



The Effect of Busy Book Media on Children's Literacy and Fine Motor Skills at Santa Clara Kindergarten, Mamuju

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Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana penggunaan media *busy book* dapat mempengaruhi kemampuan literasi dan motorik halus anak. Pendekatan dalam penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian *quasi eksperimental design*. Adapun variabel dalam penelitian ini adalah media *busy book* (X) dan kemampuan literasi dan motorik halus (Y) dengan desain penelitian *Non-equivalent design* atau eksperimen semu. Populasi dalam penelitian ini adalah 80 anak. Pengambilan sampel dalam penelitian ini menggunakan teknik *purposive sampling*. Sampel dalam penelitian ini berjumlah 40 anak yang terdiri dari 20 anak pada kelas eksperimen dan 20 anak pada kelas kontrol. Dalam penelitian ini teknik pengumpulan data yang akan digunakan yaitu observasi, tes dan dokumentasi. Teknik analisis data dalam penelitian ini adalah teknik analisis statistik deskriptif dan analisis statistik parametrik uji *paired sample t-test*. Hasil menunjukkan bahwa terdapat perbedaan signifikan antara kelompok yang menggunakan media *busy book* dengan kelompok yang tidak menggunakan media *busy book*. Dengan demikian, dapat disimpulkan bahwa penerapan penggunaan media *busy book* dapat memberi peningkatan yang signifikan terhadap kemampuan literasi dan motorik halus anak.

Abstract

This study aims to determine how the use of busy book media can influence children's literacy and fine motor skills. The research adopted a quantitative approach with a quasi-experimental design. The variables in this study are busy book media (X) as the independent variable, and literacy and fine motor skills (Y) as the dependent variables, using a non-equivalent group design or quasi-experimental design. The population in this study consisted of 80 children. The sampling technique used was purposive sampling, with a total of 40 children as the sample—20 children in the experimental group and 20 children in the control group. The data collection techniques employed in this study included observation, testing, and

	<p><i>documentation. The data were analyzed using descriptive statistical analysis and parametric statistical analysis through the paired sample t-test. The results showed a significant difference between the group that used busy book media and the group that did not. Therefore, it can be concluded that the application of busy book media significantly enhances children's literacy and fine motor skills</i></p> <p></p> <p>Jurnal Indria (Jurnal Ilmiah Pendidikan Prasekolah dan Sekolah Awal) is licensed under a Creative Commons Attribution 4.0 International License.</p>
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INTRODUCTION

According to the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 7 of 2022 concerning Content Standards for Early Childhood Education, Primary Education, and Secondary Education, Early Childhood Education (PAUD) is a developmental program intended for children from birth to six years of age. It is conducted through educational activities that support the physical and spiritual growth and development of children, preparing them to enter further education. Early Childhood Education helps children develop religious and moral values, Pancasila, physical-motor skills, cognitive abilities, language, and socio-emotional skills.

Language skills and fine motor skills are two crucial aspects of early childhood development because they are interrelated and play an important role in children's learning and socialization processes. Language allows humans to understand their Creator, fellow humans, the surrounding environment, science, and moral or religious values (Saodi et al., n.d.). The use of language in social interactions enhances children's literacy skills. Through interactions, children learn to organize ideas, solve problems, and develop thought patterns that form the foundation for reading, writing, and thinking abilities.

Moreover, fine motor development in early childhood significantly influences literacy skills, which include reading, writing, and effective communication. Fine motor development is a fundamental ability that children must acquire. It involves the small muscle movements, particularly in the hands and fingers, required to perform tasks that demand hand-eye coordination, precision, and controlled movements. The goal of fine motor development is to improve hand-eye coordination, which is essential for daily

activities requiring manual dexterity and accuracy, such as writing, drawing, or using small tools.

Many cases show that children are not yet able to hold a pencil correctly, draw properly, pinch, cut, paste, fold, or perform similar tasks. Difficulties in fine motor skills can also impact other areas of development. (Wulan & Watini, 2023). The ideal condition for children aged 5–6 years in terms of fine motor skills is that they can perform tasks effectively, such as drawing, copying shapes, pasting images quickly, and exploring various media and activities. Children at this age are also able to use writing and eating tools correctly and can express themselves more deeply through actions such as tearing paper. (Amriani et al., 2024).

Based on observations at Santa Clara Kindergarten in Mamuju, with a focus on identifying problems in literacy and fine motor skills, delays or underdeveloped abilities were found among some children. For instance, when pasting and matching shapes, children still require assistance from the teacher to complete the tasks. When writing and coloring, children are not yet proficient in using pencils and struggle to form shapes, such as circles. In terms of literacy, some children are unable to arrange letters into words, cannot write their own names, and are unable to read their names. To support the development of these skills, various learning media have been developed. One increasingly popular medium is the "Busy Book." A Busy Book is an interactive book designed to stimulate multiple aspects of child development, particularly literacy and fine motor skills, through engaging play activities. Each page of the Busy Book is crafted to challenge and enhance fine motor skills while encouraging children to develop their literacy abilities. The activities within the Busy Book provide opportunities for children to practice hand and finger skills intensively. Considering the importance of literacy and fine motor skills for child development, this study aims to investigate the influence of Busy Book media on children's literacy and fine motor skills at Santa Clara Kindergarten, Mamuju.

