



Systematic Literature Review: Does *Kamishibai* Improve Literacy Skills in Early Childhood?

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ABSTRAK. Rendahnya tingkat literasi di Indonesia masih menjadi isu krusial dalam dunia pendidikan, khususnya pada jenjang anak usia dini. Literasi pada tahap ini tidak dapat dimulai langsung dari pengenalan huruf atau angka, melainkan memerlukan pendekatan yang sesuai dengan tahap perkembangan anak. Salah satu pendekatan yang potensial adalah Kamishibai, yakni metode bercerita visual asal Jepang. Penelitian ini bertujuan untuk melakukan tinjauan pustaka sistematis terhadap studi-studi yang meneliti pengaruh Kamishibai terhadap kemampuan literasi anak usia dini. Metode yang digunakan adalah Systematic Literature Review (SLR) berbasis model PRISMA, dengan literatur yang dikaji berasal dari dua basis data (Google Scholar dan Scopus), mencakup publikasi dalam rentang 2021–2025. Hasil akhir seleksi menghasilkan delapan artikel dari berbagai negara, seperti Indonesia, Madagaskar (Afrika), Finlandia, dan Portugal. Temuan menunjukkan bahwa Kamishibai efektif dalam meningkatkan literasi awal, terutama dalam literasi kontekstual, literasi dasar, dan numerasi. Selain itu, pendekatan ini juga mendukung perkembangan bahasa, kognitif, ekspresi, kreativitas, komunikasi, kolaborasi, serta minat baca anak usia dini.

Kata Kunci : Kamishibai; Keterampilan Literasi; Anak Usia Dini

ABSTRACT. The low level of literacy in Indonesia remains a critical issue in education, particularly at the early childhood level. Literacy at this stage cannot begin directly with the introduction of letters or numbers; it requires approaches aligned with children's developmental needs. One promising method is Kamishibai, a traditional Japanese storytelling technique that combines visual and narrative elements. This study aims to conduct a systematic literature review of research examining the impact of Kamishibai on early childhood literacy skills. A Systematic Literature Review (SLR) was conducted using the PRISMA model, reviewing literature published between 2021 and 2025 from two databases: Google Scholar and Scopus. A total of eight studies met the inclusion criteria, with research conducted in diverse contexts such as Indonesia, Madagascar (Africa), Finland, and Portugal. The findings indicate that Kamishibai effectively enhances early literacy skills, particularly in contextual literacy, basic literacy, and numeracy. It also supports the development of language and cognitive abilities, expression and creativity, communication and collaboration, as well as reading interest in young children.

Keyword : Kamishibai; Literacy Skills; Early Childhood.

INTRODUCTION

The Golden Age refers to a critical period in a child's development, during which brain development occurs at an accelerated rate. Approximately 90% of a child's brain development takes place before the age of five (Centre on the Developing Child at Harvard University, 2019). Brain development is strongly correlated with other developmental domains, including cognitive, language, physical-motor, and socio-emotional aspects. During this golden period, children require literacy facilitation to ensure that all areas of development are appropriately stimulated according to their age and developmental stage. Literacy can be simply defined as the ability to read and write. However, over time, the concept of literacy has evolved to encompass a broader range of competencies, including reading, writing, numeracy, comprehension, problem-solving, and the ability to utilize one's potential. According to the Ministry of Education, Culture, Research, and Technology of Indonesia, literacy is the ability to process information critically in order to improve quality of life through science and technology [1].

As of 2022, Indonesia still ranked low in the PISA assessment, placing 69th out of 80 participating countries (Organization for Economic Cooperation and Development, 2022). UNESCO data also reveals that only 0.001%, or 1 in 1,000 Indonesians, are avid and active readers [2]. These findings suggest that a significant proportion of the Indonesian population exhibits limited proficiency in fundamental literacy skills, including reading, writing, and information processing. Such deficiencies in literacy may substantially impede individuals' capacity to function effectively across various domains of life, encompassing everyday activities, educational attainment, professional performance, and social participation. In contrast, individuals with advanced literacy competencies are better equipped to engage in critical analysis, meaning-making, and the constructive application of information, thereby contributing positively to both personal development and societal well-being [3].

