

Designing A Busy Book With The Theme Of Self-Identity As A Learning Medium For Early Childhood Education At PAUD Ash Shidiq

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Abstract—*The discussion about the golden age period in children has been heard by all of us very often, this very rapid development for early childhood must be balanced with the provision of training to early childhood to help in its growth and development to be maximized, the use of busy books is widely used to provide simulations and also as a teaching medium for early childhood by helping children learn in a more fun and effective way. In this research, the theme of designing a busy book with the theme of self, the sub-theme of body members for early childhood, this busy book is designed as a learning media for early childhood to introduce the names of body members, know their functions, and how to care for their body members. The method used in this research is the ADDIE model (Analyze, Design, Develop, Implement, and Evaluate). The results of this study are expected to contribute to the development of innovative and effective learning media for early childhood, teachers also use of this busy book to help children learn about their body members in a fun way.*

Keywords—*Busy book1, Learning media2, Early childhood3, Design4.*

I. INTRODUCTION

Early Childhood Education (ECE) is an educational level designed for young children, aiming to facilitate optimal growth and development according to their developmental stages. Early childhood represents a critical period, as it is during this phase that children begin to build fundamental physical, cognitive, social, and emotional capacities. Children who experience optimal development tend to demonstrate better readiness for formal schooling, which ultimately influences their quality of life in adulthood. Early childhood development spans from birth to six years of age, during which appropriate stimulation plays a crucial role in supporting holistic development. According to the Regulation of the Minister of National Education of Indonesia Number 58 of 2009, standards for early childhood development encompass four main aspects: moral and religious values, social and independence development, and basic developmental aspects, including cognitive, language, physical, and motor skills.

The development of young children is further supported through structured stimulation and guidance, particularly through ECE institutions that implement curricula aligned with children's developmental characteristics. PAUD Ash Shidiq, located in Talun District, Cirebon Regency, has been operating for more than ten years and serves as an institution dedicated to supporting early childhood development. According to Ms.

Esih, the principal and educator at PAUD Ash Shidiq, introducing body parts to young children, especially the five senses, significantly contributes to their cognitive and fine motor development.

Based on observations conducted at PAUD Ash Shidiq, a need was identified for additional learning media for Class A students to serve as supplementary tools and practice materials beyond the existing instructional resources. The learning focus centers on recognizing body parts, particularly the five senses. Class A was selected as the research subject due to the students' developmental characteristics, as they are in the early stages of learning, possess high information absorption capacity, and require concrete media to support comprehension. The presence of appropriate instructional media is expected to assist teachers in delivering content more effectively while enhancing students' learning interest. The design of a busy book was chosen as an innovative and interactive solution for introducing the five senses to young learners. According to Daryanto [1], busy books provide significant benefits for children's cognitive, fine motor, language, and socio-emotional development. Through the design of a busy book themed "self-identity" with a subtheme of the five senses, it is expected that children's cognitive abilities will improve, including logical thinking, understanding spatial and temporal concepts, and systematically categorizing information. Additionally, activities within the busy book support the development of fine motor skills by strengthening small muscles and improving hand-eye coordination. Based on the aforementioned explanation, this study employs the ADDIE development model, consisting of the stages of Analyze, Design, Development, Implementation, and Evaluation.

Despite the potential benefits of interactive learning media, the implementation of such media in early childhood education settings remains limited, particularly in rural and semi-urban areas. Conventional teaching methods, which predominantly rely on worksheets and verbal instruction, often fail to fully engage young learners and address their diverse learning needs. As a result, children may experience difficulties in comprehending abstract concepts, including the identification and functional understanding of body parts. This condition highlights the urgency of developing innovative, child-centered instructional media that emphasize hands-on activities, multisensory engagement, and experiential learning to enhance children's motivation and learning outcomes.

Furthermore, the integration of tactile and visual elements in instructional media is crucial for fostering active learning among early childhood learners. Multisensory learning experiences not only improve information retention but also support the development of fine motor skills, problem-solving abilities, and creativity. In this context, busy books offer a promising pedagogical approach by combining structured activities, interactive components, and playful learning experiences within a single medium. Therefore, this study aims to design and develop a busy book as an interactive learning medium for early childhood education, focusing on the theme of self-identity with a subtheme of the five senses. The developed product is expected to serve as an effective

supplementary learning tool that enhances cognitive development, fine motor skills, and learning engagement among young learners at PAUD Ash Shidiq.

II. METHOD

In this study, the ADDIE development model (Analyze, Design, Development, Implementation, and Evaluation) is employed as the research method. The selection of the ADDIE model is based on its systematic, structured, logical, and comprehensive characteristics, which enable it to accommodate various requirements in the instructional design process, including the development of learning strategies, teaching methods, instructional media, and learning materials. The ADDIE model provides a clear and sequential framework, starting from needs analysis to comprehensive product evaluation, thereby facilitating the creation of instructional products that are effective, efficient, and aligned with learners' characteristics.

