

EFFECTIVENESS OF PICTURE STORY BOOKS READING TO INCREASE KINDNESS IN CHILDREN AGED 5-6 YEARS

Giyati Retnowati¹; Rose Mini Agoes Salim²; Airin Yustikarini Saleh³

^{1,2,3}Fakultas Psikologi, Universitas Indonesia
Jl. Lkr. Kampus Raya Blok Mawar, Pd. Cina, Depok 16424, Indonesia
¹retnowungu@gmail.com; ²Romy.Prianto@gmail.com; ³Airys.Psi@gmail.com

Received: 01st August 2017/ Revised: 30th October 2017/ Accepted: 16th November 2017

How to Cite: Retnowati, G., Salim, R. M. A., & Saleh, A. Y. (2018). Effectiveness of Picture Story Books Reading to Increase Kindness in Children Aged 5-6 Years. *Lingua Cultura*, 12(1), 89-95.
<https://doi.org/10.21512/lc.v12i1.2095>

ABSTRACT

This research aimed to determine the effectiveness of picture in storybook reading to increase kindness in children. This research involved 31 children aged 5-6 years; they were taken from the kindergarten in Bandung as the participants. The intervention was done by reading eight picture books in eight days. The kindness was measured using a measurement instrument created by the researcher, in the form of nine coloured cards that described the behaviour of kindness. The measurement was also done by seeing through the kindness tree and observation sheets that filled out by the teacher. The data analysis using the Wilcoxon Signed-rank test shows a significant difference in the average score of kindness ($p < 0,05$) before and after picture storybook reading. Two weeks after the intervention, the improvement on all kindness behaviours with the post-test score is greater than pre-test score that still can be found. Observation through kindness tree and observational sheets shows the same result.

Keywords: reading effectiveness, picture story book, children kindness

INTRODUCTION

According to the data from the Indonesian Child Protection Commission (KPAI), there are 5066 cases of violence in Indonesia in 2014, and it continues to increase each year. In some cases, abusers are the children, and it takes place in the school environment. Most of them become the perpetrators because they have been the victims of violence before or have seen the violence done to other children and imitate it (Setyawan, 2015). Even though the violence does not always result in the physical wound, but it can leave an emotional impact, and that is not good for the children's development (Borba, 2001).

Children's violent behaviour begins from the bad behaviours (unkindness) that are previously done by the other children and left by adults. It will decrease the sensitivity to the child's negative behaviour. The limited of knowledge and bad influence from the environment have caused the children to act morally inappropriate, following what they have seen and imitating what has happened to them. This influence is one of many reasons that caused the crisis of kindness in the children's lives and will influence their moral development. The other causes are because the lack of kindness from modeling their parents, lack of impulse to do the kindness, and the influence of peers who are less kind.

Borba (2001) has said that there are seven essential virtues in moral development. Kindness is one of the virtues needed for the children to meet the challenge, guiding, and keeping them toward a responsible life and having the appropriate morality. Morality is going to guide the children to interact with the other person and behave towards the others, including the ability to identify what is right and wrong, ability to understand the rules or regulations, and ability to understand the other person's condition (perspective taking). It is stated that it is important for the children to develop an understanding of the right and wrong and to go to use it in the face of any outside influence (Borba, 2001). It is not only displayed in the way of thinking and a strong conviction but also demonstrated in action. There are three things about the moral that are interrelated, i.e., the knowledge of the moral (moral knowing), feelings of moral (moral feeling), and moral act (moral behaviour) (Lickona, 1991).

The fact is the number of child abuse case increases in the recent years and becomes an important reason for the urgency to teach kindness to the children. With kindness, children can have good interaction with the others and conduct behaviour that morally appropriate. Therefore, kindness must be inspired, nurtured, and taught early to children because it is important to protect them in living their life (Borba, 2001). Children also need models who

show kindness or concern for the others and encourage them to do kindness in real life (Borba, 2001; Miller & Church, 2016). Children who are 5-6 years old will be easier to teach and will improve their kindness by giving them concrete examples. The role of parents and teachers are essential to obtain the necessary foundations and developing kindness is not only about knowledge but also feelings and actions (Wilson, 2005).