To address this issue, it is essential to adopt a literacy approach that is appropriate and developmentally suitable for early childhood. Literacy for young children does not begin directly with the introduction of letters or numbers. A joyful and engaging approach is necessary when introducing literacy to early learners. Since young children are in the pre-reading stage, literacy practices must be adapted accordingly. One effective strategy is to incorporate literacy into meaningful and memorable storytelling activities. Storytelling has been practiced since ancient times and has long served as a medium for communication and learning. It can foster language development by expanding vocabulary, supporting speaking skills, and helping children construct sentences [4].

Storytelling encompasses a variety of methods that are utilized across the world. One such storytelling method that can serve as a literacy approach is Kamishibai. This storytelling technique is among the most favored by early childhood learners in Japan. In addition to its use in Japan, Kamishibai has been adopted as an educational tool in various parts of the world, including the United States and several European countries [5]. Moreover, Kamishibai has also been implemented in other countries, such as the United States, Sweden, and Peru [6]. According to Iguro as cited in [7], Kamishibai

features engaging and easily comprehensible illustrations, along with clear narration. Kamishibai is a storytelling method that combines narrative delivery with the use of illustrated media [8]. Kamishibai, a traditional form of Japanese storytelling, emerged in the pre-World War II period and experienced a surge in popularity during the 1920s. [9]. Despite being considered a traditional technique, Kamishibai continues to be used in Japan as a storytelling approach for young children due to its numerous positive impacts. One of the unique features of Kamishibai is its ability to help children discover and organize ideas, as well as to express those ideas both academically and enjoyably. Furthermore, Kamishibai provides opportunities for young children to express their opinions while performing in front of others, without the fear of forgetting or lacking confidence in their delivery [6].

Kamishibai is considered effective in capturing the attention of young children due to its interactive, visual, and dramatic nature. However, the extent to which *Kamishibai* effectively enhances early literacy skills has not yet been systematically examined. Therefore, this study aims to examine various empirical studies on the use of *Kamishibai* in early childhood literacy education through the Systematic Literature Review (SLR) method. The findings are expected to contribute to the development of more effective instructional practices for enhancing early literacy skills in young children.

Previous studies have demonstrated that Kamishibai has a positive impact on various aspects of literacy development. For example, a study conducted by [10] at PT Cengkareng Timur Kindergarten involving children aged 3 to 4 years found that Kamishibai contributed positively to improvements in reading and writing literacy, science literacy, and digital literacy. Through Kamishibai, children were able to enhance their problem-solving skills, increase concentration, expand their scientific knowledge, improve language abilities, develop logical thinking, and deepen their understanding of technology and techniques. Kamishibai encourages self-directed learning and exploration, allowing children to actively build new vocabulary, ask questions, and form simple sentences from newly acquired words.

However, despite these promising findings, existing studies are generally limited in scope and context, often focusing on single institutions or case studies without systematic comparison across multiple sources. There is a lack of comprehensive synthesis that examines the broader impact of Kamishibai on early literacy from a global or multi-study perspective. Therefore, this study was conducted to address that gap by applying a Systematic Literature Review (SLR) approach, aiming to integrate and analyze empirical evidence from diverse educational settings. This distinguishes the current research from previous studies by providing a more structured, evidence-based overview of Kamishibai's effectiveness and relevance in early childhood literacy education.

METHOD

This study employs a qualitative research design using the Systematic Literature Review method, guided by the Preferred Reporting Items for Systematic Reviews and

