Busy Book Learning Media Development to Improve The Reading Ability of Children Aged 5-6 Years at Bungong Kupula Kindergarten Pasie King

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Abstract. This study aims to improve the reading ability of children aged 5-6 years in Bungong Kupula Kindergarten . This study was designed using a 4-D model (*four D model*) consisting of 4 main stages, namely: *Define* , *Design* , *Develop* , and *Disseminate* . The research was conducted during the 2020-2021 academic year pandemic . The data collection techniques for this study were 1) a questionnaire validation sheet from a team of experts, 2) a questionnaire response sheet for students and teachers, 3) an observation sheet for the reading ability test of children aged 5-6 years. The results showed that the *busy book media* was very feasible and effective in improving reading learning which had implications for the average score of the child's initial test, which was 34.54 and on the final test it increased to 68.18 with an increase in the score of 33.64 .

Keywords: *busy book* media, reading ability

1 Introduction

Language development is an aspect of cognitive development where thinking skills, such as recognition, grouping, stage comparison, and estimation are required. Children's thinking patterns focus on the ability to understand symbols that can interpret past experiences. Susanto (2014: 74) concludes that language development in children does not start from words to letters and then becomes experience, but starts from actions that become letters and develop into words. That is, the success of reading in school already has a record of language which is a major component in the child's personality.

Understanding of language is very important in the development of children before the age of 6 years. The process of learning language in early childhood is focused on speaking skills, skilled in verbal and nonverbal (symbolic) communication. Instilling understanding in symbolic mastery, children need practice in reading and writing.

Reading is one of the four important components of language. Reading is an activity that uses the five senses to understand the written content of what is read. Reading is a fundamental skill that is important to learn and a measure of success in education, at work, and elsewhere.

According to Syafruddin, et al (2011: 70) reading is a way to get information and knowledge and understand that writing carries a message by recognizing labels, signs, other forms of writing, and the environment. Children who can read certainly go through stages of development. The development of children's reading skills consists of four stages including: (a) Stages of emergence of understanding related to writing; (b) Stages of interpreting images; (c) Stages of reading identification; and (d) Advanced and fluent stages in reading.

Reading activity can essentially be taught to toddlers. Montessori in Mutiah (2010: 165) concludes that learning to read is not a difficult learning activity to implement. The process of learning to read is very effective to be carried out in the age range of 4.5 years to 6 years .

Kindergarten teachers must be demanded to be more innovative and productive in improving children's ability to learn, especially at an early age which must be combined between learning while playing or playing while learning. Widayati (2009: 2), suggests that through the implementation of good learning media will play a role in improving the quality of the learning process carried out by teachers.

Based on early observations that were tried on group B children at Bungong Kupula Pasie Raja Kindergarten on July 6, 2020, it was found that teachers teach children to read using illustrated reading books that have been distributed to children, but this is not optimal because children in general are still lacking able to recognize letters. Every time the teacher asks the child to read, the child still needs the teacher's guidance in pronouncing the letters and the child's enthusiasm is still lacking in learning to read. While on development indicators, recognizing letters and words in children aged 5-6 years.

One method that can be done by kindergarten teachers is to use learning media that can attract the attention of students in reading so that reading skills will accompany them. One of the learning media that can be tried is the *Busy Book learning media . Busy book* is a book made of flannel with bright colors and various and comfortable for children containing daily activities that aim to increase children's creativity and reading skills. The purpose of introducing *busy books* to early childhood is intended not only to improve reading skills, it can also increase children's interest through entertaining methods, improve children's motor, psychological, skills and emotional skills.

2 Theoretical Summary

2.1 Reading Ability of 5-6 Years Old

Reading is the translation of symbols and sounds into meanings that require sensory movement. Children who practice reading must be able to practice but the sounds of different letters and be able to compare the sounds with their writing. Reading should be an easy and natural way if the kindergarten teacher continues to often tell children about recorded words.

Reading can also be understood as a way to master something that is implied in the explicit. It means mastering the meaning contained in the recorded words. Reading is an activity of extracting data from reading, either in the form of notes or paintings or charts. Idris and Izul (2015: 14) suggest that reading is a complex activity by collecting a large number of separate activities, including interpretation, imagination, observing and remembering.

Reading is an activity that has the concept of accuracy and understanding simultaneously. In reading, mechanical skills are needed where children must recognize letter shapes, linguistic elements and the ability to spell reading. Children also have to understand what they read and understand the relationship between words and their surroundings so that their learning becomes more meaningful.

