



# Busy Book Media Based on a Contextual Approach in Improving Fine Motor Skills in Early Childhood

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## ARTICLE INFO

### Article history:

Received June 21, 2023

Revised June 23, 2023

Accepted August 13, 2023

Available online August 25, 2023

### Kata Kunci:

Busy Book, Pendekatan Kontekstual, Motorik Halus

### Keywords:

Busy Book, Contextual Approach, Fine Motor



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## ABSTRAK

Masa kanak-kanak merupakan masa yang sangat cocok untuk menstimulasi perkembangan motorik halus. Penelitian ini bertujuan untuk mengembangkan media Busy Book Berbasis Pendekatan Kontekstual Dalam Meningkatkan Keterampilan Motorik Halus Anak Usia Dini. Penelitian ini termasuk penelitian pengembangan dengan menggunakan Model ADDIE. Subjek dalam penelitian ini menggunakan 2 orang ahli media, 2 orang ahli materi, 1 orang ahli praktisi, uji coba perorangan 3 anak dan uji coba kelompok kecil 10 anak. Pengumpulan data dalam penelitian ini menggunakan metode angket atau kuesioner yang kemudian dianalisis menggunakan analisis data yaitu data kuantitatif dan data kualitatif. Hasil penelitian menyatakan media Busy Book dinyatakan valid dengan kualifikasi sangat baik dari para ahli dengan persentase hasil validitas ahli materi diperoleh skor 98,5%, hasil validitas ahli media diperoleh skor 90,5%, hasil validitas praktisi diperoleh skor 91%, hasil validitas uji perorangan diperoleh skor 95%, dan hasil validitas uji kelompok kecil diperoleh skor 98%. Dari hasil tersebut dapat disimpulkan bahwa pengembangan media Busy Book Berbasis Pendekatan Kontekstual dalam Meningkatkan Keterampilan Motorik Halus Anak Usia Dini 4-6 Tahun layak untuk digunakan.

## ABSTRACT

Childhood is a very suitable period to stimulate the development of fine motor skills. This research aims to develop Busy Book media based on a contextual approach to improving early childhood fine motor skills. This research includes development research using the ADDIE Model. The subjects in this study used 2 media experts, 2 material experts, 1 practitioner expert, 3 children in individual trials, and 10 small group trials. Data collection in this research used a questionnaire method, which was then analyzed using data analysis, namely quantitative and qualitative data. The results of the research stated that the Busy Book media was declared valid with very good qualifications from experts with a percentage of material expert validity results obtained with a score of 98.5%, media expert validity results obtained with a score of 90.5%, practitioner validity results obtained with a score of 91%, test validity results individuals obtained a score of 95%, and the results of the validity of the small group test obtained a score of 98%. From these results, the development of Busy Book media based on a contextual approach to improving the fine motor skills of early childhood children 4-6 years old is suitable for use.

## 1. INTRODUCTION

One aspect of development in children is the aspect of motor development. Motor skills tend to be ignored by some stimulants, such as parents and teachers. This is because there are individual factors that think that cognitive aspects or thinking abilities in children have more important meaning than other abilities (Adi, 2013; F. Rahmawati, 2022). In fact, early childhood is important to provide stimulation for growth and development (Khaironi, 2017; Suryawan, 2020). The age range experienced by early childhood is very crucial because the development of intelligence during this period is extraordinary (Febiyanti et al., 2021; Lestari & Prima, 2017; Suharsiwi et al., 2022). So all the potential that exists in children needs to be stimulated so that children are able to develop optimally. Currently, the requirements to be able to enter the next level of education, or in this case, to enter the basic education level, children must be able to carry out further developmental tasks, related to daily activities such as buttoning clothes, cleaning the

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environment, washing hands and other activities. others really require fine motor skills in children (Khadijah et al., 2022; Saripudin, 2017).

Motoric development is related to the development of the ability to use the fingers to carry out various activities. In other words, fine motor skills are a group of small muscles, such as the fingers and arms, and usually require careful hand-eye coordination, for example, being able to move objects. from the hands, stringing, arranging blocks, coloring, buttoning clothes, tying shoelaces, writing and other functions (AH, 2018; Sukaeti, 2021). Fine motor skills are very important to develop from an early age for four reasons, namely social reasons, academic reasons, work reasons and psychological/emotional reasons. Improving fine motor skills is ideal for children (Az-Zahra et al., 2022; NS Dewi & Aulina, 2021).

