



# Busy Book Media to Stimulate the Spatial Abilities of Children Aged 5-6 Years

Ni Putu Jyoti Kamala<sup>1\*</sup>, Putu Aditya Antara<sup>2</sup>, Made Vina Arie Paramita<sup>3</sup> 

<sup>1,2,3</sup> Pendidikan Dasar, Universitas Pendidikan Ganesha, Singaraja, Indonesia

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## ABSTRAK

Penelitian pengembangan ini oleh dilatarbelakangi oleh penggunaan media dan model pembelajaran di TK yang belum optimal serta kurangnya media pembelajaran yang digunakan untuk mengaplikasikan pembelajaran. Tujuan penelitian untuk meengembangkan media busy book untuk menstimulasi kemampuan spasial anak usia 5-6 tahun. Penelitian pengembangan ini menggunakan metode Research and Development (R&D) dengan model ADDIE. Subjek penelitian ini adalah 2 orang ahli, yaitu ahli media dan ahli muatan pembelajaran dan 3 orang guru sekolah. Objek penelitian ini adalah media busy book pada pembelajaran spasial. Metode pengumpulan data yang digunakan yaitu kuesioner. Instrumen yang digunakan untuk mengumpulkan data yaitu lembar rating scale. Hasil penelitian menunjukan bahwaskor rata-rata kelayakan oleh ahli media sebesar 4,34 dan kelayakan oleh ahli isi muatan pembelajaran sebesar 4,56 dengan klasifikasi keduanya sangat baik. Skor rata-rata kepraktisan oleh guru sebesar 4, 29. Bentuk pengembangan penelitian ini adalah sebuah media pembelajaran yaitu media busy book yang digunakan untuk meningkatkan kemampuan spasial anak usia 5-6 tahun. Disimpulkan media busy book ini dapat digunakan oleh guru untuk menstimulasi kemampuan spasial pada anak yang sudah teruji validitas dan kepraktisan dengan klasifikasi sangat baik sehingga media busy book ini sudah tepat dan layak digunakan.

## ABSTRACT

This development research is motivated by the use of media and learning models in kindergarten, which still need to be optimal, and the lack of learning media used to apply learning. The research aims to develop busy book media to stimulate the spatial abilities of children aged 5-6 years. This development research uses the Research and Development (R&D) method with the ADDIE model. The subjects of this research were 2 experts, namely media experts, learning content experts, and 3 school teachers. The object of this research is busy book media in spatial learning. The data collection method used was a questionnaire. The instrument used to collect data is the rating scale sheet. The research results show that the average score for suitability by media experts is 4.34, and suitability for learning content experts is 4.56, with both classifications being very good. The average practicality score by teachers is 4.29. The form of development of this research is a learning media, namely busy book media, which is used to improve the spatial abilities of children aged 5-6 years. It is concluded that teachers can use this busy book media to stimulate spatial abilities in children. It has been tested for validity and practicality with very good classification, so this busy book media is appropriate and suitable for use.

## 1. INTRODUCTION

Early childhood education is the most important foundation that can support a child's life and is closely related to his growth and development. In terms of education, early age will determine a child's future life (Rupdinah; & Sudjana, 2022; Susanto, 2021). The provision of early childhood education is adapted to the stages of development that early childhood children go through in accordance with their uniqueness and growth. Education is conscious direction or guidance by an educator towards the physical and spiritual development of the person being educated to form the main personality (Huliyah, 2016; Safira, 2020). Efforts are made in early childhood education to stimulate, direct, perfect and provide appropriate

\*Corresponding author.

E-mail addresses: [putujyotikamala@gmail.com](mailto:putujyotikamala@gmail.com) (Ni Putu Jyoti Kamala)

activities will develop children's abilities and skills (Khaironi, 2018; Susanto, 2021). The aim of early childhood education is to develop children's diverse potential from an early age as a means of preparing for life and adaptability, this allows basic behavior and skills to be trained according to the level of development and progress to further education (Rozalena & Kristiawan, 2017; Rupdinah; & Sudjana, 2022).

