Tunas Siliwangi
JURNAL PROGRAM STUDI PENDIDIKAN GURU PAUD
STKIP SILWANGI BANDUNG

TUNAS SILIWANGI
P-ISSN : 2476-9789 E-ISSN: 2581-0413

Volume. 12, Number. 2, October 2026

Implementation of digital based storybook media to improve early childhood language in Paud Kenanga Bandar Lampung

Alifia Salsabila Anbar Pramesti[1*], Eti Hadianti[2], Kanada Komariyah[3]

[1]Universitas Islam Negeri Raden Intan Lampung. Indonesia
[2]Universitas Islam Negeri Raden Intan Lampung. Indonesia
[3]Universitas Islam Negeri Raden Intan Lampung. Indonesia

Article Info

Article history:

Received September 21, 2026
Revised September 25, 2026
Accepted October 26, 2026

Keywords:

Digital Storybook
Early Childhood Language

Abstract

The Purpose of the study is to describe the process of implementing digital storybooks, determine children's responses to these media, and reveal their impact on improving early childhood language skills at Kenanga PAUD This study uses a qualitative descriptive research type. The subjects of the study were early childhood group B, while the object of the study was the application of digital-based storybook media in language learning. Data collection techniques were carried out through observation, interviews, and documentation. Data were analyzed through the stages of data reduction, data presentation, and drawing conclusions. The results of the study showed that the application of digital storybook media was able to increase children's attention in listening activities, motivate children to repeat new vocabulary, and train children's courage in retelling the content of the story. In addition, children were more enthusiastic and actively participated in learning. Thus, the use of digital storybook media has proven effective in helping improve the language development of early childhood at PAUD Kenanga

This is an open access article under the CC BY-SA license.

Corresponding Author:

Name Author: Alfia Salsabila Anbar Pramesti
Affiliation, Country: Universitas Islam Negri Raden Intan Lampung. Indonesia
Email Author: alfiasabilla9@gmail.com

Tunas Siliwangi
JURNAL PROGRAM STUDI PENDIDIKAN GURU PAUD
STKIP SILWANGI BANDUNG
TUNAS SILIWANGI
P-ISSN : 2476-9789 E-ISSN: 2581-0413
Volume. 12, Number. 2, October 2026

INTRODUCTION

While digital storybooks offer significant potential for improving children's language skills, their implementation at Kenanga Sukarame Dua Early Childhood Education Center (PAUD) in West Teluk Betung faces specific challenges that need to be addressed. The primary challenge identified is the limited vocabulary of some children aged 4-6, which can hinder their ability to communicate effectively and actively participate in learning activities. Language development is a crucial aspect of early childhood development because it forms the foundation for communication skills, social interaction, and readiness to learn at subsequent levels of education. Early childhood is known as the golden age, a period of rapid development during which children have optimal ability to absorb information, including vocabulary development, speaking skills, and language comprehension (Fitriana & Yusuf, 2024). Language skills are crucial for understanding emotional and thought communication. Therefore, language is the primary tool humans use to interact with others, whether through speech, writing, gestures, or other forms. Furthermore, language enables humans to understand their existence, their environment, and their place as cultural beings (Puput, 2025).

Along with the development of digital technology, the world of education is undergoing significant changes, including in early childhood learning. The use of digital technology provides opportunities to provide more interactive, visual, and engaging learning media for children (E. E. Saputra, 2024). One innovative learning medium that can be used is digital storybooks. This medium combines elements of text, images, animation, sound, and interaction, which can increase children's attention and engagement in the learning process (Zahra & Sit, 2024).

Digital storybooks serve not only as a means of entertainment but also as an effective educational tool for improving children's language skills. Through digital stories, children can learn new vocabulary, understand the storyline, practice listening skills, and improve their speaking and storytelling skills. Furthermore, engaging visual and audio displays can help children grasp the meaning of words more concretely than conventional print media (Serina et al., 2024).

Despite the growing use of digital technology, the application of digital storybooks in early childhood learning remains underutilized in various educational institutions. Some educators are still limited to traditional learning methods, thus the potential of technology as a language stimulation medium is not fully maximized (Atikah et al., 2023). This highlights the need for research examining the effectiveness of digital media in improving early childhood language skills.