Meta-Analyses (PRISMA) model. The primary data consist of secondary data obtained from previously published empirical studies on the use of Kamishibai in early childhood literacy development. The literature search was conducted using the Publish or Perish (PoP) application, drawing data from two academic databases: Google Scholar and Scopus. A combination of keywords was used to maximize the relevance and breadth of the search. The search terms included: 1) “*kamishibai*” AND “early literacy”; 2) “*kamishibai*” AND “language development”; 3) “storytelling” AND “*Kamishibai*” AND “preschool”; dan 4) “*kamishibai*” AND “kemampuan literasi anak usia dini”. By utilizing both Google Scholar, which provides broad access to grey literature and educational research, and Scopus, which ensures the inclusion of high-quality peer-reviewed publications, this study aimed to increase the comprehensiveness and credibility of the review. The inclusion criteria for the literature search were as follows: 1) studies focusing on the topic of *Kamishibai*; 2) research subjects consisting of early childhood children; 3) publications dated between 2021 and 2025; 4) studies published in English or Indonesian; and 5) Empirical studies (quantitative, qualitative, mixed methods, classroom action research, or R&D). Meanwhile, the exclusion criteria included: 1) non-empirical articles (opinions, essays, editorials); 2) studies using developmental research methods; 3) research subjects other than early childhood children; 4) studies that did not involve *Kamishibai*; and 5) publications prior to 2021. To ensure the validity and rigor of the included studies, a quality appraisal was conducted based on the following criteria: 1) Clarity of research objectives and questions; 2) Appropriateness of research design and methodology; 3) Relevance to early childhood literacy; 4) Transparency in data collection and analysis; and 5) Peer-reviewed status. Only articles that fulfilled these methodological standards were included in the final analysis.

The systematic literature review was conducted through four stages: identification, screening, eligibility, and inclusion, as illustrated in Figure 1. The article selection process followed the four phases of the PRISMA flow: 1) Identification – A total of 155 records were initially identified through database searches on Google Scholar and Scopus using predefined keywords; 2) Screening – After removing duplicates and irrelevant titles/abstracts, 80 articles remained for further examination; 3) Eligibility – Full-text reading was conducted on 24 articles to assess alignment with the inclusion criteria; and 4) Inclusion – Finally, 8 publications were selected for in-depth analysis. These included 8 peer-reviewed journal articles.

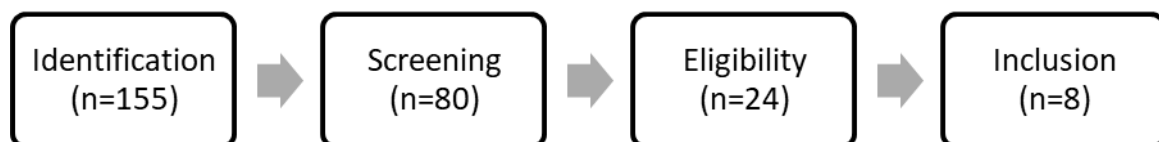


Figure 1. Systematic Literature Review method based on the PRISMA model

RESULT AND DISCUSSION

This study underwent several systematically designed stages to ensure that only relevant articles meeting the criteria were included in the final review. The first stage

was identification, which involved searching for and collecting relevant articles from Google Scholar and Scopus. During this stage, articles were searched and gathered using various combinations of the keyword *Kamishibai*. A total of 155 articles were retrieved from the database at this stage. During the screening stage, 75 articles were excluded after reviewing titles and abstracts, as they did not meet language, subject, or publication type criteria. This left 80 articles for closer inspection.

In the eligibility stage, 24 full-text articles were assessed for alignment with the inclusion criteria, including empirical scope, methodological clarity, and relevance to early childhood literacy. Finally, 8 studies were included in the review—8 peer-reviewed journal articles. These were synthesized to address the research question: *Does Kamishibai improve early literacy skills in young children?*

Only eight articles from Google Scholar passed these stages, as shown in Table 1.