According to Branch [2], the ADDIE model represents a systematic and flexible instructional design approach aimed at producing learning products that are oriented toward instructional objectives, user needs, and measurable learning outcomes. Meanwhile, Molenda [3] explains that ADDIE offers a rational and iterative development process in which each stage is interconnected, allowing continuous revisions based on evaluation results. This characteristic makes the ADDIE model particularly relevant for the development of interactive instructional media, especially in early childhood education, which requires contextual, concrete, and learner-centered approaches.

Furthermore, Pribadi [4] emphasizes that the ADDIE model is highly suitable for developing instructional materials and learning media, as it systematically integrates needs analysis, instructional design, product development, field implementation, and outcome evaluation. In the context of this research, the application of the ADDIE model is expected to produce an effective and engaging instructional medium in the form of a busy book, tailored to the cognitive and fine motor development characteristics of early childhood learners, particularly for learning activities under the theme of self-identity with the subtheme of the five senses at PAUD Ash Shidiq.

Analysis:

The analysis stage represents the initial phase of the ADDIE model, involving the identification of learners' needs, user characteristics, and instructional objectives. Data collection at this stage was conducted through interviews with teachers and students at PAUD Ash Shidiq, classroom observations to examine learning processes and classroom conditions, and documentation studies, including the Daily Lesson Plan (RPPH) and the applied curriculum. The collected data served as the foundation for determining the requirements for instructional media development.

Design:

The design stage focuses on planning based on the results obtained from the analysis phase. At this stage, decisions are

made regarding the selection of instructional media, the structuring of learning materials, and the formulation of appropriate instructional strategies aligned with learners' characteristics and learning objectives. This planning process aims to produce a systematic, engaging, and effective instructional framework.

Development:

The development stage emphasizes the transformation of the design plan into tangible instructional products. The data derived from the analysis and design phases serve as references for developing learning materials and producing the instructional media. At this stage, the instructional strategies are realized in the form of a busy book, which is tailored to the needs and developmental characteristics of early childhood learners.

Implementation:

The implementation stage involves the application of the developed instructional media in real classroom settings. The completed media product is piloted with students to evaluate its effectiveness, practicality, and usability in supporting teaching and learning activities.

Evaluation:

The evaluation stage constitutes the final phase of the ADDIE model, aiming to assess the quality and effectiveness of the developed instructional media. Evaluation is conducted through the analysis of implementation results and user feedback, which subsequently serves as a basis for revising and refining both the design and instructional materials to achieve optimal learning outcomes.

The data used in this study were obtained from several sources and categorized as primary data. Primary data were collected through interviews and observations.

Interviews

Interview data were obtained from the main informant, namely Ms. Esih, S.Pd., the teacher and principal of PAUD Ash Shidiq. The interviews aimed to gather information regarding teaching and learning processes, learning activities, instructional media used during classroom instruction, interactions between teachers and students, as well as the educational needs of PAUD Ash Shidiq. The information collected served as a basis for identifying the requirements for developing appropriate instructional media tailored to the institution's learning context.

Observations

Observations were conducted through direct monitoring of teaching and learning activities at PAUD Ash Shidiq, located in Kepongongan Village, Talun District, Cirebon Regency. The observation focused on classroom learning processes, in which teachers initiated lessons by providing instructions and delivering material using student worksheets (LKS). Subsequently, students completed the assigned tasks either independently or with parental assistance, particularly those in Class A or playgroup (PG), who were approximately three years old and required close guidance. After completing the tasks, students submitted their work to the teacher for assessment,

followed by playtime and rest activities. The observation results were utilized to gain a comprehensive understanding of the instructional process and to identify the need for more interactive and developmentally appropriate learning media.



Figure 1. Classroom Play Activities at PAUD Ash Shidiq

In addition, secondary data were collected through a literature review. The literature review conducted in this study aims to address the research problem and enhance the overall quality of the study. The sources examined include books, scholarly articles, and academic journals related to early childhood development, as well as references on sensory-based learning methods and Montessori home activity books. These sources provide theoretical and empirical support for the design and development of the proposed instructional media.

To ensure the validity and reliability of the developed instructional media, expert validation was conducted involving specialists in early childhood education and instructional design. The validation process aimed to assess the appropriateness of the content, visual design, material selection, and learning activities embedded in the busy book. Feedback obtained from the experts was systematically analyzed and utilized to revise and refine the instructional media, thereby ensuring that the final product met pedagogical standards and aligned with the developmental characteristics of early childhood learners.