Kindness is also defined as showing concern for the welfare and feelings of others (Borba, 2001). With kindness, children will treat others well and know that it is the right thing to do. The act of kindness is expressed in word and deed with the purpose of doing a good thing. The children will show these behaviours; provide support with words that are constructive, care when the others are treated unfairly/not good, support/defend those who are being denigrated/bullied, treat and keep pets well, share, help, and give comfort to others without expecting anything in return. They will also refuse to get involved in insult/ridicule/intimidate others, consider the needs of others, and act based on those who need by giving consolation for those who need/sad, and feel happy to do something that makes people feels happy (Borba, 2001).

The definition of kindness from the perspective of children is an act of physical or emotional support that is aimed to build or maintain the relationships with the others (Binfet & Gaertner, 2015). Several studies have described at the age of 14 months; children can show the tendency to do the kindness naturally (Zakrzewski, 2014). In 18 months, children are going to help their parents to pick up the spoon that falls without being asked to help. However, their kindness is done at this age are not based on empathy, but they obtain it by imitating others through ritual play (Santrock, 2011). Children at the age of 3-4 years are starting to realize the importance of interacting with other children of the same age. Some children may already do the kindness but cannot communicate well in the form of words or actions. The age of 5-6 years is a period of transition. This is the time for the children to understand the feelings of others, but at the other time, they simply selfish. Children at this age understand the kindness in the form of physical or emotional support action against another person. For example, they will help their friend when falls, entertain their friends when sad, apologize if they are making a mistake, or grateful and sharing. They are more aware of receiving the kindness from the others but cannot express their gratitude well (Miller & Church, 2016).

The development of kindness in children is determined by how many kinds of treatments that are received by the children from the environment, how often children are taught to care for others, and how to treat others well (Borba, 2001). They learn to see the perspective of others by giving and receiving, and this can improve their moral reasoning (Santrock, 2011). Moral development of children is also influenced by caring and moral values of their parents (Laible & Thompson in Santrock, 2011).

Induction in the parenting style has the biggest role in stimulating the development of children's moral. There is a two-way communication from mother to children when teaching moral and it will cause the child has a better understanding of causal action (Prianto, 2006). The best way to learn kindness is to feel it first then they can do so to others (Currie, 2014). There are three stages of shaping the behaviours of kindness in children. They are; stage 1 is to teach the meaning and value of kindness, stage 2 is to build no-tolerance attitude toward unkindness, and stage 3 is to

encourage behaviours of kindness and the positive effects produced, for example by among others by making good heart centerpiece (Borba, 2001).

Cognitive development of children that aged 5-6 years is in the pre-operational stage. The child's ability to think symbolically begins to grow and be able to communicate verbally. The child also learns to imitate, imagine, and use language as a symbol that symbolizes something in his/her mind. The child can understand and connect the seen image that an event has a cause, capable of distinguishing the character is good or bad/evil, and between reality and fantasy. Their grammar and syntax begin to develop properly, able to speak with longer sentences, link the story to those who experienced in real life and to discuss and express their opinions (Papalia, 2014).

The moral development of children whom aged 5-6 is at the stage of heteronomous morality. At this stage, the fairness and regulations have seen the irreversible and judge others which are wrong to consider the consequences caused by an act. Moral reasoning skills that are in stages pre-conventional and controlled by compliance and penalties, which are supervised by an adult authorized. Children at this level think concretely and egocentric motivated to follow the rules and apply both to avoid punishment (The Punishment and Obedience Orientation), and to obtain rewards or praise (Instrumental Relativist Orientation). The children become obedient as an adult asks them to be, or when it is beneficial to them. When they get rewards, it is good; when they get punished, it is bad (Papalia, 2014).