LITERATURE REVIEWS

Learning media refers to anything that can be used by teachers to convey educational messages to children. Learning media functions as a bridge or intermediary between the teacher and the child, ensuring that the lesson material is well understood. It

is considered one of the essential components of an effective learning process (Rupnidah & Suryana, 2022). The benefits of using learning media include making lessons more engaging, thereby increasing children's motivation to learn; presenting lesson material more clearly, which allows children to understand it more easily; providing more varied teaching methods; and encouraging children to be more actively involved in learning activities rather than merely listening to the teacher (Shoffa, 2023).

A Busy Book is an interactive book designed to promote various aspects of child development through enjoyable play activities. The Busy Book media can help teachers develop children's fine motor skills and enhance their understanding of precise hand movements, such as placing, holding, assembling, tying, pasting, and drawing using fingers, all of which require good hand coordination. (Putri et al., 2024). The Busy Book media aims to enhance children's literacy skills and help them understand information accurately and carefully. In addition, the Busy Book contains illustrations designed to improve children's fine motor skills and reading abilities. (Tasya et al., 2023).

Literacy skills are a component of children's language development that should be nurtured with optimal stimulation from an early age. Literacy encompasses the abilities to read, write, listen, and speak (Syamsuardi. et al., 2024). Literacy development is crucial for early childhood as it establishes the foundation for later reading skills, prepares children to adapt to formal schooling, and supports the development of other essential abilities (Yulia et al., 2021). The components of early childhood literacy skills include word recognition, vocabulary development, speech fluency, text comprehension, and familiarity with symbols (Erika et al., 2021).

Fine motor skills are a crucial component and a fundamental ability that every individual should possess. Fine motor skills involve small muscles and hand-eye coordination and can be developed through continuous stimulation activities. Children will experience difficulties performing tasks that require fine motor skills if their fine motor development is not yet well established, especially in daily activities (Rahmawati, 2021). The components of fine motor skills in early childhood include various tasks that require good hand-eye coordination, such as writing, cutting, assembling, and holding toys.

METHODS

This study employs a Non-equivalent Control Group Design. In this design, there are two subjects: one class serves as the experimental group, and the other class serves as the control group. The population of this study consists of all students at Santa Clara Kindergarten, Mamuju, totaling 80 children. A population refers to the entirety of objects under study, in which all forms present in the field are examined and recorded. The sample used in this study consists of 40 children aged 5–6 years from Group B, divided into two classes: 20 children in the experimental class and 20 children in the control class. A sample is a small portion of the population considered representative of the population regarding the research being conducted (Sulistiyowati, 2017). The data collection techniques employed in this study include observation, testing, and documentation. Data analysis techniques used consist of descriptive statistical analysis and parametric statistical analysis. This research design utilizes a Non-equivalent Control Group Design (quasi-experimental), in which one class is designated as the experimental group and the other as the control group..

RESULT AND DISCUSSION

a. Result

Descriptive statistical analysis aims to allow the researcher to evaluate the differences in literacy and fine motor skills between children who received treatment using Busy Book media and those who received treatment using the Student Worksheet (coloring). The data obtained in this study are the children's scores from the initial test (pretest) conducted before the intervention using the Busy Book media and the posttest conducted after the intervention. The average scores of children's literacy and fine motor skills at Santa Clara Kindergarten, Mamuju, before and after the intervention are presented in the table below:

Table 1.1 Descriptive Statistical Analysis of Pretest and Posttest Literacy Skills in the Experimental Class

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Experimental Class Literacy Pretest	20	9	26	19.60	4.083

Experimental Class Literacy Posttest	20	28	36	32.60	2.780
Valid N (listwise)	20				

Based on Table 1.1, it was found that there were 21 children in the experimental group, with an average literacy score of 19.60 before receiving treatment using the Busy Book media. After the intervention, the average literacy score in the experimental class increased to 32.60. Thus, there was an average improvement of 13 points in the experimental class. It can be concluded that the Busy Book media had a positive effect on the children's literacy skills in the experimental class.

