

Literacy Talent: Innovation in the Development of Busy Book Media to Improve Early Reading Ability in Kindergarten B Children 5-6 Years

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Abstract: This research was motivated by problems found in the Islamic Kindergarten Grand Jihad Mosque in Padang Panjang, namely that children's early reading development had monotonous activities and less interesting media so that children quickly felt bored when taking part in early reading lessons. This research aims to produce Busy Book learning media to stimulate the early reading abilities of children 5-6 years old which has been tested for suitability by Media Experts and Material Experts. This Research uses the Research & Development (R & D) method with the Thiagarajan 4D development model or Four-D model. The development procedure includes Define, Design, Develop and Disseminate. This research developed the Busy Book media with expert validation tests 2 validators and media trials on ten children aged 5-6 years in two meetings. The overall media validation results are in the "Very Feasible" category with a score percentage of 100%. The overall material validation results are in the "Very Feasible" category with a score percentage of 92.5%. The results of field trials on 10 children obtained an increase of 45.83%, from 43.75% in the pre-test to 89.50% in the post-test with the "Very Feasible" category. Thus, the Busy Book learning process to stimulate the early reading abilities of children 5-6 years old.

Kata Kunci:

Busy book, media, membaca awal

Abstrak: Penelitian ini dilatar belakangi oleh permasalahan yang terdapat di TK Islam Masjid Agung Jihad Padang Panjang yaitu perkembangan membaca awal anak mempunyai kegiatan yang monoton dan media yang kurang menarik sehingga anak cepat merasa bosan ketika mengikuti pembelajaran membaca awal. Penelitian ini bertujuan untuk menghasilkan media pembelajaran Busy Book untuk merangsang kemampuan membaca awal anak usia 5-6 tahun yang telah diuji kesesuaiannya oleh Ahli Media dan Ahli Materi. Penelitian ini menggunakan metode Research & Development (R&D) dengan model pengembangan Thiagarajan 4D atau model Four-D. Prosedur pengembangannya meliputi Define, Design, Develop dan Disseminate. Penelitian ini mengembangkan media Busy Book dengan uji validasi ahli 2 validator dan uji coba media pada sepuluh anak usia 5-6 tahun dalam dua pertemuan. Hasil validasi media secara keseluruhan berada pada kategori "Sangat Layak" dengan persentase skor 100%. Hasil validasi materi secara keseluruhan berada pada kategori "Sangat Layak" dengan persentase skor sebesar 92,5%. Hasil uji coba lapangan terhadap 10 orang anak memperoleh peningkatan sebesar 45,83%, dari 43,75% pada pre-test menjadi 89,50% pada post-test dengan kategori "Sangat Layak". Demikian proses pembelajaran Busy Book untuk merangsang kemampuan membaca awal anak usia 5-6 tahun.

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INTRODUCTION

In early childhood, children experience a golden age, which is a time when children begin to be sensitive to receive various stimuli. The sensitive period in each newborn child has differences, depending on the child's specific growth and development patterns. The sensitive period is the period of maturity of physical and psychological functions that are ready to respond to stimulation provided by



the environment (Zuriah, 2020). Development at an early age determines the development of the child for the next stage. In the golden age of children, all aspects of development will grow and develop very rapidly. Many aspects of child development will grow and develop from an early age, ranging from physical-motor aspects, cognitive aspects, language aspects, social-emotional aspects, religious moral aspects. The development of all aspects must be stimulated appropriately so that children can grow and develop optimally according to their age stage (Sitepu, Nasution, and Masitah 2021). Of the six aspects of early childhood development (physical motor, cognitive, language, social emotional and religious moral), one aspect that must be developed from an early age is the aspect of language development. Language skills in children are very important because language is a means for children to communicate with the environment and people around them. Through language children learn to translate their experiences into symbols that can function as a means of communication and thinking (Ahmad 2014).

Reading is a very important skill for children. According to Dalman, reading is a cognitive process that tries to find various information contained in a sentence activity. Through reading children obtain information, enrich vocabulary, and develop various insights and knowledge (Munthe and Sitinjak 2019). In addition, by reading children can also listen to the feelings and views of others. Therefore, from an early age, children's reading skills can be developed through stimulation through activities contained in the learning media provided by the teacher. Reading ability in early childhood has certain stages. The age of 5-6 years is at the stage of reading recognition or more commonly known as the early reading stage.

