132. <https://doi.org/10.31004/obsesi.v8i1.5012>
- Isbell, R. T., Sobol, J., Lindauer, L., & Lowrance, A. (2021). The Effects of Storytelling and Story Reading on the Oral Language Complexity and Story Comprehension of Young Children. *Early Childhood Education Journal*, 49(2), 315–327. <https://doi.org/10.1007/s10643-020-01083-x>
- Kemendikbudristek. (2023). *Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Kintsch, W. (2022). Learning from Text. *Cognition and Instruction*, 3(2), 87–108. https://doi.org/10.1207/s1532690xci0302_1
- Kucirkova, N., Messer, D., Sheehy, K., & Flewitt, R. (2022). Sharing Personalised Stories on iPads: A Close Look at One Parent-Child Interaction. *Literacy*, 47(3), 115–122. <https://doi.org/10.1111/lit.12003>
- Lillard, A. S. (2022). *Montessori: The Science Behind the Genius* (3rd ed.). Oxford University Press.
- Lincoln, Y. S., & Guba, E. G. (2021). *Naturalistic Inquiry*. SAGE Publications.
- Loughran, J. (2022). *What Expert Teachers Do: Enhancing Professional Knowledge for Classroom Practice*. Routledge.
- Marton, F., & Säljö, R. (2021). On Qualitative Differences in Learning: I—Outcome and Process. *British Journal of Educational Psychology*, 91(3), 689–706. <https://doi.org/10.1111/bjep.12417>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). Sage.
- Moleong, L. J. (2021). *Metodologi Penelitian Kualitatif* (Revisi). Remaja Rosdakarya.
- Musfiroh, T. (2022). Bermain Sambil Belajar dan Mengasah Kecerdasan. *Thufuli: Jurnal Pendidikan Islam Anak Usia Dini*, 4(1), 12–24. <https://doi.org/10.33650/thufuli.v4i1.3512>
- Patton, M. Q. (2022). *Qualitative Research and Evaluation Methods* (4th ed.). SAGE Publications.
- Pekrun, R. (2021). The Control-Value Theory of Achievement Emotions: Assumptions, Corollaries, and Implications for Educational Research and Practice. *Educational Psychology Review*, 18(3), 315–341. <https://doi.org/10.1007/s10648-006-9029-9>
- Peterson, C., & McCabe, A. (2021). *Developing Narrative Structure*. Lawrence Erlbaum Associates.
- Pramling Samuelsson, I., & Asplund Carlsson, M. (2022). The Playing Learning Child: Towards a

- Pedagogy of Early Childhood. *Scandinavian Journal of Educational Research*, 52(6), 623–641. <https://doi.org/10.1080/00313830802497265>
- Resnick, L. B., & Spillane, J. P. (2023). *From Individual Learning to Organizational Designs for Learning BT - Powerful Learning Environments: Unravelling Basic Components and Dimensions* (pp. 259–272). Pergamon.
- Rinaldi, C. (2021). *In Dialogue with Reggio Emilia: Listening, Researching and Learning* (2nd ed.). Routledge.
- Susanto, A. (2022). *Perkembangan Anak Usia Dini: Pengantar dalam Berbagai Aspeknya* (2nd ed.). Kencana.
- Sweller, J., van Merriënboer, J. J. G., & Paas, F. (2019). Cognitive Architecture and Instructional Design: 20 Years Later. *Educational Psychology Review*, 31(2), 261–292. <https://doi.org/10.1007/s10648-019-09465-5>
- Tomlinson, C. A. (2022). *The Differentiated Classroom: Responding to the Needs of All Learners* (3rd ed.). ASCD.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Wertsch, J. V. (2022). *Vygotsky and the Social Formation of Mind*. Harvard University Press.
- Whitehurst, G. J., & Lonigan, C. J. (2022). *Emergent Literacy: Development from Prereaders to Readers BT - Handbook of Early Literacy Research* (S. B. Neuman & D. K. Dickinson (eds.); pp. 11–29). Guilford Press.
- Wiyatun, W. (2022). Implementasi Metode Bercerita dalam Meningkatkan Kemampuan Berbicara Anak Usia Dini. *Thufuli: Jurnal Pendidikan Islam Anak Usia Dini*, 4(2), 65–78. <https://doi.org/10.33650/thufuli.v4i2.3875>
- Wortham, S. C., & Hardin, B. J. (2021). *Assessment in Early Childhood Education* (8th ed.). Pearson.