Table 1.2 Descriptive Statistical Analysis of Pretest and Posttest Literacy Skills in the Control Class

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Control Class Literacy Pretest	20	9	27	19.15	5.724
Experimental Class Literacy Posttest	20	9	27	19.35	5.724
Valid N (listwise)	20				

Based on the table above, it was found that there were 20 children in the control class. The average literacy score in the control class before the intervention was 19.15, and the average literacy score after receiving no treatment with the Busy Book media was 19.35. Thus, there was an increase of 0.2 points. It can be concluded that the experimental group, which received the treatment, showed a greater average improvement compared to the average score of the control class..

Table 1.3 Descriptive Statistical Analysis of Pretest and Posttest Fine Motor Skills in the Experimental Class

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Experimental Class Fine Motor Skills Pretest	20	12	17	14.20	1.609
Experimental Class Fine Motor Skills Posttest	20	18	24	21.10	2.174
Valid N (listwise)	20				

Based on the table above, it was found that there were 20 children in the experimental class. The average fine motor skills score before receiving treatment with the Busy Book media was 14.20, while the average score after the intervention increased to 21.10. Thus, there was an average improvement of 6.9 points in the experimental class. It can be concluded that the Busy Book media had a positive effect on the children's fine motor skills in the experiment.

Table 1.4 Descriptive Statistical Analysis of Pretest and Posttest Fine Motor Skills in the Control Class

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Control Class Fine Motor Skills Pretest	20	6	20	14.10	4.166
Control Class Fine Motor Skills Posttest	20	6	20	14.60	4.248
Valid N (listwise)	20				

Based on the table above, it was found that there were 20 children in the control class. The average fine motor skills score before the intervention was 14.10, while the average score after receiving no treatment with the Busy Book media was 14.60. Thus, there was an average increase of 0.5 points.

Next, the results of the hypothesis test using the paired sample T-Test are presented. The following are the pretest and posttest data for the experimental and control classes:

Table 1.5 Hypothesis Test of Literacy Skills Pretest and Posttest in the Experimental Group

Test	N	Statistika deskriptif	Paired T-Test		
		M (Std. D)	T	Df	Sig. 2-tailed
Experimental Class Literacy Pretest	20	4.083			
Experimental Class Literacy Posttest	20	2.780	-17.487	19	0.00

Table 1.6 Hypothesis Test of Literacy Skills Pretest and Posttest in the Control Group

Test	N	Statistika deskriptif	Paired T-Test		
		M (Std. D)	T	Df	Sig. 2-tailed

Control Class Literacy Pretest	20	5.724	-2.179	19	0,042
Control Class Literacy Posttest	20	5.734			

Based on the hypothesis test results regarding literacy skills in the experimental and control classes before and after the intervention, the experimental class received treatment using the Busy Book media, while the control class did not receive any treatment. It was found that there is a significant effect. The significance value in the experimental class was $0.00 < 0.05$, while in the control class it was $0.09 > 0.05$. This indicates that H_0 is rejected and H_1 is accepted, meaning there is a significant difference in literacy skills between the class that received treatment using the Busy Book media and the class that did not receive the same treatment.

Table 1.7 Hypothesis Test of Fine Motor Skills Pretest and Posttest in the Experimental Group

<i>Test</i>	<i>N</i>	<i>Descriptive Statistics</i>	<i>Paired T-Test</i>		
		<i>M (Std. D)</i>	<i>T</i>	<i>Df</i>	<i>Sig. 2-tailed</i>
Control Class Fine Motor Skills Pretest	20	5.724	-2.517	19	0,021
Control Class Fine Motor Skills Posttest	20	5.724			

Table 1.8 Hypothesis Test of Fine Motor Skills Pretest and Posttest in the Control Group

<i>Test</i>	<i>N</i>	<i>Descriptive Statistics</i>	<i>Paired T-Test</i>		
		<i>M (Std. D)</i>	<i>T</i>	<i>Df</i>	<i>Sig. 2-tailed</i>
Experimental Class Fine Motor Skills Pretest	20	1.609	-15.657	19	0,00
Experimental Class Fine Motor Skills Posttest	20	2.174			

Based on the hypothesis test results regarding fine motor skills in the experimental and control classes before and after the intervention, the experimental class received treatment using the Busy Book media, while the control class did not receive any treatment. It was found that there is a significant effect. The significance

value in the experimental class was $0.00 < 0.05$, and in the control class it was $0.021 > 0.05$. This indicates that H_0 is rejected and H_1 is accepted, meaning there is a significant difference in fine motor skills between the class that received treatment using the Busy Book media and the class that did not receive the same treatment.

From the explanation of the tables on the hypothesis test results for children's literacy and fine motor skills at Santa Clara Kindergarten, it can be seen that there is a significant difference between the literacy and fine motor skills of children who received treatment using the Busy Book media and those in the class that did not receive the same media treatment (H_1 accepted and H_0 rejected).

