



Efforts to Improve Fine Motor Skills of 4-5 Year Old Children Through Busy Book Learning Media

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Abstrack

Penelitian ini dilatarbelakangi oleh belum optimalnya perkembangan kemampuan motorik halus pada anak usia 4–5 tahun di TK Paramata Bunda, Kota Palopo. Anak-anak tersebut mengalami kendala dalam mengerjakan tugas yang memerlukan koordinasi mata dan tangan, seperti meremas kertas, mengancingkan kancing, dan membuka resleting. Tujuan penelitian ini adalah untuk meningkatkan kemampuan motorik halus anak dengan memanfaatkan Busy Book sebagai media pembelajaran. Penelitian ini menggunakan metodologi Penelitian Tindakan Kelas (PTK) yang berlandaskan pada kerangka kerja *Kemmis & Taggart*, yang terdiri dari dua siklus, masing-masing terdiri dari empat sesi. Partisipan penelitian terdiri dari 11 siswa dari kelas A2 (Tomat A). Metode pengumpulan data meliputi observasi, wawancara, dokumentasi, dan asesmen. Hasil penelitian menunjukkan adanya peningkatan yang cukup signifikan pada kemampuan motorik halus anak setelah penggunaan Busy Book secara sistematis dan teratur. Pada akhir siklus kedua, 6 anak masuk dalam kategori "Sudah Muncul (SM)" dan 5 anak dalam kategori MM yang berkaitan dengan ketangkasan jari dan koordinasi mata dan tangan. Studi ini menganjurkan pemanfaatan Busy Book yang lebih intensif dan bervariasi dalam pendidikan anak usia dini untuk meningkatkan perkembangan keterampilan motorik halus.

Kata Kunci: Keterampilan Motorik Halus, Buku Aktivitas, Pendidikan Anak Usia Dini

Abstract

This study was motivated by the suboptimal development of fine motor skills in children aged 4-5 years at Paramata Bunda Kindergarten, Palopo City. These children experience difficulties in doing tasks that require eye-hand coordination, such as crumpling paper, buttoning, and opening zippers. The purpose of this study was to improve children's fine motor skills by utilizing the Busy Book as a learning medium. This study employed the Classroom Action Research (CAR) methodology, based on the Kemmis and Taggart framework, which consisted of two cycles, each comprising four sessions. The research participants consisted of 11 students from class A2 (Tomat A). Data collection methods included observation, interviews, documentation, and assessment. The study's results showed a significant improvement in children's fine motor skills after they used the Busy Book systematically and regularly. At the end of the second cycle, six children were included in the "Already Emerging (SM)" category and five children in the MM category related to finger dexterity and eye-hand coordination. This study recommends more intensive and varied use of Busy Books in early childhood education to enhance the development of fine motor skills.

Keywords: Fine Motor Skills, Activity Book, Early Childhood Education, Learning Resources, Classroom Action Research.

How to cite this article:

Restu Mega Yuliani, Munir Yusuf, Eka Poppi Hutami, Subhan, & Pertiwi Kamariah Hasis. (2025). Efforts to Improve Fine Motor Skills of 4-5 Year Old Children Through Busy Book Learning Media. *JURNAL PENA PAUD*, 6(1).
<https://doi.org/10.33369/jpp.v6i1.41440>

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Received 29 April 2025, Accepted 22 June 2025, Published 30 June 2025

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Publish: Universitas Bengkulu

INTRODUCTION

Education for children from an early age is crucial in laying the groundwork for their future, which includes developing their potential in a comprehensive and integrated way. The potential 'golden age' (ages 0-6 years) is a crucial period during which proper stimulation becomes a key factor in shaping children's readiness for higher-level education ([Marjuki & Baidowi, 2023](#)). The existence of effective, enjoyable, and appropriate learning strategies in children is crucial for optimizing development, particularly in fine motor skills.

Motor fine is an aspect of development that involves coordinating the movement of small muscles, particularly the hands and fingers. This activity is crucial for children's learning, encompassing tasks such as writing, holding tools, eating, buttoning clothes, and others ([Surbakti et al., 2021](#)). The development of good motor skills contributes to a child's independence and success in both academic and social matters ([Apriani et al., 2021](#); [Hurlock, 1993](#)). Suboptimal stimulation can hinder a child's development of skills, as said. In the PAUD context, the use of appropriate learning media can become an effective means to stimulate fine motor skills.

Busy Book is made of cloth, filled with flannel activities, and contains task manipulatives such as buttoning, tying, tracing forms, and others. These are one of the media that have been proven interesting and effective in increasing motor development and smoothness. Busy Book is very popular because it can increase coordination, motor, cognitive, and sensory skills in children ([Daryati et al., 2022](#); [Putri, 2022](#)). A book is a three-dimensional learning medium that can increase children's participation and independence during learning ([Daryati et al., 2022](#); [Sari, 2021](#)). According to ([Humaida and Abidin \(2021\)](#)) Effectively using busy book media increases cognitive development abilities in calculating while training fine motor skills. Similar things were also expressed by [Luthfillah et al \(2022\)](#), who stated that this media can stimulate children's early reading skills.

