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Development of Busy Book Learning Media in Improving Children's Literacy Skills in Group B of Aisyiyah Bustanul Athfal V Kindergarten

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ABSTRACT

The problem in this study lies in children's literacy skills. This study aims to determine the development of busy book learning media in improving the literacy skills of children in Group B. This study was conducted at Aisyiyah Bustanul Athfal V Kindergarten with the research subjects being children in Group B1. The method used in this study was Research and Development (R&D) to determine (1) the development of busy book learning media in improving literacy skills, and (2) the effectiveness of busy book media in improving literacy skills. Based on the assessment of media and language experts, it was tested on children in group B1. The model used in research and development was the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). According to the assessment of media experts, the score was 91.6% with a category of highly valid, and the assessment of language experts showed 95.8% with a category of highly valid. After testing the children in three aspects, namely vocabulary, answering questions, and retelling stories, the results showed that the Busy Book Learning Media in Improving Literacy Skills was deemed feasible with a category of highly valid and could improve the literacy skills of children in Group B aged 5-6 years.

1. Introduction

Early childhood education is an effort to help children from birth to six years of age in their physical and mental growth and development. Early childhood education is an important part of the educational process because it provides basic knowledge for the next stage of growth and development. Early childhood education aims to encourage and motivate children from birth to six years of age (the golden age) to help their physical and mental growth and development, so that they are ready for further education. According to Nugrahani (2019), early childhood is known as the golden age, when children's brains have an extraordinary ability to absorb information. Early childhood education, according to Law No. 20 of 2003

concerning the National Education System, is a guidance program aimed at children from birth to six years of age. According to Ma'sum (2018), the goal of early childhood education is to advance the knowledge and understanding of parents, teachers, and parties involved in early childhood education and development.

In his book on Montessori schools (Fulton, 2018), he states that teachers must believe in all children's potential and help children develop themselves. The general term "literacy" refers to a set of abilities and skills. Individuals who have the ability to read, write, speak, count, and solve problems related to a certain level of skill needed to live their daily lives. Children learn to listen, pay attention, and speak in the aspect of literacy (language). In the next stage, they begin to learn to write and read. Meanwhile, according to Hatibie (2019), learning media can be defined as anything that stimulates: 1) the mind, 2) feelings, 3) attention, and 4) the will of children. Thus, learning media can encourage a deliberate, purposeful, and controlled learning process.

According to Suggate (2018), there is a relationship between children's vocabulary acquisition, literacy, and their speaking abilities until adolescence. Meanwhile, according to Zati (2018), the concept of basic literacy is expected to be adapted to elementary school or madrasah ibtidaiyah levels because it helps children develop their language and cognitive abilities, such as reading, writing, counting, and role-playing. Therefore, literacy education must begin early with methods and media that are appropriate for children's development. According to Rahmatunisa (2017), literacy is essentially closely related to education because literacy is considered a prerequisite for participating in learning activities at school.

According to Rohde (2015), ensuring that children acquire the early skills and awareness necessary to become successful readers and writers is very important. Meanwhile, according to Harlock in (Basyiroh, 2017), literacy or communication skills in children will have an impact on their social-emotional and cognitive development. Wartomo (2017) states that children need their own literacy skills to start their social life. Meanwhile, according to Sinaga (2019), boys need more intense stimulation than girls. According to Syastra (2015), learning media are all physical and technical things used in the learning process that can help teachers deliver lessons more easily to children and help achieve learning objectives.

Visual media aids the learning process because it can stimulate children's interest, reinforce their understanding, replace verbal words, and connect lesson material to the real world, such as busy books. Busy books are books made of flannel fabric that contain various simple games and activities. This book is an attractive teaching aid for use as a learning medium in early childhood education. According to Yuniarti (2022), a busy book is defined as a book consisting of pages containing various activities designed to enhance children's creativity and reading skills. Meanwhile, according to Ulfah (2017), busy books can improve the motor, mental, and emotional skills of early childhood.

