Development of Busy Book Learning Media to Improve the Ability to Recognize Alphabet Letters for Raudhatul Athfal Students

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Abstract
his study aims to develop the Busy Book learning media to enhance early childhood recognition of alphabet letters at Raudhatul Athfal Al Mawaddah Warrahmah Kolaka. The research method used is Research and Development (R&D), which includes needs analysis, design, validation, trials, and evaluation. Validation was conducted by media and content experts to assess the feasibility of Busy Book as a learning medium. The validation results indicate that the aspects of design, clarity, and efficiency were rated as highly valid by media experts, with an average score of 4.47. Meanwhile, content experts rated the presentation and ease of use as highly valid, with an average score of 4.22, although the language aspect was categorized as valid with a score of 3.6. Practicality tests showed that Busy Book is highly practical, with a 96.15% score for attractiveness and an average of 80% for content, language, and illustrations. Effectiveness tests revealed that 70% of students reached the "expected development" and "very well-developed" categories after using Busy Book. These findings indicate that Busy Book is an effective and practical learning medium for improving early childhood alphabet recognition. It serves as an engaging and interactive alternative for learning in RA (Raudhatul Athfal). However, improvements in language and visual aspects are still needed to enhance its effectiveness.

Keywords: *Busy Book, Learning Media, Early Childhood, Alphabet Letters, RA Education*

INTRODUCTION

Education is one of the fundamental aspects in efforts to improve the quality of a nation's human resources (HR). The educational process starts from an early age, both formally and informally, through various learning, teaching and training mechanisms. Early childhood education (PAUD) is becoming the foundation of the main role in forming children's character and cognitive abilities which will influence the next stage of education (Nurlaela, 2018). Early childhood is known as the golden age or *golden age*, where the child's brain develops progresses very quickly and children have the ability to absorb information quickly (Firdaus, 2021).

According to Langeveld in Hasbullah (2013), education is all forms of effort, influence, protection and assistance given to children with the aim of making them independent individuals capable of carrying out their own life tasks. Early childhood education aims to provide optimal stimulation for children's physical, motoric, cognitive, social emotional and language development so that they grow and develop optimally (Diana & Mesiono, 2016). Therefore, the learning methods and media used in early childhood education greatly determine the effectiveness of the learning process.

One aspect of concern in early childhood education is the development of early literacy skills, including recognizing letters. This ability is very important because it is the basis for children learning to read and write at the next level of education. Minister of National Education Regulation no. 58 of 2009 states that one of the developmental achievements of children aged 4-5 years is the ability to recognize vowel letter symbols, which includes the ability to name and show the letter symbols (Rohmawati & Setyowati, 2015). By Therefore, there is a need for appropriate learning approaches and media to help children recognize letters in a fun and effective way.

Learning media plays an important role in increasing the effectiveness of early childhood learning. Interesting and interactive media can stimulate children's interest in learning and help them understand basic concepts better (Cahyadi, 2019). One of the learning media that can be used to introduce letters is a busy *book*. *Busy book* is an interactive book designed with various interesting and fun activities for children. This book not only contains interesting pictures, but also various educational games that can stimulate children's creativity and cognitive abilities (Lubis & Siregar, 2021).

Usage of a busy *book* in early childhood learning it has several advantages. First, this media is interactive, so it can increase children's involvement in the learning process. Second, *busy books* can be adapted to children's learning needs, so that the material presented is more relevant and contextual. Third, this media can help improve children's fine motor skills through various activities such as arranging, sticking and sorting letters (Purwati, 2021). Thus, *busy book* is one of the innovative solutions in improving the ability to recognize letters in early childhood.

However, deep practice, there are still many early childhood education institutions that do not use media *busy books* optimally. One of them is Raudhatul Athfal Al Mawaddah Warrahmah Kolaka, Where Learning to recognize letters is still done using conventional methods that are less interactive. Based on observations and interviews with school principals, it was found that the majority of children still had difficulty recognizing letter symbols, even though they were able to imitate writing letters quite well. Therefore, innovation is needed in learning media that can help children more easily recognize letters in a fun and effective way.

This research aims to develop learning media *busy books* as a means to improve the ability to recognize alphabet letters in early childhood at Raudhatul Athfal Al Mawaddah Warrahmah Kolaka. With this media, it is hoped that children will be more motivated in learning, so that the learning process becomes more effective and enjoyable. It is also hoped that the results of this research can contribute to the development of interactive media-based learning strategies in early childhood education.