The time to develop fine motor skills is very good in childhood, because: (1) children's bodies are more flexible than the bodies of teenagers or adults, so children are more receptive to lessons; (2) children still have few skills, so it is easier for children to learn new skills; (3) children are more willing to try new things when they are young than when they are adults; (4). like children, on the other hand, children are willing to repeat the activity until they are proficient; (5). Children's responsibilities and obligations are very small, they have a lot of time to master the skills possessed by teenagers or adults (Asmawulan et al., 2023; Wirdalena & Mayar, 2022). Childhood is a very suitable period to stimulate the development of fine motor skills. The earlier the child is given stimulation and various daily activities that can stimulate the child's motor and physical development, the better the effect will be, because fine motor development has a huge influence on other aspects of development. (Nugraheni, S. & Fakhruddin, 2014; Rozalena & Kristiawan, 2017). Children who do motor exercises will have more opportunities to get various new activities that have never been done before to increase their knowledge (Nurjanah, 2017; Saripudin, 2019).

Education in early childhood basically includes all efforts and actions carried out by educators and parents in the process of caring, nurturing and educating children by creating an environment where children can explore experiences that provide opportunities for them to know and understand the learning experiences they gain from environment, through observing, imitating and experimenting which takes place repeatedly and involves all of the child's potential and intelligence (Ariyanti, 2016; Iftitah & Anawaty, 2020). The learning activities carried out allow children to combine their knowledge and skills from one experience to another so that they can create meaningful learning for children (Hanifah & Alam, 2019; Outhwaite et al., 2019; Utari & Yeni, 2020). Contextual learning also encourages children to find connections between the material they study and real life, meaning that children are required to be able to grasp the relationship between experiences at school and real life. (Kabiba et al., 2017; Putri & Suparno, 2020). Contextual learning material is not to be piled up in the brain to be forgotten but rather used as provisions for navigating real life. This learning process can balance a form of learning that is only oriented towards the teacher's will, placing the child passively and the teacher being dominant (Asmawulan et al., 2023; Saripudin, 2019).

Contextual learning is a conception of learning that helps teachers connect subject matter with real situations and motivates students to connect knowledge with application in their lives. (T. Rahmawati, 2018; Tilaar, 2015). So that students can carry out the activities contained in the busy book media in their daily lives, both at school and at home. Media is anything that can be used to channel messages from the sender of the message to the recipient of the message so that it can stimulate the thoughts, feelings, attention and interests of young children in such a way that the learning process occurs. (Parhan, 2018; T. Rahmawati, 2018). Media comes from the plural word medium, which means intermediary. Apart from that, media is also defined as something that is located in the middle, meaning an intermediary that connects all parties who need a relationship to occur, and distinguishes between communication media and communication tools. (Wulandari et al., 2023; Zaini & Dewi, 2017).

Media as objects that can be manipulated, seen, heard, read and discussed along with instruments used in teaching and learning activities can influence the effectiveness of instructional programs. Previous research shows that there is an influence of play strategies on children's fine motor physical abilities. Busy Book is flannel fabric that is formed into a book with bright colors. Busy Books can be activities that can develop children's fine motor skills. This book contains several activities in the book, namely cleaning the environment, throwing away rubbish in their respective places, buttoning clothes, tying shoelaces, opening and closing trouser zippers, putting sandals and shoes neatly, brushing teeth, and tidying up tools. - study tools in the bag (Suwatra et al., 2019; Ulfah & Rahmah, 2017). Busy Book as a medium for early childhood learning in the environment. Busy Book keeps children busy with all the activities in the book. Busy Book contains lesson material that is formulated concisely to the point (to the point) accompanied by interesting pictures, there are also educational games that can stimulate children's basic skills such as fine motor skills. (Suwatra et al., 2019; Ulfah & Rahmah, 2017). Similar research states that the use of busy book media has an influence on students' motor skills (GK Dewi, 2022; Triana et al., 2021). This is also supported by research which states that the use of busy book media is very suitable to be used as supporting media during

learning (GK Dewi, 2022; Suwatra et al., 2019). The research carried out focuses on developing media using a contextual approach so that young students are able to understand motor skills.