Although previous studies have extensively demonstrated the general benefits of digital storybooks in early childhood education (Zahra & Sit, 2024; Serina et al., 2024), a notable empirical gap remains regarding how interactive audio-visual elements specifically address acute vocabulary limitations in localized, non-urban preschool settings. Most existing literature focuses on broader digital literacy, whereas conventional print-based methods still dominate daily instruction in regional institutions such as Kenanga PAUD in West Teluk Betung, leaving technology-driven language stimulation underutilized (Atikah et al., 2023). Therefore, the novelty of this study lies in its focused qualitative exploration of how real-time interactive digital storybooks stimulate immediate auditory-visual mimicry, spontaneous vocabulary adoption, and emotional engagement among children aged 4–6 who initially struggle with verbal communication. By bridging the gap between theoretical multimedia learning benefits and practical classroom challenges, this research provides empirical insights into optimizing digital storybooks for early language intervention.

Early childhood language development is the process of acquiring communication skills, including listening, speaking, reading, and writing, starting from the pre-linguistic stage (babbling) and progressing to the ability to construct complex sentences (Ugli & Nabidzhanovna, 2025). Stimulation through quality interactions, storytelling, and role-playing is crucial, as language forms the foundation for a child's thinking, social-emotional, and academic abilities (Rahmawati et al., 2023). Therefore, appropriate and interesting stimulation is very necessary so that children's language skills can develop

Tunas Siliwangi
JURNAL PROGRAM STUDI PENDIDIKAN GURU PAUD
STKIP SILWANGI BANDUNG
TUNAS SILIWANGI
P-ISSN : 2476-9789 E-ISSN: 2581-0413
Volume. 12, Number. 2, October 2026

optimally (A. K. Putri et al., 2025). However, in reality, early childhood language skills still face various challenges. Many children are unable to express ideas, feelings, and experiences verbally. Limited vocabulary, a lack of interest in reading, and conventional learning methods are factors contributing to children's poor language development (Genc & Uzuner, 2023). Lack of varied learning media often leads to children quickly becoming bored, thus hindering optimal language stimulation. While digital storybooks offer significant potential for improving children's language skills through interactive features and visual appeal, their implementation at Kenanga Sukarame Dua Early Childhood Education Center (PAUD) in West Teluk Betung faces specific challenges that need to be addressed. The primary challenge identified is the limited vocabulary of some children aged 4-6, which can hinder their ability to communicate effectively and actively participate in learning activities.

Based on preliminary observational studies, the implementation of digital storybooks on the first day elicited a positive response and a significant increase in children's attention. In contrast to printed book reading sessions, when the stories were projected, the children's attention was completely focused on the screen. The presence of these visual and audio elements triggers high emotional involvement, as seen from the spontaneous responses of several children who imitate the sound of 'tree' and laugh and jump. Based on this description, research on "The Application of Digital Storybook Media to Improve Early Childhood Language" is crucial. This research is expected to contribute to the development of innovative, effective, and digitally appropriate learning strategies, while also serving as an alternative learning medium capable of optimally enhancing early childhood language development.

METHOD

Data collection was conducted through observations over three weeks (comprising 10 learning sessions) at Kenanga Preschool, Sukarame Dua, West Teluk Betung, involving 10 children in Group B (aged 5-6 years), alongside interviews with the principal, teachers, and parents. This study employed a qualitative descriptive approach. The subjects were early childhood children in Group B, aged 5-6 years. The object of this study was the application of digital storybooks in language learning. Data collection was conducted through observations over three weeks, or 10 learning sessions, interviews with the principal and teachers of Kenanga Preschool, as well as with parents, and documentation of learning reports.

The focus of this study, based on research (Rizkiyah, 2022) and (C. Atikah et al., 2023), is as follows:

1. Children's language skills before implementing digital media.
2. Children's language skills development after implementing digital media.
3. Language interest and motivation.
4. Types and access to digital media.
5. Learning process with digital media.
6. Implementation process of digital storybooks.

The main focus of this study was to determine how digital storybooks can improve children's language skills, particularly in listening, with the following indicators (Safitri et al., 2025):

1) Ability to listen to stories
2) Answering questions based on story content
3) Identifying new vocabulary
4) Retelling story content

The implementation of digital storybooks in this study involved three main stages: planning, implementation, and evaluation (Maronta et al., 2023) (Faizah & Imamah, 2023). This activity took place over three weeks at Kenanga Preschool, Sukarame Dua, West Teluk Betung, and involved 10 children in Group B (aged 5-6 years). Data were analyzed through data reduction, data presentation, and conclusion drawing (Adil et al., 2023).