Making children love to read is not an easy job and certainly not something that cannot be done. At the reading development stage, children aged 5-6 years enter the *bridging reading stage* where they begin to train children to distinguish letter sounds, word meanings, and sentence rules together so that they can improve children's reading skills. However, parents and kindergarten teachers are not encouraged to force children to read letter by letter. Cultivate an interest in reading in children and then children will be sympathetic to what they want to read.

Children aged 5-6 years need something concrete to easily understand what they see. According to Montessori in Mutiah (2010: 165) the sensitivity of children will grow in the age range of 3-5 years which is indicated by the sensitivity of children to develop. This responsive era is an effective era for adults and teachers in sharing experiences or training with children by providing actual examples or in the form of cheerful demonstrations that will be more efficiently obtained by children.

2.2 *Busy Book* Learning Media

According to Arsyad (2011: 3) media is an intermediary that connects the sender of the message to the recipient. Media in a wider scope contains people, modules, or events that enable students to gain insight, expertise and action. In other words, reading books, teachers and the school environment are media. According to Briggs in Zaman (2010: 4) media are various physical forms that can give messages and stimulate children to learn, including books, tapes, films and others.

Learning media that are well structured aim to stimulate the emergence of a mental formation process in each child. In which, communication is formed between children and the media or so that there is an interaction between the teacher (sender) and child (recipient) and the learning process can occur.

Learning media is a basic need for early childhood schools . The world of children is synonymous with games, because games can train children's development, especially reading skills. Early childhood education is required to be a creative teacher so that learning remains fun. Alice (2010) added that the existence of learning media can train children to be media literate so that children are smarter faster and of course can be responsible for the media they use. This means that the media is very important for children in learning in order to increase intelligence and a high sense of responsibility so that in addition to getting knowledge, children also get character values.

Learning media is a significant part of the way of learning. The choice of tools and their adaptation to the learning module will greatly ensure the success of the child in the way of teaching practice. Tools made of cloth material are very comfortable when given to young children. *Busy book* is one of the tools made from patterned flannel and can certainly attract children's attention in practicing.

For Gaity (2014: 19) " a *busy book* is an interactive training tool, made of flannel which is built into a novel with a bright motif". *Busy books* are generally aimed at children aged 6 months to preschool, contain simple game activities that can trigger a child's soft motor development such

as comparing colors or shapes, attaching by inserting threads into existing fabrics, and attaching buttons. Not only does it make children busy with schedules in each positive activity, it also identifies independent learning from an early age.

Busy books can make children busy with schedules (*busy*) with various activities in it. Children will have a busy schedule of fiddling with each page according to the activities on that page. Each page offers different activities so that it can improve children's skills and creativity, especially in improving reading skills.

3 Research methods

The model used in this study is the development of the 4-D . model (*four D model*) proposed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel (1974:5). The form of 4D development consists of 4 main stages, namely: *Define* (definition), *Design* (Composing), *Develop* (Development), as well as *Disseminate* (Deployment).

In this research, descriptive analysis method is used. Descriptive analysis method is applied by using descriptive statistics. Descriptive statistics are statistics used to analyze information by defining or describing the initial information that has been collected without containing general or generalized conclusions (Sugiyono, 2012: 207).

The data obtained is data about the state of *busy book learning media* for children aged 5-6 years group B Bungong Kupula Pasie Raja Kindergarten. This information is summarized through the validation of material experts, learning media experts, linguists, language experts, a questionnaire questionnaire for 11 children filled in by category teachers and 8 teachers. The research instrument was given by expert validators, teachers and students who were made in the form of a Likert scale that had been submitted scores as shown in Table 1 below:

Table 1. Answer Criteria for Validation Instrument Items with *Likert Scale Types* and their Scores.

No	Answer Criteria	Score
1	Very good	4
2	Well	3
3	Not good	2
4	Not good	1

(Sugiyono, 2012: 137)

After that, the data were analyzed using descriptive statistics (average score and percentage), namely making the percentage of indicators for the use of *busy book upgrading media* for each category that had been made. The percentage of this score can be calculated by the following equation:

$$Score\ percentage\ = \frac{Total\ Indicator\ Scores\ Per\ Category}{Number\ of\ Indicators\ Total\ Category} \times 100\% \qquad (1)$$

Calculation of research data using the above equation to obtain a score in the form of a percent. The classification of the score will be changed in the form of a percentage (Sugoyino, 2012: 140). After that it is interpreted with quantitative sentences listed in Table 2.