Early reading is an activity or process of applying a number of skills to process reading texts in order to understand the content of reading. Early reading can be interpreted as an activity to obtain information or messages conveyed by the author in written language. Early reading is not just seeing a bunch of letters that have formed words, groups of words, sentences, paragraphs and discourse but more than that, early reading is an activity that understands and interprets symbols / signs / meaningful writing so that the message conveyed by the author can be received by the reader (Aida, Suprapti, and Nasirun 2018).

Media is a very useful tool for a teacher in carrying out the learning process to make it easier and more effective. The media will later function as a method in directing children to understand the various learning experiences that the teacher

gives them (Azizah, 2023). Media serves to achieve learning objectives where the use of media can clarify the presentation of messages and information so as to facilitate and improve the learning process and results. Nowadays, there are many learning media that have developed to improve the quality of children's learning, one of which is busy book media. Without learning media, it will not be effective and busy book media is the one chosen to be used in training early reading skills in early childhood (Risnata & Winda 2019).

The use of busy book media can help stimulate children's reading skills, because the media contains material that is introduced to children such as in stringing letters into vocabulary. Therefore, in children's early reading ability, busy book media is very effective for use in learning, besides that busy books can also attract children's attention in the learning process because of their interesting shape and full of colors so that the use of busy book media does not make them bored quickly in participating in learning.

Based on the results of observations that have been made in group B of the Islamic Kindergarten of Masjid Raya Jihad Padang Panjang on August 08, 2023 found several problems that exist in the Islamic Kindergarten B of Masjid Raya Jihad Padang Panjang. The problems that researchers find include: there are some children whose initial reading has not developed, the development of children's initial reading is still relatively low. This can be seen when children recognize letters, recognize the initial letter sounds of the names of objects around them, and read their own names when children fill in their names on the attendance list. Early reading is very influential on further reading, so early reading skills really need activities that can attract children's attention and really need the attention of educators both parents and teachers. At school the role of the teacher is very large in supporting the success of teaching early reading. When teaching early reading, teachers should do it through media that is interesting for students. By using interesting media, it is hoped that children can bring up their interest in reading.

In line with research conducted by Yulita Irsalina in developing busy book media, it was found that there was a lack of learning media facilities provided at school for early reading learning so that in class children did not understand sentences, syllables, words and letters. After developing busy book media in children's early reading learning in this study involving 10 children with the response results reaching a percentage of 94% with the category "very good" in

accordance with the criteria (Lina, Yuliana, and Alamsyah 2020). Based on the above research, it can be concluded that busy book media is one of the learning media that is very effective in stimulating children's early reading skills. The development of Busy Book media that will be developed by researchers is on the alphabet with the theme of pets and the activity of matching letters according to pet pictures with the aim of being able to stimulate the early reading skills of kindergarten B 5-6 years

RESEARCH METHODS

The research method used is the development method (Research and Development) popularized by Thiagarajan in 1974 is a model consisting of four developments, namely Define, Design, Develop and Disseminate. This development research is a method to produce certain products or improve existing products and test the effectiveness of these products. Subjects for field trials in the development of Busy Book media are Early Childhood Kindergarten B 5-6 years in group B4 consisting of 10 children.

Data collection techniques used to obtain material expert validation data, media expert validation using questionnaires and field tests using Pre-test and Post- test tests and observation sheets. The data obtained in this study are qualitative and quantitative data. Qualitative data in the form of analyzing the needs of learning media through interviews and observations at the Masjid Raya Jihad Padang Panjang Islamic Kindergarten at the pre-research stage and comments and suggestions from material experts and media experts. Meanwhile, quantitative data is obtained from the results of observations and questionnaire answers from material experts, media experts, and the results of trials on 10 children.

RESULTS AND DISCUSSION

Based on the results of observations and literature studies that researchers conducted by observing the early reading skills of 5-6 year old children in kindergarten B at the Islamic Kindergarten of Masjid Raya Jihad, Jln. Imam Bonjol No. 236, Balai-Balai, Kec. Padang Panjang, West Sumatra. There are several children whose initial reading has not developed because the aspects of children's early reading development have monotonous activities and less interesting media so that children quickly feel bored when participating in learning.