In connection with the development of early childhood, it often happens to children, especially in kindergarten, that children still experience difficulties in skills in recognizing objects around them. It is very important to teach early childhood to learn about perception in the field of color and shape, space, and line. Ability to describe and explain objects in their immediate environment, children still have difficulty making judgments based on objects in their immediate environment, and children still have difficulty determining the colors to be used to color pictures of objects she saw (Huliyah, 2016; Susanto, 2021). This ability can be said to be spatial ability. Spatial abilities include children's ability to understand ideas of color, composition, design, art and other aspects, including creativity and understanding of spatial structures and children's spatial intelligence can increase a person's capacity to understand the relationship between space and objects in more detail (Indria, 2020; Wahyuni & Nurjaman, 2018). An individual's ability to understand and maintain spatial relationships between geometric objects is related to spatial abilities (Farisdianto, 2014; Sudirman & Alghadari, 2020). Spatial ability can also be interpreted as a child's ability to understand and express the concept of space in terms of proximity, separation, order, boundaries and size (Antara, 2018; Syahputra, 2013). This intelligence involves sensitivity to color, line, shape, size, area and the relationship between these elements, and can also group objects based on their types. (Amini, 2018; Ardian & Munadi, 2015). Spatial ability is one of the most important abilities that is useful for human life and needs to be developed at an early age. Like other cognitive abilities, spatial abilities have their own characteristics.

From the findings in the field at schools at Mutiara Singaraja Kindergarten and Pelita Kasih Singaraja Kindergarten, there are several children who still do not fully understand the concept of space. They often encounter spatial forms in block and geometric media that the teacher has provided in the classroom. Basically, there are still many spatial forms found in the surrounding environment. Based on the results of observations, the problems found are, when learning is taking place, some children have difficulty sitting down to listen to the teacher, there are still some students who have difficulty focusing during learning, there is a lack of learning media in class, the spatial abilities of young children are still not well developed at school, There is no application of busy book media in learning and teaching activities in the classroom. Besides that, Repeated use of learning media can make children feel bored while learning is taking place. The most common use of media is LKA media or Children's Worksheets, which currently seem monotonous (Ani, 2018; Safira, 2020). Imagining, drawing, making crafts, arranging and designing, building and playing constructively, imitating pictures of objects, playing with wax or playdough toys, arranging toy objects, reading picture books, and playing video games can all help develop spatial abilities in children (Widiastita & Anhusadar, 2020). This is also supported by observations in the field, where the use of learning media did not go well during learning. Lectures, discussions and questions and answers are usually routine teaching methods used by a teacher.

The solution that can be provided is to use creative and innovative media that can be attractive to young children. Learning media is an element that is very necessary in learning because learning media is used as a tool that plays an important role in learning (Budiman, 2013; Mukholifah et al., 2020). One media that can develop children's spatial learning is busy book media. Books are learning media made from cloth, especially flannel which is formed into books with bright colors with simple game activities that have been creatively designed as teaching aids. (Putri, 2021; Rizki et al., 2021). Children will be interested in opening and learning from busy books because the design has lots of colors and busy book media can be used as an alternative learning tool by PAUD educators. (Nugrahani & A, 2019; Rupdinah; & Sudjana, 2022). Busy books can teach basic skills such as pulling a zipper, putting on a hat and buttoning a button, sewing, and matching colors or shapes. Busy book media is an introduction to independent learning that can stimulate meaningful activities during a child's golden age. In busy book media, children can find games that are unique and have a variety of colors, which of course can attract children's interest in learning. This Busy Book media is used to develop children's abilities, so it can be adjusted to suit children's needs during the learning process. A busy book can be said to be a book that provides learning for children with media activities designed to stimulate their development and keep them busy. (Aprita & Kurniah, 2021; Putri, 2021).

Learning media can help clarify the meaning of messages and make it easier to achieve educational or learning goals effectively and efficiently (Khaironi, 2018; Nurrita, 2018). New media and other things that interest them have a high level of meaning for young children when used for learning or playing (Artini et al., 2019; Pratama et al., 2020; Rahayu, 2019). It is hoped that busy book media will arouse children's interest in learning the concept of space and can improve children's spatial abilities. Based on this, it is necessary to carry out research into the development of learning media, especially spatial learning

materials. The aim of this development research is to develop busy book media to stimulate the spatial abilities of children aged 5-6 years. Books that have lots of pictures and colors tend to attract children's attention more than books that contain lots of writing. As a result, this busy book can be created and can be used as a learning tool for young children. By using busy book media, it is hoped that children will be happier and more motivated to learn it.

