The Effect Educational Activity Book on Fine Motor Development Of 4-5 Years Old Children at Paud Tunas Harapan Subang District In 2024

Giani Nuri Puspariani[1*], Nanik Cahyati[2], Mega Dewi Lestari[3]
[1,2,3]Faculty Of Health Science and Technology, Jenderal Achmad Yani University, Indonesia
*Corresponding author email: gianiiinp15@gmail.com

ABSTRACT

Children aged 4-5 years are included in the preschool age and are called the golden period. The Subang Regency Health Office in 2023 stated that there were 77.94% of children who were given stimulation with as many as 4 children experiencing fine motor development disorders. one of the factors that affect children's fine motor development is due to the lack of stimulation provided. To optimize children's fine motor skills can be done by using educational game tools that can stimulate fine motor skills, one of which is through busy book media. The purpose of this study was to determine the effect of Busy Book on Fine Motor Development of 4-5 Year Old Children at PAUD Tunas Harapan Subang Regency in 2024. This study used quasi experimental with one group pretest-posttest research design. The sample amounted to 25 children aged 4-5 years at PAUD Tunas Harapan Subang Regency with sampling techniques using simple random sampling by drawing. Data collection techniques in the form of observation sheets of fine motor skills of children aged 4-5 years. The administration of busy book media was carried out four times for 4 days. Data were analyzed using paired t-test. The results of statistical tests using paired T-test obtained a p-value = 0.000 ($p < 0.05$) which means that there is an effect of using Busy Book on Fine Motor Development of 4-5 Year Old Children at PAUD Tunas Harapan Subang Regency in 2024.

Keywords: Busy Book, Stimulation, Development, Fine Motor Development, 4-5 Years Old Children.

Introduction

The future of a nation depends on the success of children in achieving optimal growth and development (Ministry of Health of the Republic of Indonesia, 2022). *World Health Organization* (WHO, 2018) stated that the period of a child is calculated from a person in the womb to the age of 19 years. The first five years of life are a period of great sensitivity to the environment and are very short and cannot be repeated. This period takes place as "the time keemasan" *(golden period*), "window opportunity" and "critical period" (Makrufiyani et al., 2020). At *golden period*, the desire to learn in children increases, children will quickly receive and obtain information well.

Children have a distinctive characteristic. Development is the result of the mature interaction of the central nervous system with the organs it affects, such as neuromuscular development, speech, emotion, and socialization skills, and is the result of the learning process (Kemenkes RI, 2022). During this time, there are many challenges for children, parents, and families and unknowingly children enter adolescence and adulthood. Development refers to

qualitative changes in the entire organism and is an ongoing process in which physical, emotional, and intellectual changes occur (Anggeriyane et al., 2022).

In recent years, developmental problems in children such as motor, language, autism, and behavior have been increasing. In 2018, globally *the World Health Organization* (WHO) reported that there are 52.9 million children aged about 5 years, and around 54% of children have developmental disorders. Based on WHO data in 2020, it was recorded that 149.2 million children younger than 5 years have developmental disorders. Around 95% of children with developmental disabilities live in low- and middle-income countries (WHO, 2020).

Nationally, the prevalence of developmental deviations in children under 5 years old in Indonesia is reported to reach 7,512.6 per 100,000 population (7.51%) (WHO 2018). In Indonesia, the rate of growth and developmental delay is still quite high, with an estimated 5-10% of children experiencing developmental delays in general. Two out of 1,000 babies have impaired motor development, while 3 to 6 out of 1,000 babies have hearing loss. In addition, one in 100 children has below-average intelligence and has speech delays (Yulita et al., 2020).

The West Java Health Office stated that there are still 1-3% of children who experience delays in motor development. Motor delays can cause other developmental delays if not detected early and treated appropriately. Children experience a delay in literacy ability, which is 28.4%. Children with physical delays are 1.7%, and children with learning delays are 3.9%. (Riskesdas, 2018).

Data obtained from the health profile of West Java province in 2021, the coverage of early detection of growth and development of children under five and preschool was 63.48%, decreasing when compared to the coverage in 2020 of 64.03% (Heryanto et al., 2024). In addition, almost 30% of children in West Java experience developmental delays, around 80% of which are due to lack of stimulation (Septiani, 2022). Based on data from the Subang Regency Health Office in 2023, 77.94% of children were given stimulation and it was found that as many as 4 children experienced fine motor development disorders.