Tunas Siliwangi
JURNAL PROGRAM STUDI PENDIDIKAN GURU PAUD
STKIP SILWANGI BANDUNG
TUNAS SILIWANGI
P-ISSN : 2476-9789 E-ISSN: 2581-0413
Volume. 12, Number. 2, October 2026

RESULTS AND DISCUSSION

Result

Based on field observations during the 10 learning sessions, concrete changes in children's behavior were documented. For instance, during the first session, a child (coded as Child A) responded passively when asked about the main character, stating, 'I don't know, teacher.' However, by the third session, observational notes and verbatim dialogue recorded a significant shift; when the digital storybook was played, Child A actively pointed at the screen and shouted, 'Look! The rabbit is running into the forest to find food!' Furthermore, observational charts across the three weeks indicated that 8 out of 10 children successfully answered comprehension questions verbally and used new vocabulary items (e.g., 'habitat' and 'adventure') unprompted during peer interactions.

Based on field observations conducted over 10 learning sessions across three weeks involving 10 children in Group B at PAUD Kenanga, the implementation of digital storybook media demonstrated a noticeable improvement in children's early language capabilities. The evaluation was conducted across four primary language indicators: (1) listening ability, (2) answering comprehension questions, (3) acquiring and using new vocabulary, and (4) confidence in retelling stories.

To summarize the observable shifts before and after the 10-session intervention, Table 1 presents the aggregate observational results of the 10 child subjects across three evaluation checkpoints (Session 1, Session 5, and Session 10).

Table 1. Children's Language Skill Indicators Across Observation Sessions (N = 10)

Language Indicator	Session 1 (Initial Stage)	Session 5 (Mid Intervention)	Session 10 (Final Stage)	Dominant Behavior / Response Observed
1. Listening Ability	3 / 10 children	7 / 10 children	10 / 10 children	Focus fully directed toward the screen; minimal distraction during narration.
2. Answering Questions	2 / 10 children	6 / 10 children	9 / 10 children	Ability to identify main characters, plot events, and basic moral messages.
3. Vocabulary Acquisition	1 / 10 children	5 / 10 children	8 / 10 children	Spontaneous usage of newly introduced words (*e.g., habitat, adventure, forest*).
4. Story Retelling	1 / 10 children	4 / 10 children	8 / 10 children	Expressing narrative sequences in complete, structured multi-word sentences.

From observations of 10 children, it was found that the use of digital storybooks had a positive impact on the development of children's language skills. Changes were observed gradually from the first to the third session. Children who were previously shy about speaking or unable to name story characters began to show improvements, such as answering questions verbally, using new vocabulary, and feeling confident in telling stories in front of their peers.

The interactive activities, using visual and audio media from digital storybooks, made children more interested and focused (A. A. Putri et al., 2025). The teacher also actively guided and asked prompting questions to encourage children to speak. This strengthened the development of language skills, including vocabulary, sentence structure, and speaking confidence.

Research consistently shows that digital storybooks (often called interactive e-books, digital picture storybooks, or audio-visual storybooks) have a significant impact on children's language

Tunas Siliwangi
JURNAL PROGRAM STUDI PENDIDIKAN GURU PAUD
STKIP SILWANGI BANDUNG
TUNAS SILIWANGI
P-ISSN : 2476-9789 E-ISSN: 2581-0413
Volume. 12, Number. 2, October 2026

development. This effectiveness is based on several key factors. Digital books combine text, moving images (animation), sound, and music. This combination meets the learning characteristics of early childhood, who think concretely and visually. The audio and visual features in digital books strongly support word recognition and story comprehension.

Some digital media allow children to touch, swipe, or respond to specific elements (for example, pressing an image to hear a sound or see an animation). This interaction transforms children from passive listeners into active participants, which is crucial for developing language comprehension and digital literacy. Animated elements, bright colors, and sound effects have been shown to engage children's attention for longer and more intensively than traditional printed books. This increased enthusiasm and focus directly correlates with children's ability to absorb verbal information and new vocabulary. Language development resulting from the use of digital storybooks can be divided into several key aspects. Studies show a clear increase in the comprehension of new vocabulary. Through clear audio narration supported by visual illustrations, children more easily understand and remember the meaning of complex or rarely used words (e.g., adventure, habitat, adapt). Children are better able to identify the storyline, main characters, and moral message because digital media helps visualize the narrative sequentially.

Digital media is a powerful stimulus for children's speaking skills. After listening to a story, children are encouraged to retell it. Observable improvements include children's ability to use more complete, structured, and complex sentences when conveying ideas or retelling the story. Interactions encouraged by digital media (e.g., the teacher pausing the story to ask questions) help children who were initially passive become more confident and active in expressing opinions or asking questions. For children in the pre-reading phase, digital books, especially those with text, can be an effective tool. Because verbal narration is supported by highlighted text, children begin to connect sounds (voices) with letter symbols (writing), which is an important foundation for literacy.