## 2. METHOD

This research uses the Research and Development (R&D) method, which is a scientific process of validating existing products before developing new products that meet customer needs. The ADDIE model is a model that supports learning itself and helps develop effective and dynamic learning. The ADDIE research model consists of 5 stages, namely: 1) Analysis Stage, 2) Design Stage, 3) Development Stage, 4) Implementation Stage, and 5) Evaluation Stage. ) (Sugihartini & Yudiana, 2018; Tegeh, IM, & Kirna, 2013). The ADDIE model is a model that serves as a guide in developing effective, dynamic learning and supports learning itself. The advantages of this model include its systematic, simple and easy to learn structure, while the disadvantages include a long analysis stage. The choice of the ADDIE model is because the ADDIE model is already understood by developers, besides that the ADDIE model is not too complex. The subjects of this research were 4 experts (2 media experts and 2 learning content experts), and 3 kindergarten teachers. The data collection method used was a questionnaire. The questionnaire method was used to determine the validity and practicality of the busy book media being developed (Koesmadi et al., 2021; Safira, 2020). Data collection methods in this research are material expert questionnaires, media expert questionnaires, and teacher practicality questionnaires. The instrument used in this development research is a closed questionnaire using a rating scale. The instrument grid used can be seen in Table 1, Table 2, and Table 3.

**Table 1.** Trial Grid for Learning Content Experts.

No.	Component	Indicator	Number of items
1	Material Aspect	1. Get to know spatial concepts 2. Suitability of busy book media to support children's spatial learning 3. The material presented is appropriate to the abilities of students aged 5-6 years 4. Clarity of material in the image 5. Ability to determine vertical/horizontal location of objects	5
2	Learning Aspect	1. Media is appropriate to students' intellectual development. 2. Can solve problems related to geometry 3. Busy book media can increase students' interest in learning.	3
<b>Amount</b>			<b>8</b>

(modified from Harmonis et al., 2022; Marika et al., 2020)

**Table2.** Test Instrument Grid for Learning Media Experts

No.	Component	Indicator	Number of items
1	Aesthetics	1. The attractiveness of busy book media 2. The attractiveness of the colors used 3. Attractive cover illustration 4. The form of busy book media is proportional 5. The busy book media size is proportional 6. The images used are of high quality	6
2	Learning Aspect	1. Media is appropriate to students' intellectual development. 2. The effectiveness of conveying messages or information visually (busy book) 3. Clarity of instructions for using busy book media.	3
3	Technical	1. The long-term usefulness of media 2. Ease of use of busy book media 3. Product durability 4. Attractive product packaging	4
<b>Amount</b>			<b>13</b>

(modified from Rupnidah & Suryana, 2022)

**Table 3.** Practicality Test Instrument Grid by Teachers

No.	Component	Indicator	Number of items
1	Aesthetics	1. Overall, the media appearance of Busy Book is attractive. 2. The images in the Busy Book media are clearly visible and attractive. 3. Harmony of images with material in Busy Book media. 4. The color appearance of the Busy Book media is attractive.	4
2	Learning Aspect	1. The material presented is clearly outlined in the picture. 2. The material presented is appropriate to the abilities of students aged 5-6 years.	2
3	Technical	1. Busy Book media can be easily used for teaching. 2. Busy Book media can be used repeatedly to help the learning process.	2
<b>Amount</b>			<b>8</b>

(modified from Harmonis et al., 2022; Prakarsi et al., 2020; Rizki et al., 2021)

In order for the instrument that has been designed to be said to be valid, a content validity test is required by judges who have competence in the variables being studied. Analysis of the content validity of the questionnaire instrument and teacher practicality instrument was tested using the Gregory formula. After the instrument is suitable for use for data collection, the data that has been obtained is analyzed descriptively qualitatively and descriptively quantitatively. Qualitative data was obtained from reviews by experts. Meanwhile, quantitative data was obtained from the rating scale resulting from expert test validation, and the teacher's practicality rating scale.