Table 2. Criteria for the Percentage of Learning Media Indicators *Busy book*

Score	Percentage Interval	Criteria
A	80% X 100%	Very good
B	60% X 80%	Well
C	40% X 60%	Currently
D	20% X 40%	Not good
E	0% X 20%	Very Not Good

(Sugiyono, 2012: 137)

After the presentation in the form of a percentage, the next stage is to ensure the feasibility level of the media is based on the results of the presentation that has been held. To confirm the type of suitability of this upgrading tool, the Likert scale measurement ratio is used. By measuring the Likert ratio, the variables to be measured are presented as variable indicators, after which the variable indicators are used as a reference in the preparation of instrument items which can be in the form of statements or problems. the answers for each item using a Likert scale with a range from very positive to negative (Sugiyono, 2012: 135).

The data obtained is information in the form of values which are then grouped with reference to the *Likert scale measurement* . There are 4 types that become the parameters of the feasibility of learning media in this research by using a scale. The feasibility of the perspective in the development of *busy book learning media* can use Table 3 below.

Table 3. Percentage Scale of Media Eligibility

Scale in Percent	Value Scale	Interpretation
85 – 100%	4	Very Worthy
75 – 84%	3	Worthy
56 – 74%	2	less worthy
< 55%	1	Not feasible

(Vuryanti in Franata, 2012: 65)

In the table above, the percentage of score scale achievements and explanations in seeing the feasibility level of research results obtained from the validation of material experts, learning media experts, linguists, teachers and group B children aged 5-6 years refers to the feasibility standard of this feasibility indicator, the feasibility of presenting and the feasibility of learning media produced on *busy book learning media* .

From the calculation results that have been obtained, it is further clarified into several categories, namely :

Table 4. Rating Categories

Percentage	Information
80%-100%	Very Well Developed (BSB)
60%-79%	Developing as Expected (BSH)
30%-59%	Start Growing (MB)
10%-29%	Undeveloped (BB)

Adaptation: Aqib (2011: 41) and Ministerial Regulation No. 58 Year 2009

4 Research Result

4.1 Research Results on the Feasibility of *Busy Book* Media based on the Syllable Method to Improve Reading Ability of Children aged 5-6 Years in Bungong Kupula Pasie Raja Kindergarten

The results of the feasibility of *busy book learning media* based on the syllable method can be seen from the responses of teachers and students which are shown in the following table.

Table 5. Teacher's Response

No	Teacher's Response	Answer	Frequency	Percentage
1	*The busy book* media based on the syllable method makes it very easy for teachers to teach students to read	Yes Not	6 2	75% 25%
2	*The busy book* media based on the syllable method makes it easier for teachers to attract children's attention in studying marine vehicle material	Yes Not	8 0	100% 0%
3	*The busy book* media based on the syllable method helps teachers to encourage students' activity and creativity	Yes Not	8 0	100% 0%
4	*The busy book* media based on the syllable method makes it very easy for teachers to learn about marine vehicles	Yes Not	8 0	100% 0%
5	*Busy book* media based on the syllable method can help teachers train students' cohesiveness	Yes Not	3 5	37.5% 62.5%
6	*busy book* media based on the syllable method has a size that is suitable for early childhood	Yes Not	7 1	87.5% 12.5%
7	*busy book* media based on the syllable method has a good cover and arouses the curiosity of students	Yes Not	8 0	100% 0%
8	*busy book* media based on the syllable method has colors that attract the attention of students	Yes Not	8 0	100% 0%
9	*busy book* media based on the syllable method displays beautiful picture quality	Yes Not	7 1	87.5% 12.5%
10	*busy book* media based on the syllable method displays clear letters and easy-to-understand sentences	Yes Not	7 1	87.5% 12.5%

Based on the results of the analysis of teacher needs above, it produces an average score of 88% with a **very decent category** , so basically teachers need media in the learning process to improve early childhood reading skills .