According to Aini (2024), busy books are an attractive learning medium for children and allow teachers to use creative approaches. Mufliharsi (2017) states that

busy books made of fabric and colorful designs make learning fun, and the material taught is easily absorbed by children. Busy books keep children busy with all the activities inside. Getting used to literacy is one of the habits that must be instilled. Literacy means the ability to access knowledge through reading. In line with this opinion, according to Ainiyah (2017), literacy means the ability to use reading skills to obtain information from various sources, evaluate arguments, and learn completely new topics.

The purpose of learning media is to facilitate and assist teachers in providing enjoyable learning for children. The media must also be creative and attract children's attention to make it easier to achieve learning outcomes. For children, it can increase their motivation and interest in learning so that they can think and analyze the material provided by the teacher.

2. Methodology

The type of research in this study is research and development. According to Purnama (2016), research and development is a type of research that aims to produce products for learning, beginning with needs analysis, product development, product evaluation, revision, and product dissemination. This model was first developed by Dick (1996) to design learning systems. The steps are as follows:

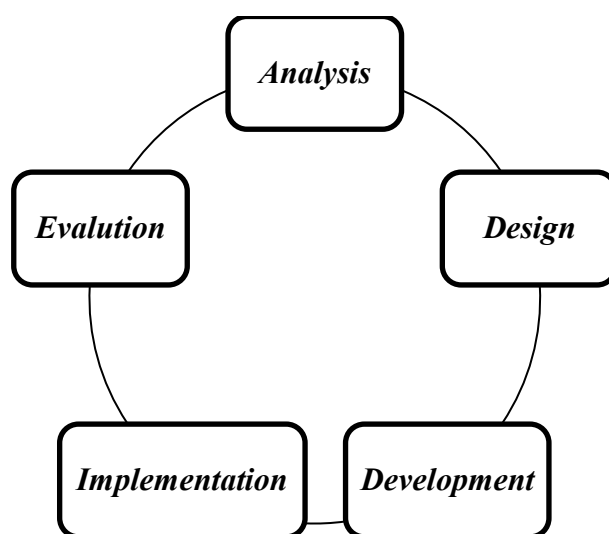


Figure 1. Tahapan ADDIE (Dick, 1996)

This study is an analysis of the ADDIE model that clearly uses direct observation of early childhood education institutions. The variables in this study are divided into two parts, namely: the independent variable in this study is the busy book learning medium. Meanwhile, the dependent variable in this study is improving children's literacy skills. Data collection techniques are essential in this study. According to Sahir (2021), good data collection will pay attention to the accuracy, objectivity, and relevance of the data obtained, because this greatly affects the final conclusions that can be drawn from the study. In this study, the following methods

were used to collect data: observation. According to Wani (2024), this technique allows researchers to observe and record what they see in real situations, without interference or changes from the researchers. Interviews. According to Charismana (2022), through interviews, researchers can explore more in-depth information about the opinions, feelings, and personal experiences of respondents. The validity of the material is obtained from subject matter experts, media experts, and language experts. The validity data of the teaching materials will be analyzed descriptively using the following formula: (Akbar, 2015).

$$V = \frac{TSEV}{S - max} \times 100\%$$

Information:

V = Validity
 $TSEV$ = Total Empirical Validator Score
 $S - max$ = Expected Maximum Score
 100% = Constant

Next, an interpretation and decision-making process regarding the quality of the development product is provided using the following validity criteria: (Akbar, 2015).

Table 1. Conversion of Achievement Levels and Qualifications

Criteria	Level of Validity
75,01 % - 100,00%	Highly Valid (can be used without revision)
50,01 % - 75,00%	Sufficiently Valid (can be used without minor revision)
25,01 % - 50,00%	Not Valid (cannot be used)
00,00 % - 25,00%	Highly Invalid (prohibited from use)

Teaching materials are considered valid for use if they meet the criteria of “sufficiently valid” and/or “highly valid.”