There are many ways to improve the kindness of children. For example, through art (Broadwood et al., 2012), playing (ICAC, 2007), keeping pets (Faver, 2010), technology (Klein et al., 2014), and stories (McNamee & Mercurio, 2007). The story is one way to expand and inspire children doing many things in their life (Flook et al., 2015). Children can learn about moral in an attractive and fun way (Edgington, 2012; Rahim & Rahiem, 2013), and they can have the example about positive acts through the character as a model (Venn & Jahn in Murphy, 2013). It also helps children to understand what others think to inspire them to do many things including to learn about kindness act with examples of kindness act in daily life (Zeece, 2009).

The purpose of this research is to find out the effectiveness of story reading with picture storybook in increasing kindness for 5-6 years old children. It is hoped with reading picture storybook; the children can learn about kindness, understand kindness act that has been shown through the story, and help children to connect with their own experiences.

METHODS

The study is conducted on 30 children from 5-6 years age in Kemala Bhayangkari kindergarten, Cikeruh, Bandung. Accidental sampling technique is being used. Figure 1 shows the research design framework.



Figure 1 Research Design Framework

It can be seen from Figure 1 that this research is a quantitative study using one group pre-test and post-test design. The intervention is done by reading a picture storybook about kindness. Two weeks after, post-test is done again on the subject to determine whether the intervention is still effective after the certain period. During two weeks of observation, the behaviour of kindness on the subject is done using the kindness tree and fulfilling the observation sheet that is made by the teacher.

Measurement instruments of kindness are made by the researchers in the form of nine coloured cards that contain images that represent the nine-item behaviour of kindness on helping friends, sharing, inviting friends to play together, entertaining sad friends, encouragement, apologized, thanked, greeting friends, and defending hassled friend. The image is made in the form of situations in the daily life (life setting) of 5-6 years old children who show involvement with peers that depict kindness. The image is then colour printed on A5 size cardboard paper. The objects in the image can be changed between boys and girls.

The measurement instruments are given directly to individual and the children are asked to respond by choosing which picture is showing kindness and then describe the situation, what can be captured soon of the rendered image one by one. From these images then the assessor will tell a short fairy tale and provide two questions that related to the picture, what are the characters doing in the story, and what will children do when facing a similar situation with the figures. The answer of each subject is recorded on the answer sheet, and score 0 and 1 are given. Score 0 if it does not comply with the correct answers and score 1 if following the correct answer. The validity of the test results measuring instrument has a correlation value $> 0,3$, so it can be said that the nine accurate pictures for measuring kindness in children. Reliability test results using a technique Kuder Richardson 21 (KR-21) range $0,7058 - 0,8076$, then this measure is reliable so that it can be used for this research.

Observation of the kindness behaviour is done by using observation sheet and kindness tree. The items that contained in the observation sheet is a translation of kindness behaviour of nine items that represent kindness and is an example of kindness behaviour that is practiced by children in the school environment. Examples of this kindness behaviour have been made through the consideration of the experts and some kindergarten teachers who have teaching experience of approximately 7-10 years. The observation sheet will be filled out by the teacher when the post-test 2 is completed.

Kindness tree is created with the aim to help children to recognize the kindness behaviour through the writings and the actions that they see and experience (life experiences), to motivate children to do the kindness behaviour to others. By giving children the opportunity to see the kindness behaviour is done by someone else and give children opportunity to do for others, they will receive lessons on kindness, which will last for the lifetime (Monopoli, 2010).

Kindness tree is also made by using the cardboard/thick sponge that formed into trees and branches. The tree is placed on the wall that can be seen and reached by children. Around the tree, it attaches the writings about the kindness behaviour that needs to do by the children in the school environment, such as helping, sharing, encouraging, grateful, etc. Children that can perform kindness behaviour, they will be given the coloured leaf/flower/fruit card that depends on the ability to do kindness. Children who can perform the kindness behaviour on their initiative will be

given a dark green leaf (HT) or pink flower (MM) or red fruit (M) card. Children who can do a kindness behaviour after being reminded by the teacher/others (with guidance) will be given light green leaf (HM) or yellow flower (K) card. All kindness behaviour observation is performed and written by the teacher on the leaves/flowers/fruit, as appropriate, including the name of the child who does it. The teachers convey the child's kindness behaviour; what they have done and put them up on the kindness tree so that the good done by children can be seen by the others. The kindness tree is held for two weeks.