The slightest developmental disorder in toddlerhood, if not detected and not handled properly, will have a bad impact. If the delay is not known sooner, it will greatly affect the next child's development, because child development has a series of sequential stages. Child development is very important because children with late development will find it difficult to catch up and will affect the child's life in the future (Makrufiyani et al., 2020).

Aspects of child development that need to be monitored include gross motor, fine motor, speech and language skills, as well as socialization and independence (Ministry of Health of the Republic of Indonesia, 2022). Based on 4 aspects of child development, motor

development is very important to be considered and developed, because the skill in performing motor movements is the result of the element of individual maturity in controlling a movement of the body and involving the brain as the center of control (Reswari et al., 2022). Motor development is divided into 2, namely gross motor skills and fine motor skills. Gross motor is related to the child's ability to perform movements involving large muscles, while fine motor is an aspect related to the child's ability to perform movements involving small muscles (Anggeriyane et al., 2022).

Reswari et al., (2022) stated that fine motor development refers to a child's ability to carry out activities involving fine *muscles*, for example, writing, squeezing, grasping, drawing, arranging blocks, and scissors, and fine motor movements require careful coordination of the eyes and hands. Even though it is only a small muscle, its role is very important in various children's activities.

Children with impaired fine motor development, do not develop optimally will be more easily frustrated, feel defeated, and feel rejected (Nurlaili, 2019). Lack of prevention in delayed fine motor development in children can cause child development not in accordance with age, for example, in preschool children children are not able to carry out developmental activities according to their age, namely holding a pencil correctly or making a straight line. Damage to brain function that regulates the ability to move body muscles can also cause signs of damage to the nervous system such as *cerebral palsy* or motor system disorders (Reswari et al., 2022).

The pattern of growth and development of children is the result of the interaction of internal factors that come from within the child, and environmental or external factors, namely the atmosphere in which the child is located. This environmental factor will provide all forms of basic needs needed by children for the growth and development process (Anggeriyane et al., 2022). One way to optimize fine motor development in children is to routinely provide stimulation as early as possible and do it continuously at every opportunity, because lack of stimulation can cause deviations in children's growth and development and even permanent disorders. In line with the opinion of Afifah & Windi (2018) that brain development in arranging neural structures is greatly influenced by the interaction between the environment and the room.

Stimulation for child development can be done by providing games or playing, because in toddlerhood children always need pleasure in themselves, so children need a game that will give them pleasure. Children who receive targeted stimulation will develop more quickly than children who receive less or no stimulation. There are several forms and types of Educational Game Tools (APE) that have a positive impact which contains educational elements so that

they can help the process of children's growth and development. Types of educational games that can stimulate children's development include *puzzles*, alphabet boxes, number symbol cards, *cruissenaire blocks*, *busy books*, and others. APE has a function as a medium that is systematically created to stimulate children's fine motor development (Natsir, 2022).

The results of a study by Lisa et al., (2020) entitled "Educational Game Tools (APE) Improving Fine Motor Development in Children Aged 4-6 Years" stated that there was an effect of Educational Game Equipment (APE) stimulation on fine motor development of children aged 4-6 years. The more children are stimulated with APE, the more the child's fine motor development is according to development. In line with the research of Fitasari & Wirman, (2023) with the title "The Effect of the Use of Busy Book Media on the Fine Motor Skills of Children Aged 5-6 Years in Kindergarten of the Parupuk Tabing Practice Foundation", the results were obtained that there was an influence of the Use of Busy Book Media on the Fine Motor Skills of Children Aged 5-6.

One of the monitoring of child development is carried out at the Early Childhood Education (PAUD) level, monitoring child development in PAUD will form quality Indonesian children. Early Childhood Education (PAUD) is a level of education before the basic education level which is a coaching effort aimed at children from birth to the age of six to help physical and spiritual growth and development so that children have readiness to enter further education (Ministry of Education and Culture, 2025).

PAUD Tunas Harapan is one of the PAUDs located in the working area of the Sukarahayu Health Center, Subang Regency. Based on a preliminary survey conducted by researchers at PAUD Khoerurizal and PAUD Tunas Harapan on October 23, 2024. Data was obtained that there were 13 children aged 4-5 years at PAUD Khoerurizal, 2 of whom had difficulties in writing. In addition, PAUD Khoerurizal has used educational game tools such as props, *puzzles*, making animals from origami paper, and has used *busy book game tools*.