3. Result and Discussion

Analysis

This analysis collects data from observations at Aisyiyah Bustanul Athfal V Kindergarten, West Palu District, to determine the availability of busy book learning media for literacy skills in early childhood and conducts interviews. The analysis reveals a lack of busy book learning media to improve children's literacy skills. Currently, book-based learning media such as busy books are very attractive for interacting with children and facilitate the learning process. This can be seen from the fact that the number of busy book learning media available is still very small, especially those related to literacy skills. However, learning using busy book learning media is very important to overcome children's boredom with approaches and media that are too monotonous and to facilitate the learning process for children.

Design

The following is an explanation of the principles used in developing busy book learning media for literacy skills.

a. Busy Book Title

The title of the busy book learning media for Early Childhood (AUD) is made as simple as possible, taken from the theme and sub-theme "Various Animals".

b. Busy Book Storyline

The storyline of the busy book learning media is simple with minimal words and made interesting for children. Made of flannel, there are several pictures of animals that children are familiar with, as well as various animals on land, in the sea, in the air, monkeys, sharks, butterflies, carrots, bananas, fish, and flowers.

c. Image Design and Production Technique

The busy book images are made of flannel fabric with screen printing mixed into the animal images so that they look real and children can immediately recognize them. The backgrounds, such as trees, bushes, bananas, etc., are first sketched on the flannel fabric.

d. Busy Book Format and Size

This busy book learning medium measures (21 x 25) and has 12 pages, including the cover and closing page.

e. Colors

The colors used in this busy book learning medium are varied to attract children's attention and suit the characteristics of early childhood.

Development

Media Expert Validation Data

• Quantitative Data

This stage involves product creation, which includes writing stories, designing the cover and pages to be as attractive as possible to children, sketching on flannel fabric such as trees, bushes, adding various attractive colors, drawing animals, and writing stories.

The data shown above is the result of calculations using the following formula:

$$V = \frac{TSEV}{S-max} \times 100\%$$

Information:

V = Validity

$TSEV$ = Total Empirical Validator Score

$S-max$ = Expected Maximum Score

100% = Constant

If calculated, then:

$$\begin{aligned}
 V &= \frac{4 + 4 + 4 + 4 + 3 + 3}{24} \times 100\% \\
 &= \frac{22}{24} \times 100\% \\
 &= 91,6\%
 \end{aligned}$$

From the results of validation by media experts, it can be said that the busy book learning media that has been developed has a very valid conversion or can be used without a smaller version. This is proven by the number of scores for items 1-6, which is 24 with a percentage of 91.6%. This proves that this busy book learning media is very valid and suitable for children aged 5-6 years.

Table 2. Results of the Assessment of Busy Book Learning Media in Improving Children's Literacy Skills by Media Experts

Aspect	Indicator	Question Item	Score	Validation
Concept	1. Media Accuracy	1. The book is long and the pages are the same size	4	100% Highly Valid (can be used without revision)
		2. The images are suitable for children	4	100% Highly Valid (can be used without revision)
	2. The Appeal of Media Appearance	1. Inside there is a variety of images that are interesting for children	4	100% Highly Valid (can be used without revision)
		2. The images are of a quality that is interesting for children	4	100% Highly Valid (can be used without revision)
		1. There is a variety of colors	3	75% Moderately Valid (can be used without minor revision)
	3. Attractive Media Color Combination	2. The colors are well combined	3	75% Sufficiently Valid (can be used without minor revisions)

• Qualitative Data

The following is qualitative data obtained by the researcher from media experts. Criticism and Suggestions for Busy Book Learning Media in Improving Children's Media Literacy Skills by Media Experts The cover page is made different from the content pages, and the images and font size of the book title are enlarged, as can be seen in Figure 2.