METHOD
1. Types of research
This research adopts a quantitative and qualitative approach to obtain comprehensive data in developing the Busy Book learning media. The quantitative approach is based on a post positivist paradigm which is oriented towards measuring variables and testing hypotheses (Emzir, 2017). Meanwhile, a qualitative approach is used to explore the social and historical meaning of students'

experiences in the learning process (Sugiyono, 2019). The type of research used is Research and Development (R&D), which aims to produce and test the effectiveness of a learning product (Sugiyono, 2020).

2. Research Location and Time
This research was carried out at Raudhatul Athfal (RA) Al Mawaddah Warrahmah Kolaka, Southeast Sulawesi, from December 2024 to January 2025. This location was chosen because it is an early childhood education institution which is under the auspices of the Indonesian Ministry of Religion and has implemented various innovations in learning.

3. Research Subjects
The research subjects consisted of 10 students at RA Al Mawaddah Warrahmah Kolaka. The selection of this subject is based on the representation of the age group that is the target for implementing the Busy Book learning media.

4. Development Procedure
This research adopts the ADDIE development model, which consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation. This model provides a systematic structure in the development of learning media (Sa'adah, 2020). The analysis process is carried out by identifying learning needs, design includes designing Busy Book materials, development includes making prototypes, implementation involves testing in class, and evaluation aims to measure effectiveness and make product improvements.
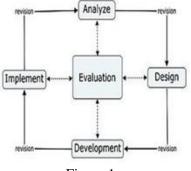

Figure 1 :
Flow of the ADDIE Model Development Procedure

5. Data Collection Techniques

a. **Observation**: Carried out to observe the interaction of teachers and students in using the Busy Book during the learning process (Moleong, 2020).

b. **Interview**: Used to gather information from teachers regarding the effectiveness and obstacles in implementing learning media.

c. **Questionnaire (Questionnaire)**: Aims to measure students' and teachers' responses to the practicality and effectiveness of Busy Book.

d. **Learning Results Test**: Used to assess learning achievement based on early childhood development indicators, namely BB, MB, BSH, and BSB.

6. Data Analysis Techniques

a. **Validity Analysis** The validity of learning media is tested through an expert validation instrument using a Likert scale with a score range of 1-5. Validation results are calculated using the formula: Interpretation of validation scores refers to the criteria developed by Nurdin (2023), where a percentage $\geq$ 61% indicates the product is valid and ready to use without significant revisions.

b. **Effectiveness Analysis** The effectiveness of Busy Book is measured through students' post-test results. The criteria for completeness of learning outcomes are based on an assessment of early childhood development which includes moral, cognitive, psychomotor, social-emotional, language and artistic aspects. Completeness is calculated using the formula: Effectiveness results are categorized according to a Likert scale, where a value $\geq$ 81% indicates the media is very effective.

c. **Analysis of Student and Teacher Responses** Data from student and teacher response questionnaires were analyzed using a Likert scale, using a score range of 1-5. Interpretation of response results refers to an achievement level $\geq$ 81% as a very feasible category.

Through a systematic research methodology, this research aims to produce Busy Book learning media that is valid, practical and effective in improving student learning outcomes at RA Al Mawaddah Warrahmah Kolaka. With the R&D approach and ADDIE development model, this research makes a significant contribution to innovation in early childhood learning.

RESULTS AND DISCUSSION

Research result

1. Expert Validation

   a. Media Expert Validation

   The media expert validation data is as follows

Table 1. Media Expert Validation of the product being developed

No	Assessment Aspects	Assessment	Criteria
1	Design Attractiveness	4,33	Very Valid
2	Clarity	4,8	Very Valid
3	Media Display	4,0	Valid
4	Efficiency	4,75	Very Valid
	Rate-Rata	4,47	Very Valid

The results of media expert validation show that *Busy Book is very* suitable for use in learning to recognize the letters of the alphabet. Aspects of design attractiveness (4.33), clarity (4.8), and efficiency (4.75) received categories *very valid*, showing that this media is interesting, easy to understand, and efficient to use. Media display received a score of 4.0 (*valid*), which means it can still be improved to be more optimal. Overall, *Busy Book is considered* very good and ready to be used in early childhood learning.

   b. Materials Expert

   The material expert validation data based on the busy book product that has been designed is as follows