Discussion

The shift from passive observation to active verbal expression such as children enthusiastically identifying characters and retelling plot sequences indicates that the audio-visual and interactive features of digital storybooks effectively stimulate both receptive and expressive language skills, aligning with previous findings.

Based on observations of 10 children, it was found that the use of digital storybooks had a positive impact on the development of early childhood language skills. Changes in language skills were seen gradually from the first to the third session. In the initial stages, some children still displayed passive behavior, such as being shy about speaking, being unable to name story characters, and not being brave enough to answer questions verbally. However, after repeated learning using digital storybooks, the children began to show significant progress, marked by increased courage in answering questions, the use of new vocabulary, and increased confidence in retelling stories to peers. These findings indicate that language stimulation provided through digital media can increase children's active participation in the learning process.

The results of this study align with previous research, such as study (Rizkiyah, 2022) and (W. A. Saputra & Fatkhurohman, 2023), which found that digital storybooks have a significant influence on children's language development. The effectiveness of this media lies in the combination of various multimedia elements such as text, animation, sound, and music, which are suited to the learning characteristics of early childhood. Children in the early stages of development tend to think concretely and visually, so presenting stories in audio-visual form helps children understand the meaning of language more concretely than conventional media. The support of audio narration and visual illustrations has been proven to facilitate word recognition and improve comprehension of the story.

Furthermore, the interactive features of digital storybooks enable children to actively

TUNAS SILIWANGI
P-ISSN : 2476-9789 E-ISSN: 2581-0413
Volume. 12, Number. 2, October 2026

participate in learning activities. Children are no longer merely passive listeners, but are also engaged through touching the screen, tapping on images, or responding to certain elements that produce sounds or animations. This interaction encourages simultaneous cognitive and linguistic engagement, thus helping to improve language comprehension and digital literacy from an early age. Children's higher levels of attention to digital media also contribute to increased learning focus, which is directly related to their ability to absorb verbal information and expand their vocabulary.

The language development that emerges from using digital storybooks can be seen in several key aspects. First, there is an increased understanding of new vocabulary. Clear audio narration supported by visuals helps children understand words that were previously rarely used. Children more easily remember the meaning of words because they gain a learning experience that simultaneously engages their senses of hearing and sight. Second, their ability to understand the storyline also improves, with children being able to recognize the main characters, the sequence of events, and the moral message of the story.

Furthermore, digital storybooks have been proven to provide a powerful stimulus for the development of children's speaking skills. After reading or listening to a story, children are encouraged to retell the story. Observations show that children begin to use more complete, structured, and complex sentences to convey ideas. Interactive activities conducted by teachers, such as stopping the story to ask questions, help children who were previously passive become more confident in expressing opinions and asking questions. This indicates that the use of digital media not only improves receptive language comprehension but also expressive language skills.

Furthermore, for children still in the pre-reading stage, digital storybooks also serve as a foundation for early literacy development. Voiced narration accompanied by highlighted text helps children connect language sounds with letter symbols. This process forms an important foundation for reading readiness in later stages of education. Thus, the use of digital storybooks not only improves oral language skills but also supports the development of early literacy. Overall, the results of this study indicate that the use of digital storybooks is an effective learning strategy for improving the language skills of early childhood. Digital media can create interactive, engaging learning experiences that are tailored to children's developmental needs, making them an innovative alternative for language learning in early childhood education

CONCLUSION

Based on research results, the application of digital storybooks has been proven to improve the language skills of early childhood. Observations of 10 children showed gradual development in the form of increased courage to speak, the ability to answer questions, the use of new vocabulary, and confidence in retelling the story. The effectiveness of this media is supported by a combination of audio, visual, animation, and interaction elements that are appropriate to children's learning characteristics. In addition to improving receptive and expressive language skills, digital storybooks also support early literacy readiness. Thus, digital storybooks are an effective learning innovation to optimize the language development of early childhood.

REFERENCES

Adil, A., Liana, Y., Mayasari, R., Lamonge, A. S., Ristiyana, R., Saputri, F. R., Jayatmi, I., Satria, E. B., Permana, A. A., & Rohman, M. M. (2023). Metode penelitian kuantitatif dan kualitatif: Teori dan praktik. *Jakarta: Get Press Indonesia*, *17*.

Atikah, C., Asmawati, L., & Ekawati, R. (2023). Buku digital berbasis fonetik melalui aplikasi Book Creator untuk anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *7*(4), 4913–4924.