Figure 2. Results of the First and Second Media Revisions

In order to attract children's attention to follow the activities carried out by researchers so that children are more focused on listening, and when children are asked questions, they can answer and ask questions when there is something they do not know, so that they can practice improving their literacy, including language. In conclusion, the busy book learning media in improving children's literacy skills can be tested.

Implementation

The product, which has been validated and refined by lecturers, was then tested at Aisyyah Bustanul Athfal V Kindergarten, West Palu District, Palu City, Central Sulawesi, starting on July 28, 2025, with 22 children participating. The purpose of this trial was to determine the extent to which this product development stimulates child development, particularly the development of literacy skills, including children's language skills. The following is presented in a table, according to the three aspects observed, namely: 1). The aspect of mentioning vocabulary; 2). The aspect of answering questions; 3) The aspect of retelling the story. The three aspects are explained in Table 3 below as follows:

Table 3. The aspect of Mentioning Vocabulary

Category	Frequency	Percentage (%)
Very Good Development (VGD)		
Developing as Expected (DAD)	5	23
Starting to Develop (SD)	11	50
Not Yet Developing (ND)	6	27
Number (N)	22	100

According to Table 3, it can be seen that in terms of vocabulary, of the 22 children who were the subjects of the study, 5 children (23%) were in the Developing as Expected (DAE) category, 11 children (50%) were in the Beginning to Develop (BBD) category, 6 children (27%) were in the Beginning to Develop (BBD) category, and no children were in the Developing Very Well (DVW) category.

Table 4. Question Answering Aspect

Category	Frequency	Percentage (%)
Very Good Development (VGD)		
Developing as Expected (DDE)	5	23
Starting to Develop (SD)	11	50
Not Yet Developing (ND)	6	27
Number (N)	22	100

According to Table 4, it can be seen that in terms of answering questions, of the 22 children who were the subjects of the study, there were 5 children (23%) in the Developing as Expected (DAE) category, 11 children (50%) in the Beginning to Develop (BD) category, 6 children (27%) were in the Starting to Develop (SD) category, and no children were in the Developing Very Well (DVW) category.

Table 5. Aspect of Retelling the Story Content

Category	Frequency	Percentage (%)
Very Good Development (VGD)		
Developing as Expected (DAD)	5	23
Starting to Develop (SD)	11	50
Not Yet Developing (ND)	6	27
Number (N)	22	100

According to Table 5, it can be seen that in terms of vocabulary, of the 22 children who were the subjects of the study, there were 5 children (23%) in the Developing as Expected (BSH) category, 11 children (50%) in the Starting to Develop (MB) category, 6 children (27%) in the Starting to Develop (SD) category, and no children in the Developing Very Well (DWW) category.

Table 6. Recapitulation of Observation Results Before Children

Category	Literacy Skills Aspect						Average (%)
	Aspects mentioning vocabulary		Answering questions		The aspect of retelling the story		
	F	%	F	%	F	%	
Developing Well (BSB)							
Developing as Expected (BSH)	5	23	5	23	5	23	5
Starting to Develop (MB)	11	50	11	50	11	50	50
Not Yet Developing (BB)	6	27	6	27	6	27	27
Total	22	100	22	100	22	100	100

According to Table 6, it can be seen that the results of the recapitulation of observations before literacy skills in children, from 22 children who were the subjects of the study in three aspects, namely: 1). The aspect of mentioning vocabulary, 2). The aspect of answering questions, 3). The aspect of retelling the story had the same number in each aspect, namely none (0%) in the BSB category, 5 children (23%) in the BSH category, 11 children (50%) in the BSH category, and

6 children (27%) in the BB category. These results show that most children were able to understand the stories told by their teachers through everyday learning. They can mention several vocabulary words, answer questions, and retell the story to the teacher and other friends. This may indicate that the learning media may not be effective in helping to improve literacy skills such as children's language, even though some children need further guidance.