Tabel 1. Display Article

No.	Author	Method	Country	Findings
1	Aisya Mashadi, Ruqoyyah Fitri, Eka Cahya Maulidiya h, and Nurhenti Dorlina Simatupan g (2024)	The study employed a quasi-experimental design using a nonequivalent control group design.	Indonesia	The results of this study indicate that the implementation of the <i>Kamishibai</i> method in storytelling activities has a positive impact on children's receptive language abilities. Children were able to express comments and questions, actively respond to readings by sharing personal experiences related to the story topic, answer questions about new vocabulary, and summarize the stories read to them. They also demonstrated the ability to recognize several story elements, including characters, settings, and the problems faced by the protagonists, as well as the ability to continue parts of the story and retell it.
2	R Susilana, L Dewi, G Rullyana, Ardiansah, Y Kodama, and I Rachman (2021)	This literature review study collected data from books, official reports, organizational websites, and research reports published in national and international online journals.	Indonesia	The results of this study indicate that the integration of environmental literacy using <i>Kamishibai</i> can be incorporated into the 2013 Curriculum and can foster students' awareness and concern for their environment.
3	Neny Widyana, Diva Adellia Sya'bani, and Sindi Melani (2024)	The study employed a quantitative pre-experimental design using a one-group pretest-posttest approach.	Indonesia	The results showed that children's cognitive abilities during the pre-test scored 57.7%, categorized as Developing as Expected (DAE). Meanwhile, cognitive abilities in the post-test increased to 79.3%, categorized as Developing Very Well (DVW). Based on these findings, it can be concluded that the storytelling method using <i>Kamishibai</i> is effective in enhancing the cognitive abilities of early childhood children.
4	Takao Maruyama and Kengo Igei (2024)	This study employed a randomized controlled trial design involving	Africa	The results of the study indicate that <i>Kamishibai</i> can improve children's behaviors related to hygiene, safety awareness, responsibility, and autonomy. Additionally, <i>Kamishibai</i> enhances their basic literacy and

No.	Author	Method	Country	Findings
		children aged 5 to 6 years at 14 public preschool centers in Madagascar.		numeracy skills. Furthermore, <i>Kamishibai</i> can improve the quality of preschool education by providing simple teaching materials within challenging contexts in low-income countries.
5	Juli-Anna Aerila, Mari Siipola, Merja Kauppinen, and Johanna Lähteelä (2022)	This quantitative study employed statistical methods for data analysis. Data were collected using a questionnaire containing Likert scale items, images, and open-ended questions.	Finland	The results of the study indicate that <i>Kamishibai</i> is a highly open and versatile tool for holistic and arts-based literary education, allowing children to choose tasks according to their interests and personal skills. Moreover, children who are reluctant to perform and read perceive <i>Kamishibai</i> as an engaging tool. This also applies to multilingual children. The findings further demonstrate that <i>Kamishibai</i> in the educational context highlights the importance of an arts-based approach to language and literary education.
6	Yenny Farida Gulo, Hisam Abdul Malik, and Wahyuni Nadar (2023)	This study employed a qualitative descriptive design with research subjects consisting of school principals, family planning group teachers, and playgroup students. Data were collected through observation, interviews, and documentation.	Indonesia	The results of the study indicate that vocabulary learning through <i>Kamishibai</i> media can stimulate children's interest in acquiring new vocabulary using novel media. It helps them become more confident and fosters greater curiosity, leading to increased enthusiasm in learning new words. Furthermore, the study concludes that vocabulary learning through <i>Kamishibai</i> media in the playgroup at PT Kindergarten is engaging and effectively motivates children to learn new vocabulary.
7	Francisco Rocha and Rosa Maria Faneca (2022)	This study is an exploratory qualitative investigation of the pedagogical and didactic aspects of plurilingual <i>Kamishibai</i> in the context of intercultural competence (IC) awareness and development among children.	Portugal	The results of the study indicate that activities aimed at raising awareness of cultural and linguistic diversity through plurilingual <i>Kamishibai</i> can contribute to the development of intercultural communication competence and knowledge across various academic fields. Furthermore, plurilingual <i>Kamishibai</i> may lead to more positive attitudes toward linguistic and cultural diversity.
8	Nurhenti Dorlina Simatupang, Sefy Amaliatus Sholichah, and Irena Agatha Simanjuntak (2025)	This Classroom Action Research was conducted at TK Aisyiyah 16 Surabaya over two cycles.	Indonesia	The results of the study show a significant improvement in the literacy skills of children aged 5 to 6 years following the implementation of the <i>Kamishibai</i> method. Improvements were observed in story comprehension, recognition of narrative elements, and story retelling abilities.