In contrast to the conditions at PAUD Tunas Harapan, data was obtained on 40 children aged 4-5 years. Furthermore, data was obtained that there were 3-4 children who had difficulties in writing, coloring, and drawing, and in PAUD Tunas Harapan did not use educational game tools. Based on the above situation, the researcher is interested in researching this problem, namely knowing the influence of *busy books* as a stimulation tool on the fine motor development of children aged 4-5 years at PAUD Tunas Harapan, Subang Regency in 2024.

Materials and Methods

The research method used is a quantitative method with a *Quasi Experimental design.*The design form used is *one group pre-test-posttest,* where in this study the first observation (*pretest*) and final observation (*postest*) are carried out so that the researcher can test the changes that occur before and after the treatment is given (Riyanto, 2022). In this design, only one group was used without using a comparison group (control), the researcher provided treatment in the form of learning using *busy book educational game tools*.

The sample was 25 children aged 4-5 years at PAUD Tunas Harapan, Subang Regency with a sampling technique using *simple random sampling* by lottery. In this study, respondents were given *a pretest* with a measuring device, an observation sheet, *a check list* according to the level of achievement of fine motor development according to age, to find out the initial score of the respondents before being given the intervention. When given treatment, respondents were divided into several groups and then given *a busy book* for 4 meetings, each meeting will be held for 15 minutes for 4 days. After being given the intervention, a *posttest was carried* out to determine the effect of treatment on the respondents.

Results and Discussion

Based on table 1, it was found that of the 25 respondents at the time of the *pretest*, a small number of respondents (48%) developed as expected and no one in the category developed very well in making lines and circles, while after being given the intervention there was no one in the undeveloped category and most of the respondents (56%) developed very well.

In the indicator of tracing the shape of 25 respondents at the time of the *pretest*, it was found that 11 respondents (44%) began to develop and no one in the category developed as expected, while after being given the intervention there was no one in the category of not yet developed and most of the 12 respondents (48%) developed as expected.

In the eye-and-hand coordination indicator of 25 respondents at the time of the *pretest*, 10 respondents (40%) began to develop and no one in the category developed very well, while after the intervention was given, no one in the category was not developed and most of the 17 respondents (68%) developed as expected.

In the indicator of making manipulative movements from 25 respondents at the time of the *pretest*, most of the respondents (60%) developed as expected and a small number of respondents (28%) in the category developed very well, while after being given the intervention, 22 respondents (88%) developed very well.

Table 1. Analyzing Fine Motor Development of Children Aged 4-5 Years Before and After Being Given *a Busy Book*.

Indicator	*Pretest*		*Postest*	
	Frequency	Presented %	Frequency	Presented %
Creating lines and circles				
BB	5	20	0	0
MB	8	32	3	12
BSH	12	48	8	32
BSB	0	0	14	56
Tracing shapes				
BB	7	28	0	0
MB	11	44	3	12
BSH	7	28	12	48
BSB	0	0	11	44
Coordinating eyes and hands				
BB	7	28	0	0
MB	10	40	5	20
BSH	8	32	17	68
BSB	0	0	3	12
Perform manipulative movements				
BB	1	4	0	0
MB	2	8	1	4
BSH	15	60	2	8
BSB	7	28	22	88
Express yourself				
BB	8	32	0	0
MB	8	32	6	24
BSH	9	36	13	52
BSB	0	0	6	24
Controlling hand movements				
BB	0	0	0	0
MB	0	0	0	0
BSH	0	0	0	0
BSB	25	100	25	100

Description:

BB: Not Yet Developed; MB: Beginning to Develop; BSH: Developing as Expected; BSB: Developing Very Well.

In the indicator of expressing themselves by making art from 25 respondents at the time of the *pretest,* it was found that 9 respondents (36%) developed according to expectations and no one in the category developed very well, while after being given intervention most of the 13 respondents (52%) developed according to expectations and no one in the category was not developed.

In the indicator of controlling hand movements using fine muscles from 25 respondents at the time of *the pretest*, it was found that all respondents (100%) in the category developed very well, and after being given the intervention there were 25 respondents (100%) in the category of developing very wel.