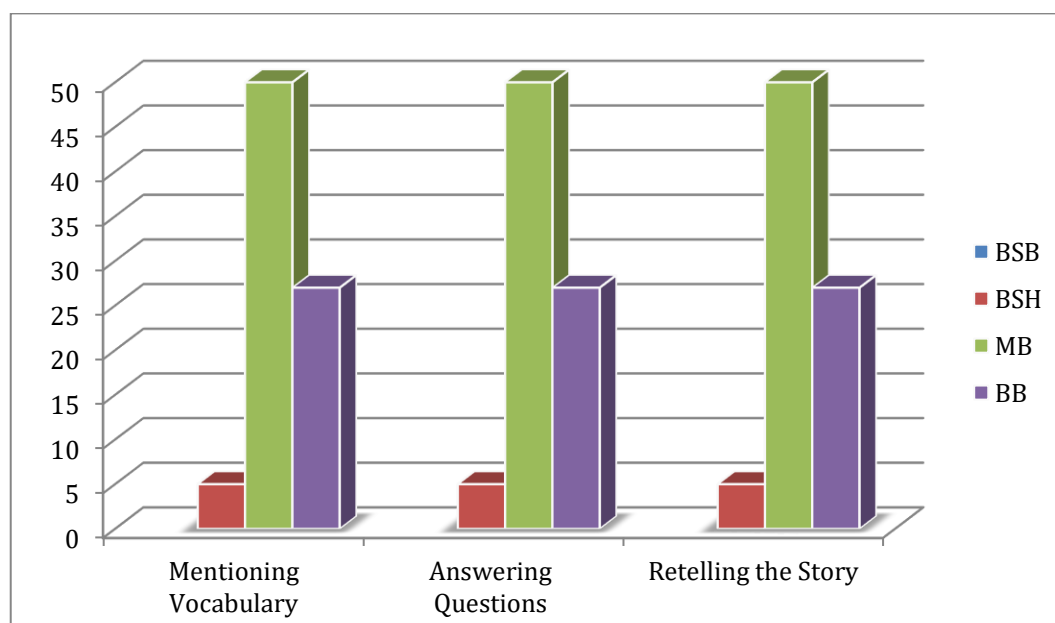


Figure 3. Histogram of Data Results Before Children's Literacy Skills

As shown in Figure 3, the most prominent bar in the green bar chart is the MB category with 11 children (50%), the purple bar chart shows 6 children (27%) in the BB category, and the red bar chart shows 5 children (23%) in the BSH category. The MB category in the green bar chart and the BB category in the purple bar chart are not prominent or there are no children in either category. The data obtained by the researcher in the field in the form of observations and children's responses were in the form of busy book learning media activities for children's literacy skills. The following is presented in a table according to the three aspects observed, namely: 1). The aspect of mentioning vocabulary; 2). The aspect of answering questions; 3). The aspect of retelling the story. The three aspects are explained in the table below as follows:

Table 7. Aspects of Vocabulary Mentioning

Category	Frequency	Percentage (%)
Very Good Development (VGD)	11	50
Developing as Expected (DAD)	7	31
Starting to Develop (SD)	3	14
Not Yet Developing (ND)	1	5
Number (N)	22	100

According to Table 7, it can be seen that in terms of vocabulary, of the 22 children who were the subjects of the study, 11 children (50%) were in the Very Good Development (VGD) category, 7 children (31%) were in the Developing as

Expected (DAE) category, 3 children (14%) were in the Beginning to Develop (BD) category, and 1 child (5%) was in the Not Yet Developing (NYD) category.

Table 8. Answering Questions

Category	Frequency	Percentage (%)
Very Good Development (VGD)	11	50
Developing as Expected (DAD)	7	31
Starting to Develop (SD)	3	14
Not Yet Developing (ND)	1	5
Number (N)	22	100

According to Table 8, it can be seen that in terms of answering questions, of the 22 children who were the subjects of the study, 11 children (50%) were in the Very Good Development (VGD) category, 7 children (31%) were in the Developing as Expected (DAE) category, 3 children (14%) were in the Beginning to Develop (BD) category, and 1 child (5%) was in the Not Yet Developing (NYD) category.