Based on the results of observations I made at the Pembina Singaraja State Kindergarten on 9 September 2022 and 1 October 2022, I saw firsthand that the fine motor skills of children aged 4-6 years were still not developing optimally. Most of the children at the Pembina Singaraja State Kindergarten, especially group B3, when cleaning the yard and other activities such as tying shoelaces and when cleaning the school yard, there are still many children in the B3 group who are not able to pick up and throw away their own rubbish in the appropriate place, are not able to open and button their clothes, not being able to open and close trouser zippers, not being able to arrange sandals and shoes in their proper place and children tend to feel bored. Based on observations at the Pembina Singaraja State Kindergarten in group B3, They still need assistance in using their fingers to carry out several activities that can train their eye and hand coordination. Because this can be seen when cleaning the environment around the classroom and while in the classroom, there are still some children who do not maintain cleanliness and do not take care of their own health. So, therefore, there are several stimulations to improve fine motor skills for children, one of which is developing busy book media in the form of books that can improve children's fine motor skills, especially training eye and hand coordination, which includes activities such as cleaning the environment, throwing away rubbish. according to their respective places, buttoning clothes, tying shoelaces, opening and closing trouser zippers,

This can be achieved from the implementation of the learning process that has been carried out by the teacher in implementing playing strategies through busy book media. By giving children the experience of playing through busy book media, children will directly practice moving their fingers to carry out various activities in busy book media. book. Apart from that, busy book media can also raise children's motivation in learning so that learning will be more active, varied, fun, and attract children's interest in participating in the learning process. It is hoped that this research can make a positive contribution in improving the fine motor skills of young children, especially in group B children at the Pembina Singaraja State Kindergarten.

## 2. METHOD

This research is included in the type of research and development (R&D). The development model that will be used in this research is the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. The ADDIE model is a model that can be used to develop effective learning. Development research using the ADDIE model can produce final products in the form of interactive teaching materials that are adapted to procedures so that they can produce a product that is suitable for application to children. (Cahyadi, 2019; Ita & Dhiu, 2022). This research method uses a questionnaire for data collection. The research subjects are media experts, namely two lecturers at the Ganesha University of Education and media experts who will review the usefulness and feasibility of busy book media based on a contextual approach in improving the fine motor skills of early childhood which will be developed. To determine the validity of the media being developed, go through stages 1) Creating a table-shaped instrument grid, 2) consulting the grid with the supervisor, 3) compiling the instrument given to media experts. The analysis used in this research is qualitative and quantitative statistical analysis. Qualitative statistical analysis is used to manage data in the form of responses, criticism and suggestions from the results of expert reviews. Quantitative statistical analysis is used to process and analyze data in the form of scores obtained from administering questionnaires in the form of descriptive percentages (Bakhtiar, 2022; Ita & Dhiu, 2022).

In this development research, the data collection method used is a questionnaire. A questionnaire is a data collection tool by asking questions or written statements that are assessed directly by experts and respondents involved in this development research. This development research uses a rating scale instrument. A rating scale is a tool for obtaining data in the form of a list containing the nature or characteristics of the behavior to be investigated which must be recorded in stages. The assessment scale on the instrument used is a rating scale with a range of 1-5 (Setiobudi, 2017; Tangkuman et al., 2015). The rating scale is used to collect data on the results of media validity as assessed by experts. Below is a presentation of the instrument used to obtain data as material for evaluating the learning media program being developed. The questionnaire instrument grid for the validity of busy book media in early childhood fine motor learning can be seen in Table 1.

Validity test uses the Gregory formula or Judges test. The content validity coefficient can be carried out qualitatively and quantitatively by several experts. The concept of validity refers to the appropriateness, meaningfulness and usefulness of conclusions made based on instrument scores. The higher the validity of an instrument, the better the conclusions drawn and the better the level of meaningfulness and usefulness. Therefore, an instrument is said to be valid if the instrument or measuring tool really measures something that is actually measured. Content validity can be determined by an assessment carried out by experts

(judges) by examining the instrument grid items (Septia et al., 2022; Setyawan & Ibrahim, 2019). From experts on the visual and auditory media instrument grids integrated in a 2 × 2 cross tabulation. After calculating the content validity using the Gregory formula, the content validity value was obtained. To group categories of content validity coefficients, which are presented in Table 2.

**Table 1. Test Instrument Grid for 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. An attractive busy book media cover 4. Form a busy book media that is proportional 5. The busy book media size is proportional 6. The images used are of high quality	6 items
2	Learning Aspect	1. Media is appropriate to students' intellectual development 2. Effectiveness of conveying messages or information visually (busy book) 3. Clarity of instructions for using busy book media	3 items
3	Technical	1. Long-term usefulness of media 2. Ease of use of busy book media 3. Product durability 4. Attractive product packaging	4 items
<b>Amount</b>			<b>13</b>

**Table 2. Content Validity Coefficient Criteria**

Coefficient	Validity
0.80-1.00	Content validity is very high
0.60-0.79	High content validity
0.40-0.59	Moderate content validity
0.20-0.39	Low content validity
0.00-0.19	Content validity is very low