Table 2. The Educational Activity Book on Fine Motor Development of Children Aged 4-5 Years

Children's Fine Motor Development	N	Mean	S.D	S.E	P *value*
Busy Book	25	15.32 20.48	2.096 1.806	0.419 0.361	0,000

Based on table 2 of the *parametric statistical* test using the paired *test*, it was found that the average fine motor development before being given treatment was 15.32. In the fine motor development of children after being given treatment of 20.48.

The results of the statistical test obtained a value of p= 0.000 (p<0.05), thus it can be interpreted that Ha is accepted and H0 is rejected, meaning that there is an influence of *busy books* as a stimulus tool on the fine motor development of children aged 4-5 years at PAUD Tunas Harapan, Subang Regency.

1) Analyzing Fine Motor Development of Children Aged 4-5 Years

Based on the results of the study , it was found that in the indicator of making lines and circles from 25 respondents at the time of the *pretest* , a small number of respondents (48%) developed as expected and no one in the category developed very well in making lines and circles, while after being given the intervention there was no one in the undeveloped category and most of the respondents (56%) developed very well.

In the indicator of tracing the shape of 25 respondents at the time of the *pretest*, it was found that 11 respondents (44%) began to develop and no one in the category developed as

expected, while after being given the intervention there was no one in the category of not yet developed and most of the 12 respondents (48%) developed as expected.

In the eye-and-hand coordination indicator of 25 respondents at the time of the *pretest*, 10 respondents (40%) began to develop and no one in the category developed very well, while after the intervention was given, no one in the category was not developed and most of the 17 respondents (68%) developed as expected.

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In the indicator of expressing themselves by making art from 25 respondents at the time of the *pretest*, it was found that 9 respondents (36%) developed according to expectations and no one in the category developed very well, while after being given intervention most of the 13 respondents (52%) developed according to expectations and no one in the category was not developed.

In the indicator of controlling hand movements using fine muscles from 25 respondents at the time of *the pretest*, it was found that all respondents (100%) in the category developed very well, and after being given the intervention there were 25 respondents (100%) in the category of developing very well.

This shows that the respondents' fine motor skills after being given *busy book* media have improved. The results of this study are supported by research conducted by Farida & Harefa (2024) that children's fine motor skills increase after being given *a busy book*, where based on initial observation (*pretest*) there are 82% of children in the MB category and 17% of children in the BSH category, while after being given the intervention, the results of 88% of children in the BSH category and 11% of children are still in the MB category.

At the time of the study, there were some children with suboptimal fine motor skills. It was found that children who had difficulty in performing their fine motor skills were due to a lack of parental knowledge about stimulation techniques that were appropriate to the child's developmental stage. This is in line with Nurlaili's (2019) theory that children's fine motor development is highly dependent on how much stimulation is given. This is because the child's muscles have not reached maturity. With enough exercises, it will help children to control their muscle movements so that they reach a perfect motor condition which is characterized by smooth and flexible smooth movements. Nurlaili's theory supports the author's view that

suboptimal fine motor development in children is related to the level of stimulus received by the child.

Safitri et al., (2024) stated that *busy books* are interactive learning media in the form of books that contain various activities on each page of the book and are accompanied by colors that are attractive to children so that they can help stimulate development in children. The results of his research show that busy *book media* can improve children's fine motor development.

In this study, it can be concluded that there is an increase in fine motor development of children aged 4-5 years after being given *busy book* media. This is in accordance with the opinion of Dzafirah et al., (2024) who said that the use of *busy book* media has a positive impact on children's fine motor skills, this media helps flex the fingers and strengthen small muscles so that children can avoid difficulties in moving the fingers and coordinate the eyes and hands when doing movements (Dzafirah et al., 2024).

2) The Effect of *Busy Books* on Fine Motor Development of Children Aged 4-5 Years

Based on the results of the study, the results of the research conducted at PAUD Tunas Harapan Subang Regency using a paired *test* by comparing the respondents' scores before and after being given *a busy book*, the mean value increased in the fine motor development of children aged 4-5 years. It was found that the average fine motor development before being given *a busy book* was 15.32 and on the fine motor development of children after being given *a busy book* was 20.48.