Table 6. Student Responses

No	Child Response	Answer	Frequency	Percentage
1	*The busy book* media based on the syllable method makes it very easy for me to learn to read	Yes Not	11 0	100% 0%
2	*The busy book* media based on the syllable method makes the marine vehicle material even more fun	Yes Not	11 0	100% 0%
3	*The busy book* media based on the syllable method encourages my activity and creativity	Yes Not	9 2	100% 0%
4	*The busy book* media based on the syllable method makes it very easy for me to learn about marine vehicles	Yes Not	11 0	100% 0%
5	*The busy book* media based on the syllable method makes me play together with friends	Yes Not	9 2	81.81% 18.18%
6	*busy book* media based on the syllable method has a size that is suitable for my age	Yes Not	11 0	100% 0%
7	*busy book* media based on the syllable method has a good cover and arouses my curiosity	Yes Not	11 0	100% 0%
8	*busy book* media based on the syllable method has a color that catches my attention	Yes Not	11 0	100% 0%
9	*busy book* media based on the syllable method displays beautiful picture quality when I play it	Yes Not	11 0	100% 0%
10	*busy book* media based on the syllable method displays clear letters and easy-to-understand sentences	Yes Not	11 0	100% 0%

Based on the table above shows that students' responses to *busy book learning media* based on the syllable method developed with an average value of 96% are considered **very feasible** , so it can be concluded that there is no need for revision, only teacher control is needed when students playing *busy book* media based on the syllable method so that children stay compact in learning and playing with friends .

4.2 Results of the Effectiveness of *Busy Book* Learning Media based on the Syllable Method to Improve Reading Ability of Children aged 5-6 Years in Bungong Kupula Pasie Raja Kindergarten

Based on the results of the research on the reading ability of children in group B of Bungong Kupula Pasie Raja Kindergarten, there were differences in the initial test conducted through observation and the final test aimed at differentiating the results of children's reading ability before and after using the media. Between the initial test and the final test there was a significant increase, which is shown in the following table:

Table 7. Recapitulation of Children's Reading Ability Pre-Test and Final Test

No	Category	Score Interval	Number of children	
			Pre-Test	**Final Test**
1	Very Well Developed	80 – 100	0	4
2	Growing As Expected	60 – 79	0	6
3	Start Growing	30 – 59	4	1
4	Undeveloped	10 – 29	7	0
Amount			**11**	**11**

Table 6 shows that in the initial test the child did not get the criteria for developing very well and developing as expected. The highest child score was obtained only on the criteria for starting to develop as many as 4 people and the remaining 7 children obtained the criteria for not developing. While in the final test, 4 children obtained the criteria for developing very well, 6 children obtained the criteria for developing as expected, 1 child obtained the criteria for starting to develop and none of the children obtained the criteria for not developing. Thus, it can be said that the reading ability of children has increased from before the use of *busy book media* based on the syllable method. For more details, it can be seen in the following graph :

Figure 1. Recapitulation of Children's Reading Ability Pre-Test and Post-Test Recreation Theme Sub-theme Marine Vehicles Group B Bungong Kupula Pasie Raja Kindergarten

Thus the *busy book learning media* based on the syllable method in group B Bungong Kupula Pasie Raja Kindergarten which was developed based on the validity of the material, media and language as a whole is very good and feasible to use. This is in accordance with the constructivist learning theory (in Mutiah, 2010: 80) which describes that children are active in constructing or

compiling knowledge and experience, not passive recipients. The acquisition of knowledge received by children during the learning atmosphere is obtained through complete experiences. This implies that learning is not only based on mastery of the material, but also on efforts so that children are able to use their minds effectively and efficiently so that emotional involvement and creative abilities dominate .

5 Conclusion

Based on the formulation, objectives, results and discussion of the research on the development of *busy book* learning media based on the syllable method to improve the reading ability of children aged 5-6 years in Bungong Kupula Pasie Raja Kindergarten which have been described, the conclusions are as follows:

The feasibility level of *busy book learning media* based on the syllable method based on the results of the feasibility of the teaching staff revealed the need and desire for *busy book learning media* based on the syllable method in the learning process with an average value of 88% in the "Very Eligible" category, while the response to the use of this learning media, there is an interest in learning, easy learning media and foster cohesiveness in learning in groups even though *busy book media* is based on the limited syllable method with an average value of 96% including "Very Eligible".

The effectiveness level of *busy book learning media* based on the syllable method based on the results of the effectiveness indicates that children's reading ability is higher through the use of *busy book learning media* based on the syllable method when compared with the use of book media with an average score of the child's initial test which is 34.54 and becomes 68.18 on the final test. Thus it can be seen that there is a tendency to increase reading ability obtained from the children's scores for the initial and final tests of 33.64 . Therefore, the use of *busy book learning media* based on the syllable method in the learning process is more effective in encouraging the reading ability of group B children in Bungong Kupula Pasie Raja Kindergarten .

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