Research on *Kamishibai* has been increasing since 2022, reaching its peak in 2024. Based on the eight articles reviewed, the majority were published in 2024, with three articles, as shown in Figure 2 below:

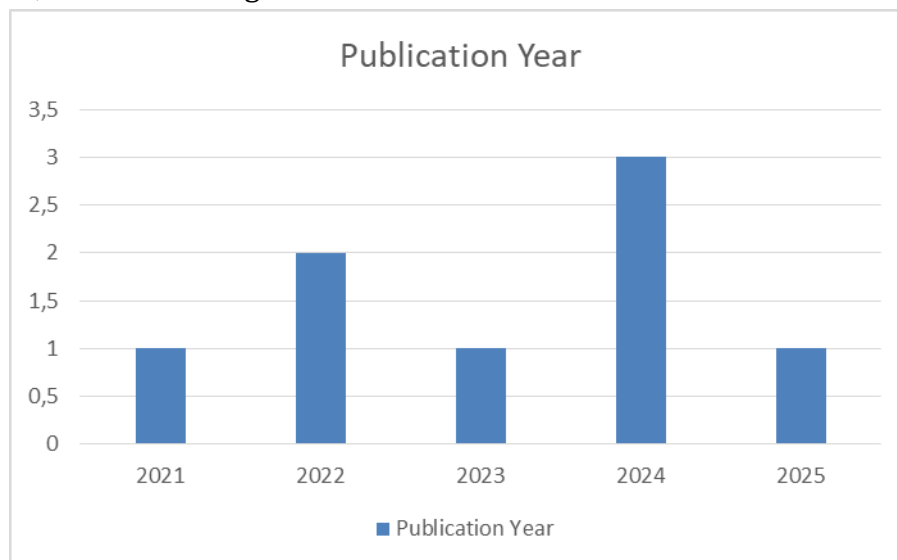


Figure 2. Publication Year

Research on *Kamishibai* has been conducted in various countries, including Indonesia, Africa, Finland, and Portugal. Based on the eight articles reviewed, the majority of studies were carried out in Indonesia, as shown in Figure 3 below:

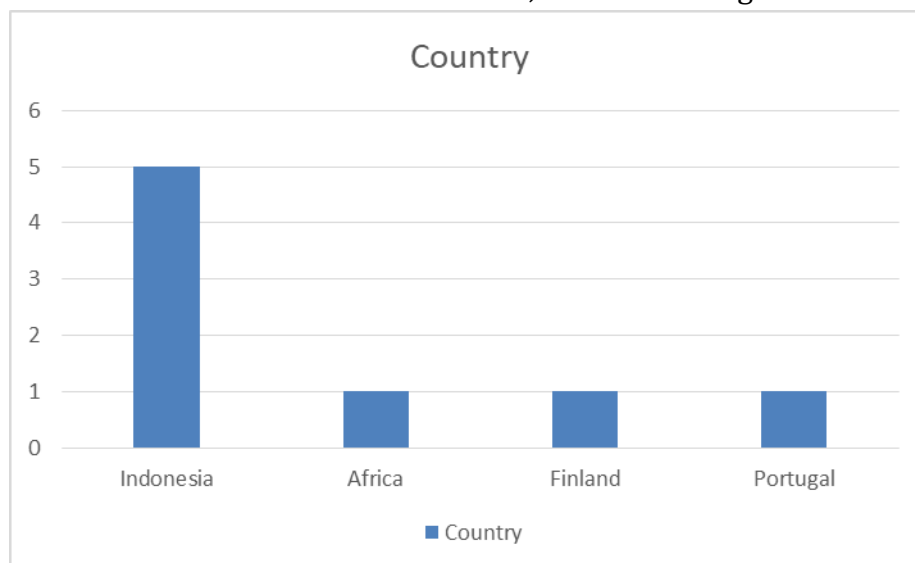


Figure 3. Country

This study aims to answer the question: “Does *Kamishibai* improve literacy skills in early childhood?” After a systematic selection process of 155 articles, 8 articles met the criteria for further analysis. These studies originated from various countries, including Indonesia, Africa, Finland, and Portugal. Based on the analysis, it was found that *Kamishibai* positively contributes to various aspects of literacy skills in early childhood. Thus, the research question is answered affirmatively: *Kamishibai* can enhance literacy skills in young children.