Atikah, S., Rotinsulu, R. A. J., Imanuel, Y. A., & Mangantar, D. (2023). Mengembangkan Kreativitas

TUNAS SILIWANGI
P-ISSN : 2476-9789 E-ISSN: 2581-0413
Volume. 12, Number. 2, October 2026

Anak Usia Dini Dan Pendidikan Kesehatan Perilaku Hidup Bersih Sehat (PHBS) Di TK GMIM Hosana Pineleng. *Jurnal Pengabdian Masyarakat Nusantara*, *5*(1), 118–125.

Faizah, N., & Imamah, I. (2023). Efektifitas Media Buku Cerita untuk Menambah Kosakata Anak Usia Dini di Kota Jepara. *Journal of Education Research*, *4*(2), 549–555.

Fitriana, T. R., & Yusuf, M. (2024). Faktor Dominan Yang Mempengaruhi Perkembangan Bahasa Anak Usia Dini Di Indonesia: Systemic Literature Review. *AWLADY: Jurnal Pendidikan Anak*, *10*(1), 63–74.

Genc, E., & Uzuner, Y. (2023). Developing an inventory to evaluate communication skills of children with normal hearing and hearing loss. In *Handbook of research on socio-cultural and linguistic perspectives on language and literacy development* (pp. 190–214). IGI Global Scientific Publishing.

Maronta, Y., Sutarto, J., & Isdaryanti, B. (2023). Pengaruh Media Flashcard Berbasis Digital terhadap Kemampuan Membaca Awal Anak Usia 5-6 Tahun. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *7*(1), 1142–1161.

Puput, K. (2025). *Peran Ayah Era Milenial Dalam Mengatasi Kesenjangan Bahasa Pada Anak Usia Dini (Studi kasus: di TK Darul Ulum)*. UIN RADEN INTAN LAMPUNG.

Putri, A. A., Sindiyani, S., Salim, H. E., Aminah, S., & Budiana, N. (2025). Peran Penggunaan Buku Digital terhadap Literasi Membaca Anak Sekolah Dasar di Era Digital. *Leksikon: Jurnal Pendidikan Bahasa, Sastra, Dan Budaya*, *3*(2), 61–68.

Putri, A. K., Hendriawan, D., & Arzaqi, R. N. (2025). Magic Words Buku Dongeng Digital untuk Meningkatkan Kemampuan Bahasa Santun pada Anak Usia Dini. *Aulad: Journal on Early Childhood*, *8*(1), 251–260.

Rahmawati, R., Kurniawati, W., & Novianto, E. (2023). Meningkatkan Kemampuan Berbahasa Melalui Metode Bercerita Dengan Media Buku Cerita Bergambar Pada Anak Usia Dini. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, *1*(2), 1–9.

Rizkiyah, P. (2022). Pengembangan buku cerita bergambar berbasis digital untuk meningkatkan kecakapan literasi digital anak usia dini. *Indonesian Journal of Early Childhood: Jurnal Dunia Anak Usia Dini*, *4*(1), 115–133.

Safitri, N., Rusmayadi, R., Syamsuardi, S., Herlina, H., Suardi, S., & Herman, H. (2025). Pemanfaatan Cerita Bergambar Berbasis Digital Untuk Menstimulasi Kemampuan Bahasa Ekspresif Anak Usia 5-6 Tahun. *Aulad: Journal on Early Childhood*, *8*(1), 284–399.

Saputra, E. E. (2024). Pengembangan Keterampilan Sosial Siswa Sekolah Dasar dalam Konteks Pendidikan Multikultural Pada Mata Pelajaran IPS: Indonesia. *Journal of Information System and Education Development*, *2*(4), 47–50.

Saputra, W. A., & Fatkhurohman, I. (2023). Inovasi Digital Untuk Membangun Keterampilan Bahasa Pada Anak Usia Dini. *Amerta Jurnal Ilmu Sosial Dan Humaniora*, *3*(3), 14–20.

Serina, M., Faradiba, Y., & Pratiwi, N. (2024). Pengembangan Media Buku Cerita Digital KUPIN untuk Menstimulasi Perilaku Kerjasama Pada Anak Usia 5-6 Tahun. *Jurnal Pendidikan Anak Usia Dini*, *1*(4), 12.

Ugli, A. B. B., & Nabidzhanovna, B. S. (2025). Theoretical basis for the formation of communication skills in preschool children through role-playing games. *European International Journal of Multidisciplinary Research and Management Studies*, *5*(01), 35–38.

Zahra, S., & Sit, M. (2024). Eksplorasi perkembangan bahasa anak usia dini: Analisa faktor, indikator, dan tahapan perkembangan. *Childhood Education: Jurnal Pendidikan Anak Usia Dini*, *5*(2), 278–288.