### 3. RESULT AND DISCUSSION

#### Result

This research was conducted to develop busy book products to stimulate the spatial abilities of children aged 5-6 years. This research was carried out through five stages in accordance with the ADDIE development model, namely analysis, design, development, implementation and evaluation. The research objectives achieved in this study are: (1) produce a busy book media prototype to stimulate the spatial abilities of children aged 5-6 years in Cluster V Buleleng District, (2) test the feasibility/validity of busy book media to stimulate the spatial abilities of children aged 5-6 years in Cluster V, Buleleng District, and (3) testing the practicality of busy book media teachers in stimulating spatial abilities in Cluster V, Buleleng District.

*Prototype* This busy book media was designed and created by referring to the results of the analysis that had been carried out previously in the analysis stage. At the design stage, material design, designing learning media and also designing learning activities. At the development stage, the media design stage is carried out. This busy book media prototype consists of 3 main parts, namely the opening display, initial display, and main display. In the opening display, there is a front page display containing the book title, cloud background, and rainbow decoration. In the initial display there are two pages. The first page on busy book media consists of instructions for using busy book media. And on the second page there is a column for the names of days that children can choose and a column for hours that children can play with. The variety of activities on each sheet of busy book learning media makes it a fun experience for children to use (Fitriyah et al., 2022; Suwatra et al., 2019). The busy book media display can be seen on Figure 1.

This implementation stage carried out a feasibility test for busy book media and a practical test by the teacher. This Feasibility Test was assessed by four experts, namely learning media experts and learning content experts. After obtaining assessments from the four expert lecturers, the assessment data was then analyzed using the mean or average formula to obtain a feasibility index and eligibility qualifications for busy book media. In summary, the results of media expert analysis can be seen in Table 4 and the results of expert analysis of learning content can be seen in Table 5.



Figure 1. Busy Book Media to Stimulate Children's Spatial Abilities

Table 4. Busy Book Media Feasibility Test by Media Experts

Expert	ΣX	N	M	Category
Expert I	53	13	4.34	Very Good
Expert II	60	13		

Table 5. Busy Book Media Feasibility Test by Learning Content Experts

Expert	ΣX	N	M	Category
Expert I	36	8	4.56	Very good
Expert II	37	8		

Testing practicality in this development research is viewed from the perspective of teachers as practitioners in learning. The data from the busy book media practicality test will then be analyzed to determine the practicality of the media being developed. The scores obtained through assessments given by expert practitioners are analyzed to calculate the average score. Data analysis was carried out by calculating the average score obtained through assessment sheets by experts. The data is then converted into a five scale assessment table to determine the practicality qualifications of the media being developed. In summary, the results of the average analysis of the busy book media practicality test by teachers can be seen in Table 6.

Table 6. Practicality Test of Busy Book Media by Teachers

Practitioner	ΣX	N	M	Category
Practitioner I	35	8	4.56	Very Good
Practitioner II	34	8		
Practitioner III	34	8		

Based on Table 6 above, it can be concluded that busy book media obtained an average practicality index by teachers as a whole of 4.29. According to the five scale assessment, the overall average practicality score by teachers and practicality by students is in the score range  $4.01 << 5.01$ , meaning that the product developed is included in the predicate/very good category.

### Discussion

The development of busy book media to stimulate the spatial abilities of children aged 5-6 years uses the ADDIE model. This media development is in line with the theory of multiple intelligence. This theory was discovered and developed by Horwad Gardner, a developmental psychologist and professor of education from the Graduate School of Education, Harvard University, United States (Ardian & Munadi, 2015; Indria, 2020). The use of busy book media is also in line with constructivism theory which states that the acquisition of knowledge by a student is a process that occurs through personal experience, which is different for each person. This is deemed appropriate because children can be actively involved in observing, opening, drawing, participating in each game, and returning the material that has been formed. (Mafulah & Purnawati, 2020; Suwatra et al., 2019; Yuniarni, 2021). Activities that involve children directly in the learning process will give children experience in understanding the material being studied and remembering the material longer (Prihantini, 2017; Suryaningsih & Rimpiati, 2018; Ulfah & Rahmah, 2017).