The included studies were analyzed thematically and grouped into four key areas: 1) Language development and vocabulary growth; 2) Narrative comprehension

and storytelling skills; 3) Cognitive stimulation and critical thinking; and 4) Engagement, expression, and motivation in literacy activities. This thematic categorization forms the basis of analytical synthesis, moving beyond a descriptive summary to interpret how *Kamishibai* functions across contexts. For instance, *Kamishibai* consistently promoted vocabulary development by encouraging children to ask questions and retell stories in their own words. Moreover, its visual and performative nature stimulated curiosity and sustained attention, both of which are foundational to early literacy development. However, critical evaluation of the selected studies reveals several limitations. Most studies had small sample sizes and were conducted in limited geographical or cultural contexts raising questions about generalizability. In addition, some studies relied on qualitative observations without standardized literacy assessments, which could introduce subjective bias in measuring outcomes.

Few studies compared *Kamishibai* with other storytelling or literacy strategies, making it difficult to determine its relative effectiveness. There was also a lack of longitudinal studies assessing the sustained impact of *Kamishibai* on literacy over time. In light of these findings, future research should aim to: 1) Conduct comparative experimental studies between *Kamishibai* and other literacy interventions; 2) Employ quantitative literacy metrics to measure specific skill gains; 3) Explore cross-cultural applications to understand how *Kamishibai* adapts to diverse classroom contexts; and 4) Investigate its use in multilingual settings, where children face additional linguistic challenges. By identifying these gaps, this review highlights *Kamishibai's* potential while offering direction for more robust and generalizable research in the future.

The findings were obtained through a Systematic Literature Review (SLR) approach, incorporating studies with quantitative, qualitative, and classroom action research designs. The research involved searching for articles in databases such as Google Scholar using the following keyword combinations: 1) “kamishibai” AND “early literacy”; 2) “kamishibai” AND “language development”; 3) “storytelling” AND “kamishibai” AND “preschool”; and 4) “kamishibai” AND “early childhood literacy skills.” Selection was conducted based on inclusion criteria focusing on publications from the last five years that targeted early childhood. From an initial selection of 24 articles, 8 articles were chosen for further analysis based on their relevance and research quality.

Based on the reviewed articles, *Kamishibai* is effective in improving various aspects of literacy skills in early childhood. *Kamishibai* originates from the Japanese language, consisting of two words: ‘*kami*,’ meaning paper, and ‘*shibai*,’ meaning to perform a play in a theater [11]. Thus, *Kamishibai* refers to performing a play using paper theater. It is a storytelling method that combines oral narration with illustrated media [8]. In its contemporary form, *Kamishibai* resembles a PowerPoint presentation slide; however, traditionally, these presentation slides were in the form of cards [11]. Moreover, the integration of visual components in *Kamishibai* contributes significantly to enriching the audience’s experience by supporting better understanding and increased engagement [12]. *Kamishibai* helps children better understand story structure through sequential visual panels. Children are not merely passive listeners but actively engage by observing and responding to the story content. The addition of visual

elements, sounds, and expressions enhances children's ability to recognize new vocabulary, associate words with meanings, reorganize the story they hear, and increase focus and attention to the story content.

The study by [13] demonstrated that the *Kamishibai* method has a significant effect on improving receptive language skills in children aged 5–6 years. This includes the children's ability to comprehend, respond to, and retell the stories presented, which are crucial aspects in the development of early literacy. *Kamishibai* is effective in fostering skills related to understanding and responding to oral information, which are vital components in the early literacy development of children.