Table 2. Material Expert Validation of the Products Developed

No	Assessment Aspects	Assessment	Criteria
1	Presentation of Material	4,22	Very Valid
2	Ease of Use	4,5	Very Valid
3	Use of Language	3,6	Valid
	Rate-Rata	4,10	Very Valid

Material expert validation shows that *Busy Book* has good material presentation (4.22) and is easy to use (4.5), both of which are categorized as *very valid*. However, the aspect of language use received a score of 3.6 (*valid*), indicating the need for improvement to be more appropriate to the understanding of young children. Overall, this media is effective for learning alphabet letters, with suggestions for improvements in language use.

a. Practicality Test

` After being declared valid by experts, the product is then tested for practicality by the user. The user practicality test data by teacher RA Al-Mawaddah Warrahmah Kolaka is as follows

Table 3. Practicality Test for Busy Book Media Users

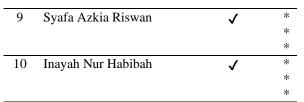| No	Assessment Aspects	Assessment	Criteria
1	The Attractiveness of Learning Media *Busy Book*	96,15	Very Practical
2	Learning Media Materials *Busy Book*	80	Practical
3	Language Qualification in Media *Busy Book*	80	Practical
4	Learning Media Images *Busy Book*	80	Practical
5	Ease of Media Use *Busy Book*	100	Very Practical
	Rate-Rata	87,23	Very Practical

Practicality tests show that *Busy Book is very* attractive (96.15) and easy to use (100). The material, language and image aspects each received a score of 80 (*practical*), showing that this media is suitable for children but can still be improved. These results confirm that *Busy Book* is an effective and interactive learning media in recognizing the letters of the alphabet.

b. Test Effectiveness

To test effectiveness, this is done by testing learning outcomes. Results of descriptive analysis of students' test scores after learning using media *busy book* developed, can be seen in the following table:

Table 4. Student Learning Test Results

No	No	BB	MB	BSH	BSB	Is
1	Aleya Inara Nugraha		✓			**
2	Ayra Dina Safana			✓		***
3	Hafidzah Luthfiyah			✓		***
4	Ikram Muhammad Cipta			✓		***
5	Kahfi Uwais Al Hafizh	✓				*
6	Muhammad Bilal Hafizh A			✓		***
7	Satria Wiradika Barataa	✓				**
8	Shofiyyah Razan Mukhbita				✓	****

| 9 | Syafa Azkia Riswan | ✓ | *** |
| 10 | Inayah Nur Habibah | ✓ | *** |

Based on the data in the table above, the results show that there is 1 student in the not yet developed (BB) category, 2 students are starting to develop (MB), 6 students are developing according to expectations (BSH), 1 student is developing very well (BSB), with Thus, there were 7 students who had developed according to expectations and developed very well after taking the learning results test.

If the student learning outcomes test is on media development *busy book.* This has been analyzed, then percentage The completeness of learning outcomes after development can be seen in the following table:

Table 5. Description of the Completeness of Student Learning Outcomes

Score	Category	Frequency	Percentage
*	BB	1	10 %
**	MB	2	20 %
***	BSH	6	60 %
****	BSB	1	10%

Based on the table above, it shows that of the 10 students who took the learning outcomes test, 10% of students were in the Not Yet Developing category, 20% of students were in the Starting to Develop category, 60% of students were in the developing as expected category, and 10% students in the Very Well Developing category. Based on the completeness aspect, there are 7 out of 10 students who develop according to expectations. Thus, it can be concluded that the value of student development results is in the effective category Because 70% of students have completed the learning outcomes test.

Discussion

The results of this research indicate that the Busy Book learning media is effective in improving young children's ability to recognize the letters of the alphabet. These findings are in line with the latest theories regarding the use of interactive learning media in early childhood education. According to Siswanti and Daud (2024), interactive learning media can improve the memory abilities of young children by providing an immersive and enjoyable learning experience. This supports the finding that Busy Book, as an interactive media, is able to improve children's ability to recognize alphabet letters.

In addition, research shows that interactive media is effective in improving children's memory abilities, including aspects of image memory and word repetition. This finding is relevant to the results of the Busy Book effectiveness test, where the majority of children showed significant progress in recognizing the letters of the alphabet after using this media.