Table 9. The Aspect of Retelling the Story

Category	Frequency	Percentage (%)
Very Good Development (VGD)	11	50
Developing as Expected (DAD)	7	31
Starting to Develop (SD)	3	14
Not Yet Developing (ND)	1	5
Number (N)	22	100

According to Table 9, it can be seen that in terms of retelling the story, of the 22 children who were the subjects of the study, 11 children (50%) were in the Very Good Development (VGD) category, 7 children (31%) were in the Developing as Expected (DAE) category, 3 children (14%) were in the Beginning to Develop (BD) category, and 1 child (5%) was in the Not Yet Developing (NYD) category.

Table 10. Recap of Observation Results After the Child

Category	Literacy Skills Aspect						Average (%)
	Aspects mentioning vocabulary		Answering questions		The aspect of retelling the story		
	F	%	F	%	F	%	
Developing Well (BSB)	11	50	11	50	11	50	50
Developing as Expected (BSH)	7	31	7	31	7	31	31
Starting to Develop (MB)	3	14	3	14	3	14	14
Not Yet Developing (BB)	1	5	1	5	1	5	5
Total	22	100	22	100	22	100	100

According to Table 10, it can be seen that the results of the recapitulation of observations on children's literacy skills, from 22 children who were the subjects of

the study in three aspects, namely: 1). The aspect of mentioning vocabulary, 2). The aspect of answering questions, 3). The aspect of retelling the story content has the same number in each aspect, namely 11 children (50%) in the BSB category, 7 children (31%) in the BSH category, 3 children (14%) in the MB category, and 1 child (5%) in the BB category. These results show that most children have been able to understand the stories told by their teachers through the busy book learning media. They can mention several vocabulary words, answer questions, and retell the story to the teacher and other friends. This shows that busy books can be effective in helping to improve literacy skills such as children's language, even though some children need further guidance.

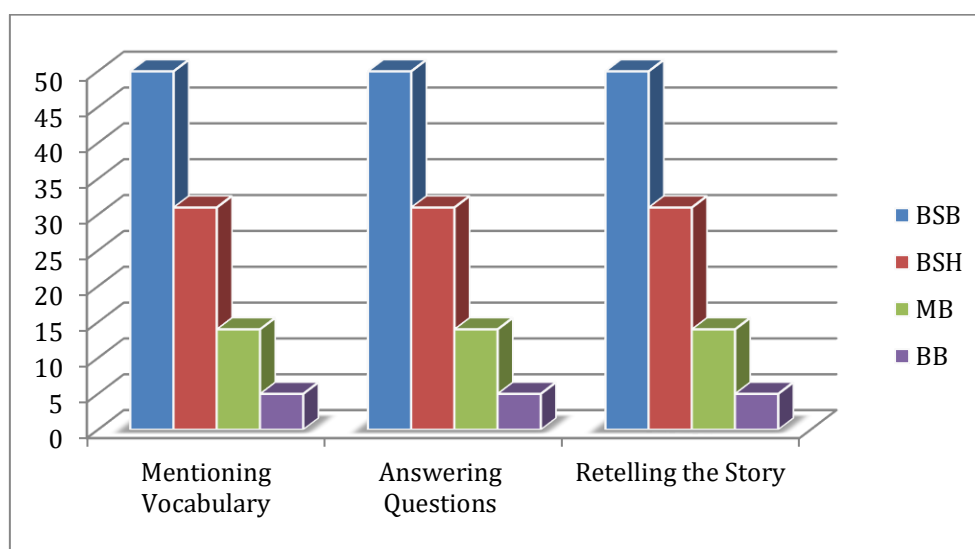


Figure 4. Histogram of Data Results After Children's Literacy Skills

As shown in Figure 4, it can be seen from the most prominent bar chart in the blue bar chart that there are 11 children (50%) in the BSB category, 7 children (31%) in the BSH category in the red bar chart, 3 children (14%) in the MB category in the green bar chart, and the purple bar chart shows 1 child (5%) in the BB category. The following table shows the results of the observation sheets and the children's responses according to the aspects observed, the expected indicators in children, and the four category options: BSB, BSH, MB, and BB.