The study by [6] demonstrated that *Kamishibai* can be integrated into the 2013 Curriculum and is effective in fostering students' environmental awareness. *Kamishibai* enables children to better understand and interpret environmental conditions. Through visually and narratively presented stories, children can develop the knowledge, attitudes, and skills necessary to maintain and improve the environment. *Kamishibai* can be used to instill environmental literacy in early childhood. Through *Kamishibai*, teachers can deliver environmental material in an engaging and interactive manner, making it easier for children to comprehend and motivating them to adopt environmentally friendly behaviors. The integration of *Kamishibai* in kindergarten learning can serve as an effective strategy to cultivate a generation that is conscious of and caring for the environment.

The study by [7] indicated that *Kamishibai* using Clean and Healthy Lifestyle Behavior (PHBS) materials is effective in improving the cognitive abilities of children aged 5–6 years. The use of *Kamishibai*, which incorporates visual and narrative media, helps children comprehend important concepts related to clean and healthy living behaviors, as well as develop their thinking and problem-solving skills.

The study by [14] demonstrated that the use of *Kamishibai* significantly improves children's behavior in terms of hygiene, safety awareness, responsibility, and independence. Additionally, there were improvements in children's basic literacy and numeracy skills. These findings suggest that using simple teaching materials such as *Kamishibai* can enhance the quality of preschool education, even in low-income countries like Madagascar. This study highlights the potential of *Kamishibai* as an effective and affordable learning tool to promote positive behaviors and foundational skills among preschool children, particularly in resource-limited settings.

The study by [15] demonstrated that *Kamishibai* enables children to select tasks based on their personal interests and skills. *Kamishibai* is an engaging method, including among multilingual children. With its multisensory artistic experience, *Kamishibai* can enhance children's reading engagement and creative expression, as well as support holistic learning that considers individual interests and abilities. The use of *Kamishibai* also shows potential in supporting multilingual children, making it an inclusive tool within diverse educational settings.

The study by [10] demonstrated that *Kamishibai* can stimulate children's interest in learning new vocabulary through engaging media. The use of *Kamishibai* helps children become more confident and curious, which in turn increases their enthusiasm

for acquiring new vocabulary. The study by [16] demonstrated that *Kamishibai* can enhance communication and collaboration skills through the process of co-creating stories. Additionally, *Kamishibai* promotes inclusive language learning that respects linguistic diversity and fosters students' intercultural competence from an early age. The study by [17] demonstrated that *Kamishibai* is effective in enhancing early childhood literacy skills. The use of illustrated stories delivered expressively and interactively can increase children's reading motivation and narrative comprehension. This study provides practical contributions for early childhood educators in implementing innovative and engaging teaching strategies to improve children's literacy.

Based on the eight articles presented above, *Kamishibai* has been shown to improve literacy skills in early childhood, including: 1) understanding, responding to, and retelling stories presented; 2) instilling environmental literacy in young children; 3) understanding key concepts related to clean and healthy living behaviors; 4) developing problem-solving and thinking skills; 5) enhancing basic literacy and numeracy skills; 6) increasing reading engagement and children's creative expression; 7) stimulating children's interest in learning new vocabulary; 8) improving communication and collaboration skills through the process of co-creating stories; and 9) boosting reading motivation and narrative comprehension.

Furthermore, *Kamishibai* also contributes to the development of interdisciplinary skills in early childhood, including creation, writing, and storytelling, which extend to early childhood language learning, oral expression, and artistic and aesthetic skills [18]. According to [15], *Kamishibai* has a positive impact on early childhood literacy. These positive contributions include improvements in young children's writing abilities, the ability to tell their own stories to others, skills in creating stories and illustrations based on their imagination, listening skills when teachers and peers read stories or fairy tales, a fondness for listening to stories, enhanced reading engagement, and improved reading skills in early childhood.