Furthermore, other research confirms that interactive learning media can play an important role in improving mathematical understanding in young children by providing methods that are more interesting and easier to understand. Although the focus of the research was on mathematical understanding, the same principles can be applied to learning the letters of the alphabet, where interactive media such as Busy Books can make the learning process more interesting and effective for children.

In the context of early childhood education, it is important to consider the characteristics of children's development. Early childhood children learn most effectively through direct experience and interaction with their environment. (Astuti and Waton, 2019). *Busy Book*, with its interactive design, allows children to learn through touch, sight, and movement, all of which are important for their cognitive development. Apart from that, the use of interactive learning media such as *Busy Book* can increase children's learning motivation. With an attractive and interactive design, children are more motivated to engage in learning activities, which in turn can improve their learning outcomes (Aini et al, 2024)

Busy Book also provides a more concrete learning experience compared to traditional learning methods (Nisa and Wangi, 2023). Children can touch, turn pages, and interact with various elements in the book, which makes learning more fun and meaningful. This direct interaction helps strengthen children's memory of the letters they learn, making it easier for them to recognize and remember them.

Furthermore, constructivist learning theory emphasizes that children build their own understanding through interactions with the environment (Suranik, 2014). Busy Book supports this approach by providing opportunities for children to actively explore the letters of the alphabet in a fun context. In this way, children not only memorize letters but also understand their shapes and sounds better.

Apart from improving the recognition of letters of the alphabet, Busy Book also helps in the development of children's fine motor skills; This is in line with Dini's (2022) research, activities such as opening pages, gluing letters, or pulling out certain elements in books can train children's hand and eye coordination. Well-developed fine motor skills will be very beneficial for children in other academic activities, such as writing and drawing.

From a developmental psychology perspective, young children have a short attention span, so learning must be designed in such a way that it remains interesting and not boring. Busy Book with its interactive design helps keep children's attention longer compared to conventional methods which only rely on lectures or memorization. In this way, children are more focused on learning and have a greater opportunity to understand the material well.

Apart from the benefits already mentioned, there are several aspects that still need to be improved in the development of Busy Book. One aspect that could be improved is variation in book design and content to better suit children's individual needs. For example, children with a visual learning style may prefer more colorful illustrations, while children with a kinesthetic learning style may need activities that involve more movement.

Apart from that, media displays can also be developed further. The use of more contrasting colors, more interesting illustrations, and more innovative design elements can help increase Busy Book's appeal to children. This way, they will be more motivated to learn and explore the contents of the book.

From the results of the effectiveness tests that have been carried out, it can be seen that the majority of children show progress in recognizing the letters of the alphabet after using

Busy Book. This shows that Busy Book has great potential to be applied more widely in early childhood learning. This is in line with the findings of Aprita and Kurnia, (2021) who stated that busy book media can improve students' reading and cognitive abilities. However, so that the results achieved are more optimal, it is important to continue to develop and adapt this media to children's needs and current developments.

Overall, this research confirms that Busy Book is an effective learning media in improving the ability to recognize alphabet letters in young children. With an interactive design, use of attractive colors, and a fun learning approach, Busy Book is able to provide a better learning experience compared to traditional methods. Therefore, using Busy Books can be a good alternative for educators in teaching the letters of the alphabet to children at an early age.

CONCLUSION

This research proves that Busy Book is an effective learning medium in improving young children's ability to recognize the letters of the alphabet. The results of expert validation show that this media has very good quality in terms of design, clarity, efficiency and presentation of material. The practicality test also confirmed that Busy Book is interesting, easy to use, and meets the needs of young children. In addition, effectiveness tests show that most children experience significant progress in recognizing the letters of the alphabet after using this media.

These findings confirm that interactive learning media based on direct experience can improve children's memory and understanding of letter concepts. Thus, Busy Book can be an innovative alternative in early literacy learning in early childhood education institutions.

SUGGESTION

Based on the results of this research, there are several suggestions that can be given for further development:

1. Design and Language Improvements
   Busy Book has been proven effective, but aspects of language and visual appearance can still be improved to make it more attractive and appropriate to the characteristics of early

childhood. The use of simpler language and more varied images can increase the understanding and appeal of this media.

2. Application in Various Learning Contexts. Use *Busy Book* It should not only be limited to introducing alphabet letters, but can also be expanded to other materials such as numbers, shapes, or other basic concepts to enrich children's learning experiences.

3. Ongoing Evaluation Further research needs to be done to measure effectiveness of Busy *Book* over the long term and across different educational environments.

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