Storybooks which have been used in the research are picture storybooks made by the researcher, combining text and picture illustration to tell a story. The picture illustration and text can explain and complete each other to give an example of kindness act that wants to be told (Temple in Al-Somadi, 2012). The storyline is made simple, sequential, and predictable that has a resemblance to daily life by using the simple vocabulary and active sentences. Story themes are arranged based on each item of kindness behaviour in the measurement instruments that are using animal characters. The story about animals has been used for a long time to educate the essential virtue of life. The animal's story gives opportunities for children to learn about ethics because animals do not have the specific identity so that they can represent human diversity. Shepard in Eder and Holyan (2010) has said that animal can be used as a symbol of a human. Children can use the characters of animals to understand their personality and how they should see human diversity.

The character of the story represents animals that can attract children's interest from any age. Eder and Holyan (2010) have added that animals can be used indirectly for presenting human's fault. The illustration is made by professional illustrator after receiving the explanation about the intent and purpose of the storybook. Books are printed in colour by using art paper size of 230×265 mm, so the image and text in the book are clear enough to be shown and read with the children. Eight books are containing nine behaviours of kindness.

The pre-test is conducted within three days by the researchers that assisted by two people who have been trained, asking the children one by one in a special room. Other participants follow the pre-test learning activities in the classroom along with each classroom teacher. The implementation of the intervention is carried out by reading stories using eight picture-books for eight days. It is performed on a group of children (4-6 children) for approximately 20 minutes per day for one storybook. Storytelling performed by a storyteller who has been experienced for more than ten years with the children, who previously notified of the intent and purpose of storytelling. The dialogic reading method is used (Whitehurst, 2009). The reading of the story begins with introducing the teller to the participants, conduct the review (previous story) and introduce examples of kindness to be told, do storytelling, and story reflections.

The post-test 1 is conducted after the intervention to 31 participants. Post-test 2 is also conducted two weeks after the first post-test. During these two weeks break; the researchers observe the kindness behaviour to participants, using the kindness tree and the observation sheet. The observation sheet is filled out by the teachers of each class. Implementation of the kindness tree is monitored and documented every day with the photos to see the improvement in the kindness behaviour that the children have done.

RESULTS AND DISCUSSIONS

The number of participants is 31 children consist of 18 boys and 13 girls. Based on the result of pre-test and post-test 1, there is an increase in scores of kindness to all participants after receiving the intervention. Table 1 shows the statistical analysis on the average value of pre-test 1 and post-test 1.

Table 1 Statistical Analysis on the Average Value of Pre-test 1 and Post-test 1

	N	Mean	Std Dev	Min	Max	Z value	p
Pre-test	31	20,1613	6,66882	3,00	30,00	-4,866b	0,000
Post-test 1	31	33,6774	2,91418	27,00	36,00		

It can be seen from Table 1 that the statistical test result with the Wilcoxon signed rank test values have obtained the average (mean) post-test is greater than the average value of the pre-test. Z value is -4,866, $p = 0,000$ ($p < 0,05$), with a significance value of $p < 0,05$ that indicates an average value difference significantly difference between pre-test and post-test. It shows an increase in the behaviour kindness score before and after the reading storybook program. It means that the reading of storybooks effectively increases the kindness in children.

29 participants are attending the post-test 2. Two participants do not follow the post-test two due to illness. Figure 2 shows the scores of post-test 1 and post-test 2.