### 3. RESULT AND DISCUSSION

#### Result

This research was carried out in the even semester, academic year 2022/2023. This research was carried out through five stages in accordance with the ADDIE development model, namely analysis, design, development, implementation and evaluation. There are three objectives to be achieved in this research, namely: (1) describing the design of busy book media, (2) analyzing the validity of busy book media, and (3) analyzing the practicality of busy book media, based on a contextual approach to improve fine motor skills in aged children. 4-6 Years. Before busy book media was developed, an analysis was carried out aimed at obtaining data on product development needs such as problems faced by students and teachers, availability of learning materials or media, analysis of student characteristics, as well as collecting information about the media needed and expected by students and teachers as users. Development of busy book media based on a contextual approach in improving fine motor skills in early childhood 4-6 years. After obtaining the results and the media expert test, the results are then converted into a reference assessment table on a scale 5 benchmark. Based on the scale 5 conversion table, the percentage achievement level is 90.5%, which is a very good qualification. Based on these calculations, busy book media in improving fine motor skills in aged children is suitable for use. Development of busy book media based on a contextual approach in improving fine motor skills in early childhood 4-6 years. After obtaining the results and the media expert test, the results are then converted into a benchmark assessment table on scale 5. Based on the scale 5 conversion table, the percentage achievement level is 90.5%, which is a very good qualification. Based on these calculations, busy book media in improving fine motor skills in aged children is suitable for use. Development of busy book media based on a contextual approach in improving fine motor skills in early childhood 4-6 years. After obtaining the results and the media expert test, the results are then converted into a reference assessment table on a scale 5 benchmark. Based on the scale 5 conversion table, the percentage achievement level is 90.5%, which is a very good qualification. Based on these calculations, busy book media in improving fine motor skills in aged children is suitable for use.



The analysis aims to find out information regarding needs in media development research. This busy book contains some information related to analyzing learning needs, analyzing materials, and analyzing media needs. Analyzing the needs of teachers and students in learning was carried out through an interview process conducted with B3 group teachers. The results of interviews with group B3 teachers stated that when teaching and learning activities took place both outside and inside the classroom there were many problems encountered, where when children carried out an activity that involved their fine motor skills, especially eye and hand coordination, due to a lack of training in improving children's fine motor skills. With that, The teacher's opinion regarding children's fine motor skills is very poorly trained. Therefore, teachers have high hopes for the busy book media developed by this researcher so that it can train and improve students' fine motor skills, so that they can be more active and students can solve problems related to their daily lives at school and at home.

The next stage is to analyze the material by discussing with the B3 group teacher according to the fine motor skills of the busy book media students who will be developed, then the basic competencies (KD) and indicators needed are selected so that they can be better understood by students in carrying out activities. . The aim is that the busy book media that has been developed is able to help teachers in solving problems experienced by their students. Basic Competencies and Indicators can be described in [Table 3](#).

**Table 3. Basic Competencies and Indicators**

No.	Basic Competencies (Kd)	Indicator
1	4.3 Using body parts to develop fine motor skills	Fine motor skills to train hand-eye coordination, wrist flexibility, strength and flexibility of the fingers, through activities including; weave. Buttoning clothes, tying shoelaces, sorting, brushing teeth, opening and closing trouser zippers, and straightening sandals according to their partner.

This media needs analysis is carried out with the aim of identifying appropriate and accurate learning materials and media to support the successful development of the media being developed. Apart from that, media needs analysis is also carried out so that the goal of improving children's fine motor skills can be achieved and maximized. The method used at this stage is the observation method on students, especially group B3. At this stage, activities are carried out to identify materials and media that suit students' learning needs, material needs and student characteristics. Obtaining results that students are still unable to carry out daily activities related to their fine motor skills and in the learning process, Students get bored very quickly due to the lack of learning media that attracts their attention to learning to improve fine motor skills. This is because the teacher only shows how to do an activity and does not directly carry out the activity, so that children only understand but are unable to do it in their daily lives. Therefore, developing busy book media is the right choice for children because busy book media can increase children's interest in solving problems in everyday life and this media can also really attract children's attention because they can see directly, children Children can also do these activities directly. This is because the teacher only shows how to do an activity and does not directly carry out the activity, so that children only understand but are unable to do it in their daily lives. Therefore, developing busy book media is the right choice for children because busy book media can increase children's interest in solving problems in everyday life and this media can also really attract children's attention because they can see directly, children Children can also do these activities directly. This is because the teacher only shows how to do an activity and does not directly carry out the activity, so that children only understand but are unable to do it in their daily lives. Therefore, developing busy book media is the right choice for children because busy book media can increase children's interest in solving problems in everyday life and this media can also really attract children's attention because they can see directly, children Children can also do these activities directly.