The findings of this study reinforce previous theories, particularly Chomsky's nativist theory, which posits that language is an inherent human capability embedded in the brain's structure, enabling every child to possess an innate mechanism for language acquisition. This theory is further supported by cognitive theory, which holds that individuals actively engage with their environment. According to Piaget, the focus of cognitive theory lies in the mechanisms of human thought and reasoning, suggesting that early language development in children is closely related to various activities involving sensory experiences of phenomena and events [19]. *Kamishibai* not only presents stories through images and narration but also creates a multisensory experience that allows children to use their senses to comprehend the story. This aligns with Piaget's view that children learn through concrete experiences and direct interaction with their environment. Furthermore, since *Kamishibai* delivers language in a systematic and structured manner through repetition, dialogue, and visualization, it supports Chomsky's nativist theory by providing linguistic stimuli that reinforce children's innate language learning abilities. Children do not passively receive language; rather, they actively engage in listening, responding, and even imitating expressions

within the stories, which aligns with the cognitive theory's emphasis on active participation in language learning.

Based on the synthesized findings, the core result of this analysis highlights *Kamishibai* as an effective multimodal approach to enhancing early childhood literacy skills. *Kamishibai* integrates visual, auditory, kinesthetic, and social elements, thus expanding the concept of literacy from merely decoding text into a comprehensive cognitive experience. The analysis of various studies reveals that the combination of storytelling and visual media in *Kamishibai* fosters greater focus, active engagement, and meaningful participation among young learners. A key insight is that *Kamishibai* contributes not only to basic reading and writing skills but also supports the development of numeracy, concentration, and socio-emotional understanding. For instance, a study conducted in Madagascar by [14] implemented seven *Kamishibai* sessions using locally relevant topics such as hygiene, responsibility, nutrition, and safety and reported improvements in children's communication skills and understanding of daily concepts. The analysis further demonstrates that the sustained visual stimulation provided by *Kamishibai* effectively maintains children's attention, outperforming many traditional literacy methods. Moreover, *Kamishibai* elicits non-verbal responses from children such as facial expressions, body movements, and focused eye contact which serve as key indicators of engagement. Therefore, *Kamishibai* functions not merely as a storytelling method but as a rich, multisensory and participatory literacy-building experience for early learners [20].

CONCLUSION

Based on a systematic literature review of eight relevant empirical studies, this research concludes that *Kamishibai* is an effective and engaging multimodal approach for enhancing early literacy skills in young children. The review highlights its significant contributions to contextual literacy, basic literacy, and numeracy, while also fostering language development, cognitive skills, creativity, communication, collaboration, and reading interest. By combining visual, narrative, and performative elements, *Kamishibai* bridges abstract text-based literacy into more concrete and meaningful learning experiences. The novelty of this research lies in its systematic and thematic synthesis of *Kamishibai's* impact on early childhood literacy using the PRISMA framework—a method that has not been extensively applied in prior *Kamishibai*-related research. Furthermore, this study introduces a global perspective by comparing findings across various cultural contexts and identifies how *Kamishibai* can be adapted to Indonesian early childhood education through culturally relevant content and visuals. Unlike previous studies that often focus on isolated cases or informal applications, this review presents a more structured, comparative, and pedagogically oriented analysis of *Kamishibai's* educational value. Despite its contributions, this study also has several limitations. First, the number of articles that met the inclusion criteria is relatively small (n=8), which may affect the generalizability of the findings. Second, the use of only two databases (Google Scholar and Scopus) may have excluded relevant studies from other

academic sources. Third, many of the included studies lacked standard measurement tools and were mostly qualitative in nature, making it difficult to determine the magnitude of *Kamishibai's* impact quantitatively. Finally, cultural and contextual variations across the studies may introduce bias, as the implementation of *Kamishibai* often depends on local adaptation. Future research should consider experimental or longitudinal designs, include larger and more diverse samples, and use validated literacy assessment tools. Additionally, comparative studies between *Kamishibai* and other literacy interventions could help clarify its relative effectiveness and inform best practices in early childhood education globally. For educators, *Kamishibai* can be integrated into playful, story-based literacy activities, particularly for pre-reading children. Teachers are encouraged to use illustrated stories that reflect children's real-life contexts. For curriculum developers, *Kamishibai* presents an opportunity to implement a culturally responsive, multimodal literacy approach tailored to early childhood learning needs. For policymakers, it is recommended to promote literacy innovation at the early childhood level through teacher training programs in *Kamishibai* and the development of contextually appropriate story resources.

AWARD

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