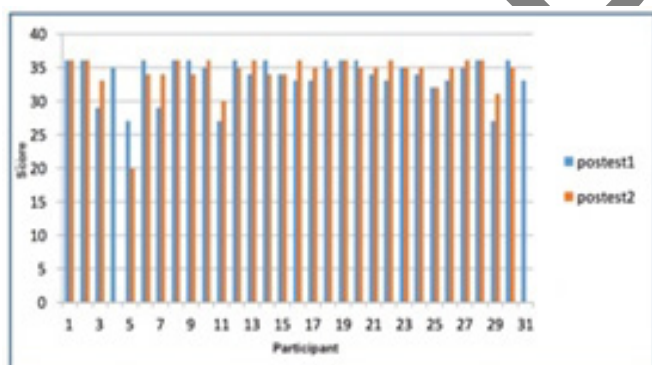


Figure 2 Scores on Post-test 1 - Post-test 2

Figure 2 shows the scores that the post-test 2 is greater than the average value of the post-test 1. The value Z is -1474 with $p = 0,141$ ($p > 0,05$). It shows there is the improvement in kindness score, two weeks after intervention by reading of picture books; but the improvement does not happen significantly. It can be said that the effectiveness of reading picture books in increasing kindness in children persists after two weeks.

It can be seen from Figure 3 that there is an increased score in all kindness behaviour of the current pre-test, post-test 1, and post-test 2, right after receiving the intervention and two weeks after intervention. It has found that the children seem enthusiastic in participating in the storytelling activity since the first day. The children

are given the opportunity to tell their opinion, but their responses are limited. Storyteller's opportunity to give a further explanation is limited because of the short attention span of the children. The two weeks observation of kindness behaviour through the kindness tree and observation sheets is generally associated with an increasing behaviour of kindness to all the participants. They are initially still requiring the guidance at the end of the study, and the behaviour of kindness can do on their initiative. There are some behavioural changes in the children that include increasing a child's ability to listen, ability to express his desire, interest in reading, and the motivation to learn and desire to join friends.

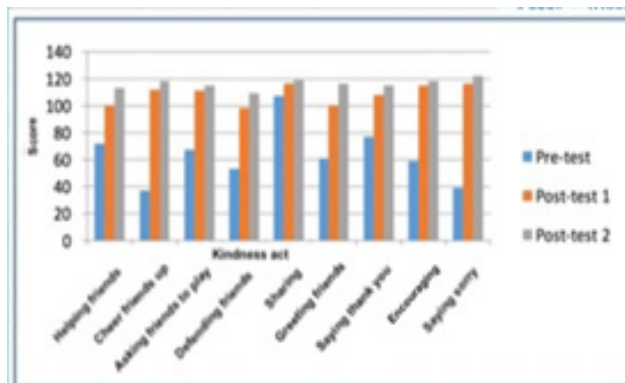


Figure 3 Result on Kindness Conduct pre-test - Post-test 1- Post-test 2

Storytelling is a natural learning process that can be given to all ages to learn new things (Killick & Boffey, 2012). Children can learn about moral values in a way that is interesting and fun through the content of stories that are told to them (Edgington, 2012; Rahim & Rahiem, 2013). Flook et al. (2015) have said that the story is a way to expand their knowledge and inspire the children to do many things in their life. Through the account, the child can obtain the examples of positive behavior with a cast of characters as models (Venn & Jahn in Murphy, 2013). Al-Somadi (2012) has added that children can learn more effectively through the images using the illustrating examples of kindness that written in books rather than through explanation or instruction. Therefore, the method of using picture storybook reading may be one way to teach the kindness to children.

Based on the research, there is a significant difference from the average value between the pre-test and post-test measurements of kindness. It means that reading picture storybooks is effective to increase the kindness of children that ages 5-6 years. The results of this research among others that, it can be influenced by books that are used for intervention. The selection of appropriate books is an important thing on teaching values to children (Rahim & Rahiem, 2013).

In this study, the storytelling is done by using eight picture storybooks as a tool to teach kindness to children. Picture storybooks are used to describe the behaviour of kindness, such as helping and cheering up friends. This story book is made by the researchers using animal figures and adjusted for children ages 5-6 years. The storyline is simple, sequential, and predictable, in the form of examples that illustrate the behaviour of kindness that performed in daily life. The sentence in the story is prepared using simple language and active sentences. This is following the

criteria of storybooks for children by Musfiroh (2008) and Sutherland in Jalongo (2006).