Based on the results of the *parametric statistical* test using *the paired* test (paired test), the value of p= 0.0001 ($p<0.05$) was obtained, thus it can be interpreted that Ha is accepted and H0 is rejected, meaning that there is a significant influence of the use *of busy books* as a stimulus tool on the fine motor development of children aged 4-5 years at PAUD Tunas Harapan, Subang Regency.

The results of this study are supported by research by Fitasari & Wirman (2023) at the Parupuk Tabing Foundation Kindergarten entitled "The Effect of the Use of *Busy Book* Media on Fine Motor Skills of Children Aged 5-6 Years at the Parupuk Tabing Foundation Kindergarten" based on the results of statistical tests using *the Paired Samples T-test* The significance value (sig) (2-tailed) was $0.000 < 0.05$, then H0 was rejected and Ha was accepted. So it can be concluded that there is an average difference between the Pre Test and Post Test learning outcomes, which means that there is an influence of the Use of *Busy Book Media* on

the Fine Motor Skills of Children Aged 5-6 Years at the Kindergarten of the Parupuk Tabing Padang Practice Foundation.

According to Nurlaili (2019), one of the factors that affect children's fine motor development comes from external factors, namely parenting and stimulation factors, because children's fine motor development is highly dependent on how much stimulation is given. Appropriate stimulation/stimulation according to the stages carried out by mothers and other family members in each child's activity, one of which is the provision of game equipment.

This is in accordance with the theory of Ulfah et al., (2023) that to help and practice children's fine motor skills can be stimulated by using a variety of materials and objects such as small objects to sort and count, beads to be assembled, clothes and the like that have zippers, buttons, and ropes for the game of wearing clothes and accessories, as well as materials for drawing and writing. All objects and activities to develop fine motor skills can be arranged in a book called *a busy book*.

According to the researcher's analysis in accordance with the research of Dzafirah et al., (2024) *busy books* are one of the media that can stimulate children's fine motor skills. Various instruments in a *busy book* will attract children's visual attention and trigger a desire to interact. Through this activity, children indirectly train eye and hand coordination which is very important for fine motor development. Based on this, it is hoped that *busy books* can be applied as a stimulation tool to stimulate fine motor development of children aged 4-5 years.

The field findings obtained by the researcher in addition to improving fine motor skills in children, the use of *busy book* media can also create a fun learning atmosphere, so that children are more enthusiastic in participating in activities. Children look happy and excited in doing activities through *busy book* media, and happy to try again when they can't do activities in *busy book content*.

This is supported by Ayu's (2020) research that various kinds of activities contained in *busy books* can train small muscles so that using *busy book* media can affect children's fine motor skills. With the presence of brightly colored *busy book* media and containing a variety of activities, children will practice in a fun way so that children's fine motor skills can develop more optimally.

According to research conducted by Fahimiah et al., (2024) the implementation of *busy book* media was effective for 5 meetings and based on trials conducted on children aged 4-5 years in RA Al Qur'an, the results showed an increase in the average score of children before and after using *busy books*, which were originally categorized as developing as expected.

Conclusion

Based on research on the Influence of *Busy Books* on Fine Motor Development of Children Aged 4-5 Years at PAUD Tunas Harapan, Subang Regency in 2024, the following conclusions can be drawn:

1. The picture of fine motor development before the intervention based on the indicator of drawing lines and circles from 25 respondents almost entirely (48%) developed as expected, the indicator of tracing shapes almost entirely (44%) began to develop, on the indicator of coordinating the eyes and hands a small part (40%) began to develop, the indicator of performing manipulative movements most of the respondents (60%) developed as expected, the indicator ofexpressing themselves by making art a small part of the respondents (36%) developed as expected, on the indicator of controlling hand movements that used fine muscles all respondents (100%) in the category developed very well. After the intervention, on the indicator of drawing lines and circles most of the respondents (56%) developed very well, the indicator of tracing the shape almost entirely (48%) developed as expected, the indicator of coordinating eyes and hands mostly (68%) developed as expected, the indicator of performing manipulative movements mostly (88%) Developed very well, the indicator of expressing oneself by making art mostly (52%) developed as expected, on the indicator of controlling hand movements that used the smooth muscles of all respondents (100%) in the category of developing very well.
2. The value of $p= 0.0001$ ($p<0.05$), meaning that there is a significant influence of the use of *busy books* on fine motor development of children aged 4-5 years at PAUD Tunas Harapan, Subang Regency.

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