The results of observations made by researchers of children's inability are due to unattractive learning media so that children quickly feel bored and learning styles that are not child-centered and result in children being less involved in following the learning process, especially in early reading activities. Busy book is a learning media that can attract children's attention and children's curiosity about learning, Busy book in the form of 4D developed in research. This media is designed for noble children from 5 years old. This media is made from flannel fabric, cotton fabric, ribbon fabric, adhesive, magnets, yarn, buttons, and other added accessories. Busy book book modified into a busy book measuring 30 x 30 cm on each page in the busy book there are various activities that make it easier for children to recognize letters and read vocabulary about pets, such as putting together pet picture puzzles, assembling pet vocabulary, and arranging letters consisting of pet syllables, pet food and characteristics of these animals.

This research and development of Busy Book media uses four stages of development from the 4D model stages. The first stage, Define, includes several analysis activities such as needs analysis, child analysis, concept analysis, task analysis and goal analysis. The second stage, Design, involves the preparation and selection of formats. The third stage, Develop, at this stage carried out feasibility testing / product validation in the early reading ability of children developed to validators with two validators, namely material experts conducted by Dr. Julwis Kardi, MA. as a lecturer at STIT Diniyyah Puteri Padang Panjang to assess the feasibility of the Busy Book material developed. Material expert validation obtained an assessment with an average value of 3.7 with a percentage of 92.5% with the criteria "Very Feasible". Furthermore, media validation was carried out by Mr. Akbarrudin, M.Sn as a lecturer at STIT Diniyyah Puteri Padang Panjang by obtaining an average score of 4 with a percentage of 100% with the criteria "Very Feasible".

The last stage is Disseminate by conducting field tests through 10 kindergarten B children with two meetings using the Pre-test and Post-test trials in this trial there was an increase in the percentage of the overall Busy Book learning media product value which was originally 43.83%

increased to 89.58% there was an increase of 45.83% after being tested on children. the increase that occurred showed that the Busy Book learning media product was "Very Feasible" to be used to stimulate the early reading skills of kindergarten B 5-6 years. The overall assessment results at each stage of the assessment from material experts and media experts can be seen in the following table:

Table 1. Media Experts and Material Experts of Busy Book

Description	%	Category
Media Expert	100%	Very Feasible
Material Expert	92,5%	Very Feasible
average	96,25%	Very Feasible

At the field trial stage of 10 children there was an increase in the Pre-test and Post-test trials with the category "Very Feasible". This can be proven in the following table:

Table 2. Pre-Test and Post-Test Presentation Improvement

Products	Pre-Test	Post-Test	Upgrade
Busy Book Media Development	43,75%	89,58%	45.83%

Definition of Learning Media

The word media comes from the Latin "medio" which means between. Media is the plural form of medium which literally means intermediary or introducer. In particular, the word can be interpreted as a communication tool used to carry information from one source to the recipient. Associated with learning, media is defined as a communication tool used in the learning process to carry information in the form of teaching materials from teachers to students so that students become more interested in participating in learning activities (Usep, 2016). Learning media can be defined as something that can be used to channel messages (learning materials), so as to stimulate children's attention, interest, thoughts and feelings in learning activities to achieve certain learning goals (Rudy, 2017). Learning media is everything that is used to channel messages and can stimulate the thoughts, feelings, attention, and interest of learning

children so that it can encourage a deliberate, purposeful, and controlled learning process.

Based on the description above, it can be concluded that learning media is a means of conveying messages (learning materials) delivered by teachers to children. Learning media can attract children's attention, thoughts, interests and feelings in the learning process so that children can understand learning materials easily. Therefore, a teacher is strongly encouraged to be creative in choosing learning media when teaching. As the times develop, learning media is increasingly developing by following the times that are so sophisticated, the development of the media is very helpful for a teacher in delivering material to children during the learning process.