The animal characters are chosen because the animal figures can attract the children from different ages (Eder & Holyan, 2010). Besides, the animal figures can teach about the diversity because it has no specific identity and can show the mistakes indirectly. These picture-storybook illustrations are created by using colourful pictures to give relation to the story. The appropriate illustrations and colour will attract the attention of the child to stay focus and help them to learn to relate the characters in the story. It is in line with Shulevitz in (Jalongo, 2006) that the image can explain and complement the words in a story. Temple in Al-Somadi (2012) has said the same thing that the illustrations and the text will be mutually reinforced the story content and can even surpass the meaning that is written in it.

The effectiveness of the storytelling is also influenced by the storyteller (McGee & Schickedanz, 2007). The teller should have encouraged children to stay focus and engaged in the storytelling (Lane & Wright, 2007). In this study, the storytelling is done by a storyteller that can engage with children and form good interactions with children. The good storyteller can encourage the children to stay involved in the storytelling and turn the story through tone of voice, body gesture, and expression of the display. The tone of voice, body gestures, and expressions of the storyteller can increase the children's understanding of the content of the story so that the message of the story can be delivered properly (Lane & Wright, 2007). Likewise, according to Medvic (2003), the proper intonation by modulating the tone and rhythm as appropriate, with the full expressive suppression to the story, will attract children to get involved as if they are part of the story read. It will also attract them to develop imagination and knowledge, and then relate their experiences to the characters in the book cheerfully.

The method that has been used in the story reading is a dialogic reading method. It means that the storyteller gives children the opportunity to become active participants and provide experience to switch roles so that the child learns to become the narrator (WWC, 2015). It is done in small groups (4-6 children), and it proceeded by introducing the storyteller to the participants to create an intimate atmosphere. Beginning with the introduction of examples of kindness to be told, review previous stories, and reflection to evaluate the participants' understanding of the story. The reflection is done at the end of the reading session, giving the children the opportunity on learning to tell their opinion and help the children to understand the story (Doyle & Bramwell, 2006).

According to Teala in (Lane & Wright, 2007), the time is required for the reading of the story that will also affect the children's understanding of the story. The short attention span of children becomes researchers' consideration in determining the time that is being used for storytelling. In this research, it is done in less than 20 minutes, and it is found that within 20 minutes the child is still engaged and enthusiastic to join the storytelling. The duration is determined after testing the reading of the story before the intervention. This research is also using the kindness tree for strengthening and observing the kindness behaviour that performed by the participants after the intervention. Kindness tree is one way for the children to learn from their environment through observing and imitating their surroundings. Kindness tree is implemented after the post-test 1, during the break period of two weeks before the post-test 2.

The results are showing the value of the average post-test 2 that it is greater than the value of the average post-test 1, but the statistical result has shown no difference in the average value significantly between post-test 1 and post-test 2. It can be assumed that the intervention is effective and kindness behaviour of children persist. Implementation of the kindness tree is turned out to contribute to the research results obtained. Bandura's social cognitive theory explains that the cognitive process has important links with the environment and behaviour.

Children learn by observation or imitation of conducting the behaviour that has obtained through observation of others and a process of reinforcement and punishment. When the children are given the award, they are likely to repeat the behaviour. When they are given a model, for example, they tend to adopt the measure, and when they are punished for such behaviour, they tend not to repeat (Santrock, 2011). Skinner in Feist, Feist, and Ann Robert (2013) has described how people learn new behaviours or change existing behaviour with the principle of reinforcement (reinforcement), punishment, and shaping (forming). In the kindness tree, a gift is given as positive reinforcement that is needed to reinforce the behaviour, and it will be repeated. In this research, the children do the kindness acts because they want to receive the award. In accordance with the moral development by Kohlberg, children ages 5-6 years who are at the stage of pre-conventional, in which moral reasoning is controlled by compliance and penalties. In this case, the child is at the stage two pre-conventional (Instrumental Relativist Orientation), where the children action is based on the consequences/benefits (Papalia, 2014).