At the development stage, busy book media is produced according to a predetermined design. The initial activity carried out was making a busy book media cover. After you have determined the right busy book media cover, the next activity will be to create any images that will be used in each activity in the busy book media. The form of the busy book media cover is as follows. The cover shape of the busy book media is one of the initial shapes that students will clearly see before opening the contents of the busy book media. The cover of this media is made as attractive as possible using blue cotton cloth and decorated with white circles on the cloth so that it can attract students' attention when they first see it. There is "Busy Book" written on it which shows that there are activities in the busy book. Apart from that, the researcher used

colors in the writing that were different from the colors on the cover. So that students see the writing more clearly. The cover photo on the busy book media is [Figure 1](#).



**Figure 1.** Busy Book Cover

Test Validity was carried out by using two experts to assess the instrument regarding material content, design and media. The input and suggestions given during the expert test will be used as a reference for carrying out improvements to the product being developed before it is tested on students. So, after completing the expert test, it will then be tested on students through individual tests and small group tests so that the development product can be declared suitable for use.

Busy book media development products: At this implementation stage, researchers implement or test the media that has been created and developed on students, to determine children's responses to the busy book media that will be used. The evaluation stage is carried out to determine the success or suitability of the busy book media development that has been designed. The evaluation stage is carried out in a formative way, namely by measuring or assessing media products by including validation from experts, namely content experts, learning design experts and media experts, as well as carrying out individual trials and small group trials.

## Discussion

Fine motor skills refer to a child's or individual's ability to control small, coordinated movements in certain parts of the body, especially the hands and fingers. Fine motor skills involve the ability to perform tasks such as picking up objects with precision, writing, drawing, holding small objects, and performing activities that require precise use of small muscles. Fine motor skills are critical in a child's development, as they play a key role in a child's ability to be independent, participate in formal education, and carry out daily activities efficiently. ([GK Dewi, 2022](#); [Triana et al., 2021](#)). Busy Book media based on a contextual approach is an educational tool that has been proven effective in improving fine motor skills in early childhood. A contextual approach to learning allows children to learn through real and relevant experiences in their daily lives. Busy Book is a specially designed book with various interactive activities such as button snapping, shoelaces and sewing ([Ulfah & Rahmah, 2017](#); [Zaini & Dewi, 2017](#)). Through these activities, children can develop their fine motor skills in a fun and challenging way. They learn how to coordinate hand movements, improve their accuracy, and hone their concentration. Apart from that, busy books can also help improve children's understanding of the concepts of colors, shapes and numbers, thereby providing wider educational benefits. By using busy book media based on a contextual approach, children can learn while playing, which will help them grow and develop better in their fine motor skills. ([Husna & Prasko, 2019](#); [Prakarsi et al., 2020](#)).

Based on the results of this research data analysis, it is known that the busy book media product in improving fine motor skills in early childhood is valid for use in the learning process in kindergarten. Busy Book media based on a contextual approach is effective in improving the fine motor skills of young children because it presents activities that are relevant to their daily lives ([Prakarsi et al., 2020](#); [Suwatra et al., 2019](#)). In this approach, children can engage in activities that resemble real-life actions such as button-hooking or sewing, which helps improve their hand-eye coordination. Busy Books designed with a meaningful context can increase children's learning motivation because they can see the meaning and purpose behind the tasks they do ([GK Dewi, 2022](#); [Ulfah & Rahmah, 2017](#)). The repetitive practice provided by Busy Book also allows children to consistently hone their fine motor skills. Apart from that, this media not only develops fine motor skills, but can also stimulate children's creativity and imagination, and introduce other concepts such as colors, shapes, numbers and letters. Thus, the Busy Book based on a contextual approach is an effective tool

in helping young children grow and develop well. This is in line with research which states that The use of busy book media has an influence on students' motor skills (GK Dewi, 2022; Triana et al., 2021). This is also supported by research which states that the use of busy book media is very suitable to be used as supporting media during learning (GK Dewi, 2022; Suwatra et al., 2019).

#### 4. CONCLUSION

There is an influence of learning using contextually based books on the motor skills of early-age students. Using media in the form of busy books can enable children to improve motor skills such as snapping buttons, shoelaces, and sewing. Through these activities, children can develop their fine motor skills in a fun and challenging way. As input for teachers to choose the right learning media to train motor skills in children. Learning media that attracts children's interest will make it easier for children to develop motor skills.

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