Learning Media Criteria for 5-6 Year Old Children

To provide the right learning media in early childhood, of course, you must know the characteristics of the media that are in accordance with the stage of child development, as below the characteristics of media for early childhood 5-6 years, namely:

1. Playground equipment that is not dangerous for children. e.g. no sharp materials, media that does not have corners that can harm children.
2. Contains elements of education. The point here is that the learning media delivered has elements of knowledge for early childhood, namely containing 6 aspects of development of moral and religious values, language, social emotional, physical motor, cognitive and art.
3. Various kinds of game tools, so that children can explore with a variety of game tools that are a source of learning for children. Media for children aged 5-6 years must be diverse or many so that they can develop their ideas and knowledge through these various learning media.
4. Has a level of difficulty that is in accordance with the abilities of children aged 5-6 years. The media used is not too easy so that children are motivated to use it but also not discouraged in using the learning media (Zaini and Dewi 2017).

Based on the explanation above, it can be concluded that the Busy Book media developed by researchers has met the criteria for learning

media for early childhood 5-6 years to stimulate early reading skills.

Busy Book Media

One of the learning media that is currently developing is the busy book popularized by Tresita Diana, which is a cloth book consisting of pages containing various activities packaged in book form. Mufliharsi states that a busy book is a book made of flannel cloth containing simple game activities that are creatively designed as interactive teaching aids. This busy book is an effective medium to teach simple vocabulary in an interesting way, among others: colors, animals, numbers, and shapes (Risa mufliharsi, 2019). In line with Kreasiumy's research, it is emphasized that busy book is a book made of flannel cloth containing pictures that aim to improve children's creativity and reading skills. The benefits of busy books given to early childhood are that they can stimulate children's curiosity in an entertaining way, encourage motor abilities, skills, mental and emotional (Ulfa and Rahmah 2017). According to Ramdhani & Sudarsini, busy book media is a three-dimensional (3D) media that can contain various themes: recognizing colors, counting, recognizing animals, and so on which contain educational-interactive themes (Puspitasari & Noormiyanto 2021). Based on the description above, it can be concluded that the busy book is a learning media made of flannel cloth, is a three-dimensional media, busy books also have interesting pictures so that they can attract children's attention in the learning process. Busy books can also stimulate children's curiosity and stimulate early childhood reading skills such as teaching vocabulary to children with themes that have been determined by the teacher.

The advantages of Busy Book media according to Daryanto are that busy books can be used for all themes, can be made by yourself according to creation, each picture can be arranged, and can adjust to the needs of children, besides that it can also be used many times to save time and energy, can provide more real activities to children so that students can do it themselves, and provide different learning experiences that are also memorable (Daryanto, 2013). The advantages of Busy book media according to Sri Ayu Rahmawati, that busy books have practical properties, namely in one book there are various kinds of children's activities and are

multifunctional for child development. Busy book media does not only focus on one aspect of development, but can be used as a learning medium to stimulate other aspects such as cognitive and language (S. A. Rahmawati, 2021). Based on the description above, it can be concluded that the advantages of busy book learning media contained in this study are items that can be arranged, can be used repeatedly, accelerate children's understanding through the visualization process, can be used in every theme, attract children's attention with the colors contained in Busy Book media.

Development of Reading Skills in 5-6 Year Old Children

At the age of 5-6 years, children begin to enter the preschool period which is a period of preparation to enter the actual formal education. According to Montessori, the most important period in life is not during college study, but the period starting from birth to six years because during this time the child's intelligence is formed. This age is called the sensitive period. Children between the ages of five and six have a longer concentration span. Their ability to think and solve problems is also growing. Children can focus on tasks and strive to meet their own standards. Children aged five to six years often speak their vocabulary can reach approximately 8000 vocabulary words (Ulfah Salamah, 2018).

Five- to six-year-olds' language development reaches proficiency. They use complex sentences and will self-correct their verb tense errors. During this period, children can classify numbers and words, recognize lowercase and uppercase letters, are able to read and express things through pictures, and recognize and read writing that is often seen at school and at home. According to the Standard Level of Child Achievement (STPPA) reading skills in children aged 5-6 years, including the following; 1). Have vocabulary and recognize symbols in preparation for reading, 2). Continue some stories or fairy tales that have been read, 3). Mentioning known letter symbols, 4). Understand the relationship between letter sounds and shapes, 5). Reading own name, and 6). Understand the meaning of words in the story. By reading, children have more vocabulary so that children will be able to understand the meaning of each word read such as reading fairy tale books (Rizqiyah, and Azzahri 2022).