From the observation through the kindness tree and an interview with teachers, it is reported that almost all the children improve their capability and ability to do some of the kindness behaviours on their initiative. Some children have high scores in pre-test and post-test but still not able to perform the kindness behaviour on their initiative. Kohlberg has found the child who has rapid cognitive development does not guarantee the development of their moral reasoning. Stages of moral development from one stage to the next stage are driven by opportunities for children to see the perspective of others as well as conflict of experience. Interaction with peers is an important factor of social stimulation and can alter the children's moral reasoning (Santrock, 2011). There are teachers and parents who also report a behavioural change to the participants after the intervention with the storybook reading. Children become more assert to speak, to be more inclusive with peers, more motivated to learn, and show interest in reading. Storytelling can increase syntactic development, literacy, the child's ability to hear and the child's motivation to read (Lane & Wright, 2007).

Storytelling using eight different storybooks and answer session is conducted during the reading of the story, and it can be used to develop children's language skills. The interactions that occur during the reading of the story will create the opportunities for children to develop literacy (Doyle & Bramwell, 2006). Medvic (2003) also have said that read many different books will further enrich the children's knowledge and vocabulary. Knowledge of children about kindness enriches with the examples of various kindness behaviour from each book.

This research has several limitations, for example, the child's attention to span and limited language skills, do not involve parents, and the number of observers is lack to help to observe it. The short attention span of children

makes the storyteller cannot give the children opportunity to interact and express their opinion. Children's language skills have also make the answers that are given in the reflection session is limited. They find that the time is used to read one storybook every day is a limitation for undertaking the program of reading books repetitively (repeated reading). According to Pappas in Doyle and Bramwell (2006), storytelling with repeated readings will give the children more opportunity to ask questions and discuss. Repeating the storytelling of a storybook together, children could learn to interpret a story better, so that the reading of the story will further increase opportunities for children to be more involved in discussions (Doyle & Bramwell, 2006; McGee & Schickedanz, 2007).

Another limitation of the research is that the implementation of the research activities is only done in the school environment and does not include the role of family/parents in the home environment. The role of parents is very important in teaching, giving an example, and encouraging children to do kindness, as the moral development of children is also influenced by the care and moral values of the parent (Laible & Thompson in Santrock, 2011). Prianto (2006) has said that the two-way communication from mother to children when teaching moral will cause children to understand the causal actions better. The induction parenting style has the biggest role in stimulating the moral development of children.

CONCLUSIONS

Based on the results, it can be concluded that there is a significant difference from the average value of pre-test and post-test measurements of kindness. It means that reading picture books can effectively increase the kindness of children aged 5-6 years.