Furthermore, data analysis was carried out using a qualitative descriptive approach to interpret the results of observations, interviews, and user feedback during the implementation stage. The analysis focused on identifying patterns of learner engagement, usability of the media, and the effectiveness of the busy book in facilitating cognitive and fine motor development. The findings from this analysis provided empirical evidence regarding the feasibility and practicality of the developed instructional media, as well as insights for further improvements and future research directions.

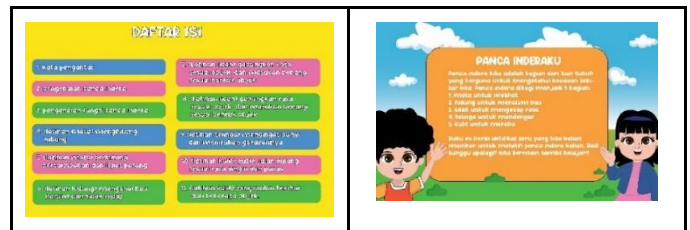
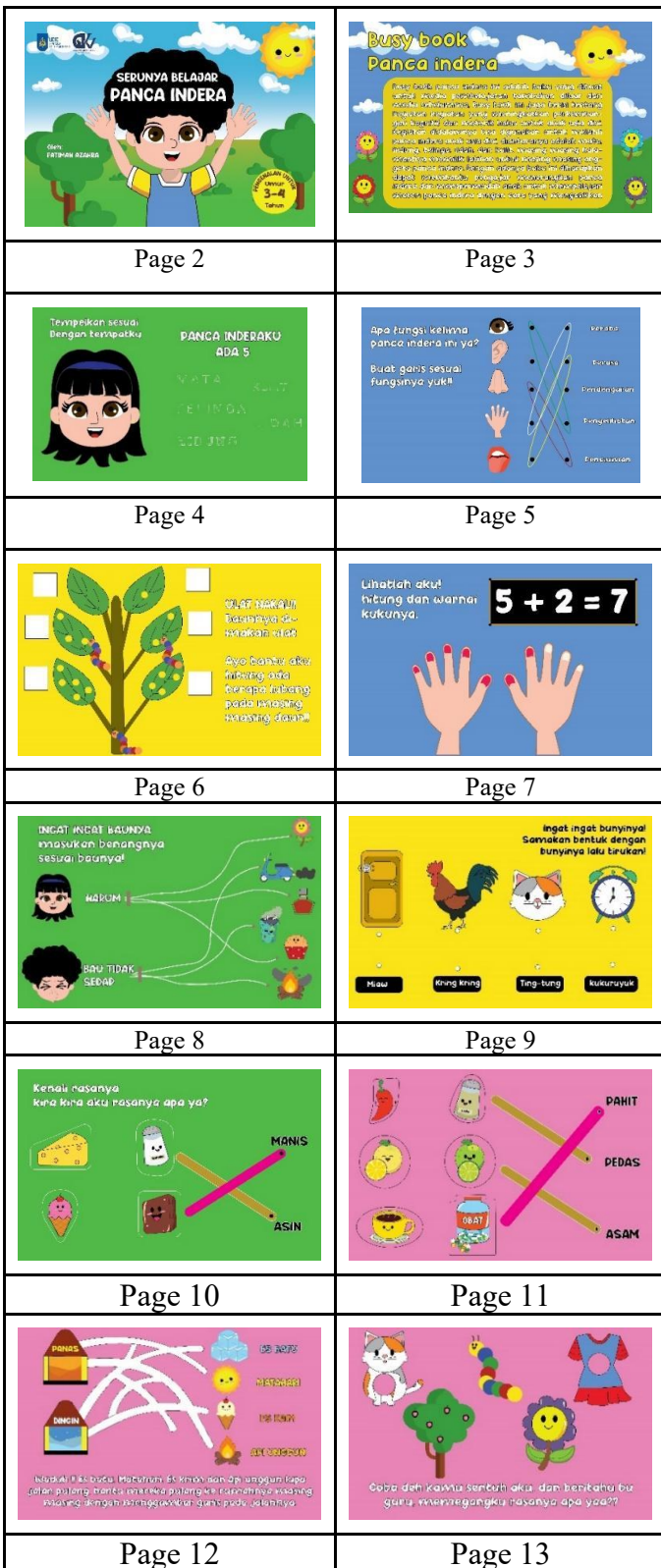
III. RESULTS AND DISCUSSION

The following section presents several finalized design outputs developed in this study

Main Media (Five Senses Busy Book)

Table 1. Final Design of the Busy Book

COVER	Page 1
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User Guide Book
 The user guide book was designed as a supporting medium to assist users in understanding the proper utilization of the main instructional media. This guide contains a series of pages explaining the procedures for using the busy book, including gameplay instructions and the necessary tools required during the teaching and learning process. In addition, the guide book is equipped with a YouTube link that provides a video tutorial, allowing users to obtain a clearer and more comprehensive visualization of the media usage.