This development research produced busy book media to stimulate the spatial abilities of children aged 5-6 years in cluster V, Buleleng District. Busy book media is said to be good for stimulating children's spatial abilities and has been designed in such a way that it can be used to stimulate the spatial abilities of children aged 5-6 years. In line with the research found, one way that can be utilized to further develop children's visual-spatial knowledge is by utilizing appropriate and interesting learning media by using media which is a teaching tool that successfully displays tone, form (Dewi, 2020), size, and headings in an attractive way (Aprita & Kurniah, 2021; Koesmadi et al., 2021). A similar opinion was also expressed that busy books are a powerful medium used in presenting various information such as colors, names, numbers, animals, geometry as well as word grouping games and shape grouping activities. (Aprita & Kurniah, 2021; Koesmadi et al., 2021). This busy book media can increase children's curiosity, busy book media can also test children's knowledge, can improve children's analytical skills such as recognizing shapes, colors, numbers, increase children's motivation, help educators in learning, create interesting and fun learning and improve children's cooperation with peers (Suwatra et al., 2019; Yuniarni, 2021). The ability to collaborate aims to develop children's creativity. There are other findings that are similar to this research, namely (Dewi, 2020; Prakarsi et al., 2020) Collaboration is learning using fun methods in a group that can make it easier for children to find and understand ideas that are difficult to understand when studying, and help each other to overcome problems. Children cannot be separated from their social environment because they learn and develop in it.

The development of this busy book media includes games such as buttoning clothes, looking for tracks, drawing spatial patterns, weighing heavy and light, and fishing. This is based on topological experience which is trained through children's experience studying spaces of various shapes and sizes, including (1) proximity which is the concept of the relationship between children and objects by considering position (inside-outside, top-down, front- behind), direction (closer-away, around-past, forward-backward), and distance (near-far, close-far), (2) separation which means an object always consists of whole parts, and separate-united (3) sequence (order) is an understanding of the concept of before-after, (Antara, 2018; Aprita & Kurniah, 2021). This research is also strengthened by previous research conducted in the tangram puzzle game, children arrange the pieces into another exemplary shape. Usually it takes the form of a person, house, bird, cat or other shapes that make every human playing the game feel happy. It is through this game that children's spatial abilities are trained and developed (Dewi, 2020; Prakarsi et al., 2020). It is important to develop a constructive play model using block media for early childhood, to help teachers develop children's visual-spatial abilities. And the visual-spatial abilities of early childhood at TKIT Insan Madani, Palopo City, can be said to have improved with the products being developed that are valid and practical (Rahmatia et al., 2021; Wahyu et al., 2023).

Based on the feasibility and practicality results, it is believed that busy book media to stimulate the spatial abilities of children aged 5-6 years in cluster V Buleleng District can be implemented in kindergartens (TK) to stimulate children's learning outcomes because it is declared valid and practical for use in learning . The limitation of this research is the scope developed in busy book media. The material developed in busy book media is only limited to children's spatial abilities. The obstacle in this development research is that making media takes quite a long time, this is because we still have to develop creativity and imagination so that it can become an interesting media, the materials are quite difficult to obtain,

The limitation on busy book media is that this development research is carried out only up to the development stage. The subject of this research is busy book media to stimulate children's spatial abilities, while the object of this research is the validity of busy book media to stimulate children's spatial abilities. This busy book media requires production costs to be incurred, and making this busy book media requires a lot of time and requires imagination in making this busy book media. The use of busy book media is expected to stimulate children's spatial abilities, however this research has a weakness, namely that the measurement of busy book media is only based on questionnaires, so the results cannot be 100% reliable. Therefore, there needs to be further measurements to get better results. This busy book media is also only designed for spatial learning, although not all of the material is contained in this busy book media, this media already includes spatial learning material for children aged 5-6 years.

The implications of this research show that through the development of busy book media, it can help teaching staff to support learning media in schools, so that better learning can be created. This media can be used in the learning process at school, especially in spatial learning. The development of busy book media is based on the results of a needs analysis in the field regarding the characteristics of children aged 5-6 years, which means that when children carry out the learning process, children need concrete objects to be able to understand the material being studied in order to achieve more optimal learning goals.

#### 4. CONCLUSION

This research shows that the busy book media as a whole is declared valid and suitable for use with very good qualifications. The level of media practicality achieved by teachers is classified as very good. This busy book media is also only designed for spatial learning. Although not all of the material is contained in this busy book media, it already includes spatial learning material for children aged 5–6 years.

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