REFERENCES

- Al-Somadi, M. M. F. (2012). The effect of a story-based programme on developing moral values at the kindergarten stage. *Interdisciplinary Journal of Contemporary Research in Buisiness*, 4(7), 534–559.
- Binfet, J., & Gaertner, A. (2015). Children's conceptualizations of kindness at school. *Canadian Children*, 40(3), 27–40.
- Borba, M. (2001). *Building moral intelligence: the seven essential virtues that the kids to do the right thing*. San Fransisco: Wiley Imprint.
- Broadwood, J., Bunting, C., Andrews, T., Abrams, D., & Van de Vyer, J. (2012). *Arts & Kindness*. University Road, Canterbury: People United.
- Currie, L. (2014). *Why teaching kindness in schools is essential to reduce bullying*. Retrieved from <http://www.edutopia.org/blog/teaching-kindness-essential-reduce-bullying-lisa-currie%0D>.
- Doyle, B. G., & Bramwell, W. (2006). Promoting emergent literacy and social-emotional learning through dialogic reading. *The Reading Teacher*, 59(6), 554–564.
- Eder, D., & Holyan, R. (2010). *Life lessons through storytelling: children's exploration of ethics*. Bloomington: Indiana Unversity Press.
- Edgington, W. D. (2012). To Promote Character Education, Use Literature for Children and Adolescents. *The Social Studies*, 93(30), 113–116.
- Faver, C. A. (2010). School-based humane education as a strategy to prevent violence: review and recommendations. *Children and Youth Service Review*, 32(3), 365-370.
- Feist, J., Feist, G. J., & Ann Robert, T. (2013). *Theory of Personality* (8th Ed.). New York: Mc Graw Hill Companies.
- Medvic, E. F. (2003). *For reading out loud: planning and practice*. Portsmouth, NH: Heinemann.
- Flook, L., Goldberg, S. B., Pinger, L., & Davidson, R. J. (2015). Promoting prosocial behavior and self-regulatory skills in preschool children through a mindfulness-based kindness curriculum. *Developmental Psychology*, 51(1), 44–51.
- ICAC. (2007). *Promoting moral development through play during early childhood*. Retrieved from https://www.acauthorities.org/sites/aca/files/countrydoc/Promoting%20Moral%20Development%20through%20play%20during%20early%20childhood_1.pdf.
- Jalongo, M. R. (2006). On behalf of children. *Early Childhood Education Journal*, 33(5), 289–292.
- Killick, S., & Boffey, M. (2012). *Building relationships through storytelling: a foster carer's guide to attachment and stories*. London: Blackfriars Road.
- Klein, E. C., Ezell, D., Ezell, P. S., Powell, S. S., & Hall, G. T. W. (2014). Character education using children's literature, puppets, magic tricks, and balloon Art 1519 Clearlake Road. *Journal of Humanities and Social Science*, 4(14), 1–15.
- Lane, H. B., & Wright, T. L. (2007). Maximizing the effectiveness of reading aloud. *The Reading Teacher*, 60(7), 668–675.
- Lickona, T. (1991). *Educating for character: how our school can teach respect and responsibility*. New York: Bantam Books.
- McGee, L. M., & Schickedanz, J. A. (2007). Repeated interactive read-alouds in preschool and kindergarten. *The Reading Teacher*, 60(8), 742–751.
- McNamee, A., & Mercurio, M. L. (2007). Who cares? How teachers can scaffold children's ability to care: a case for picture books. *Early Childhood Research and Practice*, 9(1).
- Miller, S. A., & Church, E. B. (2016). *Ages & stages: learning to show kindness: encouraging acts of kindness helps children show caring and concern*. Retrieved from <https://www.scholastic.com/teachers/articles/teaching-content/ages-stages-learning-show-kindness/>.
- Monopoli, L. (2010). *Kindness counts: exploring random acts of kindness, a curriculum for "The Book About Tony Chestnut"*. Retrieved from <http://www.tonychestnut.com/BookAboutTonyCurriculum.pdf>.
- Murphy, S. (2013). *The power of visual learning and storytelling in early childhood education*. Nashville, TN: Pearson.
- Musfiroh, T. (2008). *Memilih, Menyusun, dan Menyajikan Cerita untuk Anak Usia Dini*. Yogyakarta: Tiara Wacana.
- Papalia, D. (2014). *Experience human development* (13th

- Ed.). New York: Mac Graw Hill Education.
- Prianto, R. M. (2006). *Pengaruh empati, nurani, dan perkembangan moral Ibu terhadap perkembangan moral anak melalui gaya pengasuhan Ibu*. Depok: Universitas Indonesia.
- Rahim, H., & Rahiem, M. D. H. (2013). The use of stories as moral education for young children. *International Journal of Social Science and Humanity*, 2(6), 454–458.
- Santrock, J. (2011). *Life span development*. Boston: McGraw-Hill.
- Setyawan, D. (2015). *Pelaku kekerasan terhadap anak tiap tahun meningkat*. Retrieved from <http://www.kpai.go.id/berita/kpai-pelaku-kekerasan-terhadap-anak-tiap-tahun-meningkat/%0D>.
- What Works Clearinghouse (WWC). (2015). *Shared book reading; early childhood education*. Institute of Education Sciences.
- Whitehurst, G. J. (2009). Dialogic reading: an effective way to read to preschoolers. *Reading Rockets*, 1–17.
- Wilson, R. A. (2005). *Fostering goodness & caring: promoting moral development of young children*. Retrieved from http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=565.
- Zakrzewski, V. (2014). *Three ways for schools to help kids cultivate kindness*. Retrieved from http://greatergood.berkeley.edu/article/item/three_ways_schools_kindness%0A.
- Zeece, P. D. (2009). Using current literature selections to nurture the development of kindness in young children. *Early Childhood Education Journal*, 36(5), 447–452.

In Press