DISCUSSION

Overview of Busy Book Media Usage

The use of Busy Book media involves various activities designed to stimulate children's literacy and fine motor skills. During the activities, children demonstrated high enthusiasm and actively engaged in completing the tasks on each page of the Busy Book. The use of Busy Book media has been proven to enhance children's literacy and fine motor skills.

Busy Books can be used repeatedly, accelerate children's understanding through visualization, be applied across different themes, and attract children's attention with colorful illustrations (Manola et al., 2024) dan menjadi alternatif yang menarik dan efektif, dalam melatih motorik halus (Handika, 2025), They serve as an interesting and effective alternative for training fine motor skills (Handika, 2025), motivate children to be active both individually and in groups (Syafril et al., 2018) and are concise and to the point, accompanied by engaging images and educational games that stimulate children's basic skills, such as fine motor skills (Nazara & Tegeh, 2023)(Nazara & Tegeh, 2023).

Overview of Children's Literacy Skills Before and After the Intervention Using Busy Book Media

Based on the research data, it was found that the Busy Book media can improve literacy skills in children at Santa Clara Kindergarten, Mamuju. This statement is supported by the results of descriptive and parametric statistical tests, which show that

the average literacy scores in the experimental class increased and experienced a significant improvement compared to the children's literacy skills before receiving the intervention using the Busy Book media.

Literacy facilitates children in learning to read, preparing them for the next level of education, and helps them absorb all available information (Manola, 2024). Children generally enjoy playing, and play supports learning and development through various experiences, both enjoyable and challenging, which help them learn and grow (Lestari & Hanum, 2024). Techniques applied with appropriate instructional materials can stimulate children's abilities (Handika, 2025). The use of Busy Book as a learning media has great potential in enhancing literacy skills (Putri et al., 2024).

Overview of Children's Fine Motor Skills Before and After the Intervention Using Busy Book Media

Based on the research data, it was found that the Busy Book media can improve fine motor skills in children at Santa Clara Kindergarten, Mamuju. This finding is supported by the results of descriptive and parametric statistical tests, which show that the average fine motor skills scores in the experimental class increased significantly compared to the children's fine motor skills before receiving the intervention using the Busy Book media.

Using the Busy Book media requires hand-eye coordination to move objects from one page to another and frequent use of fingers and wrists, which positively affects children's fine motor skills. (Fitasari & Wirman, 2023). The Busy Book is designed attractively, increasing children's interest and enjoyment in learning (Fitriyah et al., 2021). Furthermore, research by (Rahmasari & Ismet, 2022) shows that the Busy Book media is effective in stimulating fine motor skills in early childhood.

The Effect of Busy Book Media on Children's Literacy and Fine Motor Skills

Based on the results of the t-test, the post-test significance in the experimental class showed a value of $0.00 < 0.05$, while in the control class it was $0.09 > 0.05$. This indicates that H_0 is rejected and H_1 is accepted, meaning there is a significant difference in literacy skills between the class that received treatment using the Busy Book media

and the class that did not receive the Busy Book media at Santa Clara Kindergarten, Mamuju.

Similarly, the t-test results for fine motor skills showed that the post-test significance in the experimental class was $0.00 < 0.05$, and in the control class it was $0.021 > 0.05$. This indicates that H_0 is rejected and H_1 is accepted, meaning there is a significant difference in fine motor skills between the class that received treatment using the Busy Book media and the class that did not receive the same treatment at Santa Clara Kindergarten, Mamuju.

The Busy Book helps children absorb, remember, and repeat what they see and hear, which supports the development of their reading skills. (Lestari & Hanum, 2024). With its bright colors and varied activities tailored to children's needs, the Busy Book allows children to practice in an enjoyable way, thereby maximizing the development of their fine motor skills (Lestari & Hanum, 2024). It also has benefits for stimulating basic skills such as fine motor skills, improving hand-eye coordination, and training children's concentration (Emily Irawan et al., 2023).

CONCLUSION

Based on the data obtained during the study, it can be concluded that:

First, The use of Busy Book media for children, with various activities designed to stimulate literacy and fine motor skills, shows that children demonstrate high enthusiasm and actively engage in completing tasks on each page of the Busy Book. The use of Busy Book media has been proven to enhance children's literacy and fine motor skills.

Second, An overview of children's literacy skills before the intervention with Busy Book media indicates that their literacy levels were still relatively low. After the intervention, children's literacy skills improved. Comparing the results of the two classes, the use of Busy Book media significantly increased children's literacy skills.

Third, An overview of children's fine motor skills before the intervention with Busy Book media shows that their fine motor skills were still relatively low. After the intervention, children's fine motor skills improved. Comparing the results of the two classes, the use of Busy Book media significantly enhanced children's fine motor skills.

Fourth, There is a significant effect on children's literacy and fine motor skills. Busy Book media can improve literacy skills, including letter recognition, listening, and speaking, as well as fine motor skills, such as hand-eye coordination and wrist flexibility.

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