Table 11. Results After Observation and Children's Responses

No	Category	Aspect	Indicator	Children's Response	
				Yes	No
1	Highly Promising (BSB), if it meets more than three indicators mentioning vocabulary		1. Children are able to name the following words: bee, shark, monkey, and sea.	22	
			2. Children are able to name the following words: bee, shark, and monkey.	22	

2	Developing as Expected (DE), if the child meets more than three indicators in the aspect of answering questions	Mentioning vocabulary	3. Children are able to name the following words: bee, shark	22	
			4. Children are able to name the following words: shark	22	
		Answering questions	1. The child is able to answer the question, "Where do sharks usually live?"	18	4
			2. The child is able to answer the question: Where do butterflies usually live?	18	4
			3. 3. The child is able to answer the question, "Where do monkeys live?"	18	4
			1. Children are able to retell stories using the busy book learning media they have studied by mentioning all the animals in the busy book.	22	
3	Developing as Expected (DE), if the child meets more than three indicators of retelling the story	Retelling the story	2. Children are able to retell stories using the busy book learning media they have studied by mentioning all the habitats of the animals in the busy book.	18	4

Busy books have the advantage of providing several activities that can be applied in learning to help children with aspects of literacy development such as language. They also make it easier for teachers to guide children in learning activities or encourage children to understand for themselves through the activities by observing the children's process.

Evaluation

The evaluation results aim to achieve learning outcomes by using busy books as learning media to improve literacy skills with flannel fabric. This can be seen from the children who answered questions with curiosity, happiness, and enthusiasm. When shown the busy book learning media, the children appeared curious and very enthusiastic to learn using the media and try to see the contents of the busy book learning media.

Discussion

Learning media is one of the media used to help stimulate aspects of literacy development such as children's language and to facilitate teachers in the learning process by using busy book learning media for early childhood. Busy book learning media is one of the media that is suitable for use and application in the learning process for early childhood, because busy book learning media has many pictures, shapes, and is filled with colors that attract children's attention. In addition, busy books are designed to be as attractive as possible to capture children's attention in the learning process and as an effective learning tool in increasing the interest of early childhood learning so that it can improve literacy skills in children, namely adding new vocabulary when listening to stories, children learn new words that they hear and say, improving children's pronunciation so that they are confident in speaking and confident in answering questions asked by teachers.

Busy books are very important learning media for improving early childhood literacy skills because they help children understand, express, articulate, and pronounce words. This allows children to confidently say new words they hear, pronounce words correctly, and answer questions about the material they hear. Busy book learning media stimulate children's imagination in listening through story discussions by answering according to their imagination, which can improve literacy skills. From the results of this assessment, the researchers found that the assessment results of busy book learning media products are very feasible or very good for use in early childhood education or kindergarten.

4. Conclusion

Based on the results of the research conducted, the application of Busy Book Learning Media in Improving Literacy Skills in this study introduced, explained, and added knowledge about various animals along with questions and answers such as guessing animals such as monkeys or sharks, asking about the habitats of animals, namely the air and the sea, along with the food eaten by animals, for example, monkeys eat bananas. The introduction of Busy Book Learning Media in Improving Literacy Skills, in terms of vocabulary, answering questions, and retelling stories, showed that some children were in the BSB (Very Good Development) category. There is effectiveness in the Busy Book Learning Media Product in Improving Literacy Skills, according to the final validation results from media and language experts of around 91.6% and 95.8%. This shows that the busy book learning media product is suitable for use as media or teaching materials for early childhood education and kindergarten children.

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