Packaging
 The packaging for both the main and supporting media is designed in the form of a bag, selected for its practicality, portability, and suitability for book-shaped learning media.



Figure 2. Sample of Bag Packaging Design

The packaging material is made of transparent mica plastic, chosen for its durability, water resistance, and ease of cleaning from stains. The use of transparent material also provides a simple and neat visual appearance while enabling users to easily view the contents inside. Furthermore, the elastic and long-lasting properties of the mica plastic enhance the durability of the packaging, ensuring that not only the instructional media but also the packaging can be used for an extended period.



Figure 3. Presentation of the Book to the School Principal

The media trial was conducted after the main instructional media had been printed and reached the finalization stage,

particularly regarding the activity content included in it. At this stage, the author explained the usage procedures and the types of activities, which were designed in accordance with the targeted developmental aspects to be addressed through the use of the busy book.

Based on the results of the trial involving the school principal and students, several key findings were obtained as follows:

1. Teachers were able to understand the procedures for using the instructional media effectively and assessed that the design outcomes were appropriate and suitable for children according to their age group.
2. The presence of the busy book significantly enhanced student engagement, as children appeared more focused and enthusiastic during the learning activities.
3. Students demonstrated a high level of activeness and were able to independently understand how to use and interact with the busy book.
4. The use of the busy book contributed to improving children's understanding of body parts, particularly the functions and roles of the five senses.

These findings indicate that the developed busy book effectively supports interactive and child-centered learning activities. The integration of tactile elements, visual components, and hands-on tasks within the busy book encourages active participation and sustained attention among early childhood learners. Such engagement is essential in early childhood education, as it facilitates meaningful learning experiences, promotes intrinsic motivation, and enhances children's curiosity. The interactive nature of the busy book also provides opportunities for learners to explore concepts independently, thereby fostering self-directed learning and cognitive exploration.

Moreover, the application of the busy book as an instructional medium demonstrates its potential to bridge the gap between abstract concepts and concrete understanding. By presenting learning content through multisensory activities, children are better able to comprehend the functions of their body parts, particularly the five senses, in a more tangible and experiential manner. This approach aligns with constructivist learning theories, which emphasize that knowledge is constructed through direct interaction with learning environments. Consequently, the busy book not only serves as a supplementary learning tool but also contributes significantly to the enhancement of cognitive development, fine motor skills, and overall learning effectiveness in early childhood education settings.

IV. CONCLUSIONS

Based on the results of the research and design process, it can be concluded that the development of the busy book serves as a solution to address the need for additional instructional media on the theme of body parts, particularly the five senses, for students at PAUD Ash Shidiq. This instructional media was designed to support the enhancement of early childhood cognitive development and fine motor skills.

The design of the busy book was aligned with thematic learning outcomes under the theme of self-identity with the subtheme of the five senses. The content consists of a series of activities aimed at stimulating the functions of the five senses through an interactive and engaging learning approach.

The developed busy book combines paper and fabric materials to improve durability while providing diverse sensory experiences. This combination of materials is expected to enhance children's sensory and fine motor skills and to facilitate a more concrete and meaningful understanding of body parts, particularly the five senses.

This study resulted in the development of interactive printed learning media aimed at improving early childhood cognitive development and fine motor skills. Based on the research process and findings, several recommendations are proposed for researchers and practitioners interested in developing similar instructional media:

1. During the information-gathering stage, a thorough and focused needs analysis should be conducted in accordance with the characteristics and conditions of the institution serving as the research site.
1. Systematic documentation is essential in the data collection process to obtain accurate and reliable empirical evidence.
2. Media trials should be scheduled in alignment with classroom learning activities to ensure optimal observation and more precise evaluation outcomes.
3. In developing sensory-based activities, particularly for the tactile sense, the use of materials that closely resemble real environmental conditions is recommended to facilitate children's understanding and enhance contextual learning experiences.

Furthermore, the findings of this study indicate that the integration of interactive printed media, such as the busy book, can effectively enhance children's engagement and learning motivation. The multisensory learning experiences provided by the busy book contribute to a more enjoyable and meaningful learning process, which is crucial in early childhood education. By actively involving learners through hands-on activities, the busy book supports experiential learning and encourages children to explore concepts independently, thereby fostering long-term learning retention and holistic development.

For future research, it is recommended that further studies explore the long-term impact of busy book utilization on various developmental aspects, including language acquisition, social-emotional development, and creativity. In addition, future research may incorporate experimental or quasi-experimental designs to quantitatively measure learning outcomes and compare the effectiveness of busy books with other instructional media. Expanding the scope of participants and learning themes may also provide broader insights into the adaptability and scalability of busy books as innovative learning tools in diverse early childhood education settings.

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