For this reason, the introduction of reading skills is very important to be stimulated to children aged 5-6 years. Stimulating children's reading skills early on may help children to recognize letters, add new vocabulary and most importantly can make it easier for children to learn to read to prepare for the next level of education and children can absorb all the information available.

Developmental Stages Of Early Reading Skills At 5-6 Years Old

Early reading ability is an initial ability that must be mastered by children when children learn to read. Early reading ability is a reading activity carried out to increase the achievement of language development in childhood, characterized by letter knowledge, understanding the relationship between letter sounds and shapes, and reading words. Early reading in children is important to develop because it can indirectly develop several other language skills (A. Rahmawati, 2021).

The development of early reading skills in children needs to be stimulated from an early age and is important to be developed in accordance with the standard level of developmental achievement of children aged 5-6 years. There are four aspects of early reading skills, namely: 1) Reading letters in accordance with the sound; 2) The stages of early reading first start by recognizing letters and the shape of the alphabet from A/a to Z/z, after which they are introduced to reading and pronouncing alphabets, then children are taught how to read syllables, words and sentences or can be done by introducing children to string letters that they have pronounced in order to read syllables, words and sentences (A. Rahmawati, 2021).

In early childhood language learning is directed at the ability to communicate, both orally and in writing (Symbolic). In understanding the language of symbols, children need to learn to read and write when teaching reading, there are stages of child development. In general, the stages of child development can be divided into several age ranges, each of which supports its own characteristics. According to Steimberg in Ahmad Susanto says that the ability to read in early childhood can be divided into four stages (Ahmad, 2014) development as follows:

Awareness stage. This is the stage where the child begins to learn to use books, realizes that books are important to him/her, looks at and flips

through books, sometimes the child carries his/her favorite book everywhere.

- a. Picture reading stage. This is the stage where a child begins to engage in reading activities, pretending to read books, giving meaning to pictures. Using the language of the book even though it does not match the words in the book.
- b. The stage of analyzing reading (Early Reading 5-6 years). This is the stage where early preschool children can express three language systems, such as phonemes (letter sounds), semantics (word meaning), and syntax (word or sentence rules) together.
- c. Fluent reading stage. This is the stage where children are able to read various readings such as newspapers, magazines, storybooks, comics, tabloids, and so on.

In the regulation of the Minister of National Education concerning Early Childhood Education Standards that the scope of literacy development for children aged 5-6 years the achievement level of children's literacy development includes mentioning known letter symbols, recognizing the initial letter sounds of the names of objects around them, mentioning groups of images that have the same initial sound or letter, and understanding the relationship between sounds and letter shapes.

The reading ability of children aged 5-6 years is basically not the same in each child. All depends on the child's experience of the grammar of the print itself. The target that must be achieved in children aged 5-6 years is that children are able to read for themselves and are not set to a certain stage. The point is that the teacher must develop the child's reading ability to enter at a higher level. Based on the stages of development according to the above, it can be concluded that in general children aged 5-6 years are in the early stages of reading or more commonly called the early reading stage.

CONCLUSION

Based on the research data and discussion that has been described, it can be concluded that the development of Busy Book learning media uses the 4D R&D development research model developed by Thiagarajan in 1974 a model consisting of four development stages namely Define, Design, Development and finally Disseminate. Defining by conducting needs

analysis, child analysis, concept analysis, task analysis and goal analysis in this study. Designing by compiling tests and selecting formats and making initial Busy Book media designs. Development by validating two lecturers of STIT Diniyyah Puteri Padang Panjang, namely media experts and material experts. Deployment by conducting field tests on 10 kindergarten B children in group B4 of the Islamic Kindergarten Masjid Raya Jihad Padang Panjang. The feasibility of Busy Book Media used to stimulate children's early reading skills shows results that are very feasible to use with an average score of **100%** media experts and from material experts **92.5%** of the score results obtained from media and material experts on the validation of Busy Book feasibility with the category "Very Feasible" and the results of field trials of 10 kindergarten B 5-6 years group B4 children obtained an increase of **45.83%**, from the Pre-test **43.75%** to **89.58%** Post-test test with the category **Very Feasible**.

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