Study from various busy books ([Avirudini & Sumarno, 2018](#)) Version and development. Create a Busy Book with a theme tool, transportation for children group A, and [Fadlilah \(2020\)](#) Creating a Busy Book for children in need. On the other hand, ([Nur Rahmah et al., 2021](#)) It emphasizes the importance of training in creating Busy Book teaching aids to empower preschool communities. Meanwhile, research by [Mufliharsi \(2017\)](#) shows the use of the Busy Book in enriching children's vocabulary.

Other learning media, besides Busy Book, have also been shown to improve fine motor skills. These include collage media (Latifah & Prasetya, 2023; Primayana, 2020). Cooking class games (Hasis, 2020), patterned clapping (Raksa, 2021), and finger-painting activities (Maghfuroh & Putri, 2018). This shows that various media and methods are crucial in helping children's development. Textbooks and other educational resources also emphasize the importance of systematic fine motor stimulation (Desmariansi, 2020; Suhartanti et al., 2019; Hasan et al., 2021).

Previous studies have shown that Busy Book learning can improve various aspects of early childhood development. (Putri, 2022) proved the positive influence of Busy Book on children's language development, while (Sari, 2021) Developing a Busy Book for English vocabulary learning. The study (Humaida & Abidin, 2021) confirmed that this media also contributes to improving children's cognitive numeracy. However, the focus of their research was not on fine motor development as the main variable. This study is relevant as a complement to existing studies by emphasizing children's physical motor development.

The results of initial observations at Paramata Bunda Kindergarten, Palopo City, showed that students continued to experience difficulties with activities that required fine motor movements, such as twisting paper, stringing, buttoning, and pulling zippers. The learning media used had not systematically and sustainably improved fine motor development. According to the standards of Permendikbud Number 137 of 2014 concerning National Standards for Early Childhood Education, physical motor skills are one aspect of child development that must be actively stimulated.

The problem is how to utilize Busy Book media to enhance children's fine motor skills at the age of 4-5 years at Paramata Bunda Kindergarten in Palopo City. This study is important because the use of Busy Book media, which should be an effective tool to improve children's fine motor skills, has not been optimal.

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This study has an element of novelty, as it focuses primarily on improving the fine motor skills of children aged 4-5 years through the application of Busy Book learning media in a systematic Classroom Action Research (CAR) approach. Unlike previous studies that focused more on cognitive, language, or media development aspects alone, this study specifically tests the effectiveness of Busy Book as a tool to stimulate children's fine motor movements in the context of real learning in the classroom. By integrating manipulative concrete media, the findings of this study are expected to fill the gap in the related literature review and provide practical contributions for PAUD educators in designing activity-based learning strategies to optimize children's physical and motor development.

The aim is to investigate and describe how the use of the Busy Book as a learning medium can enhance the development of fine motor skills in children aged between four and five years. This activity was conducted in two cycles, focusing on the use of the Busy Book. This research is crucial for optimizing children's development during their formative years. The purpose of this research is to share the hope that it can help teachers choose the best media to aid children in developing fine motor skills. Additionally, these findings can serve as a basis for developing more creative and adaptable learning strategies for early childhood education.

The expected results can help improve the quality of learning in PAUD, especially in supporting the physical motor development of children. In addition, this study is expected to inspire educators and parents to utilize creative media effectively.

METHODOLOGY

Types of research

This type of research is Classroom Action Research (CAR). This study aims to enhance the fine motor skills of children aged 4-5 years through the use of the Busy Book learning media. Classroom action research was chosen because it involves reflective and collaborative processes to improve the process of direct learning practices in the classroom. According to (Susilo et al., 2011) CAR is a means of developing teacher professionalism that emphasizes systematically and sustainably improving classroom learning practices. The model implemented in this study is the Kemmis and Taggart spiral model, which consists of four stages: planning, implementing actions, observation, and reflection.

Time and Place of Research

The research was conducted from August 2 to November 2, 2024. The research location was at Paramata Bunda Kindergarten on Jalan Sultan Hasanuddin, Batupasi Village, Wara Utara District, Palopo City.

Research Objectives

The research target involved 11 children from Group A Class A2 (A Tomato) at Paramata Bunda Kindergarten, Palopo City, consisting of 6 boys and 5 girls aged 4-5 years.

Data Collection Technique and Development Instrument

Inner technique Data collection includes 1) observation implemented to assess the improvement ability of motor-fine children during the ongoing learning process. Method systematically carried out in a way to record symptoms or phenomena in the subject study, known as observation. (Sarita & Imawati, 2022); interview with the head of the school and the homeroom teacher class to obtain information from supporters about the condition beginning, the learning process, and the evaluation of the media used. (Fadhallah, 2021) state that the interview is a communication process directly between the interviewer and the interviewee to obtain information related to the research topic; 3) documentation covering Photo activities, notes on children's development, and documents that are useful additions during the research process.

The instruments used were developed based on the indicator of motor smoothness, which is the ability to trace, string, button, pull a zipper, twist paper, and make lines. Each indicator has its rubric evaluation, categorized into three levels: Not Yet Appeared (BM), Starting to Appear (MM), and Already Emerged (SM). Guidelines for interviews as an instrument to support digging qualitative information from the head school and the class teacher about the beginning of childhood, the implementation of learning, as well as the effectiveness of the use of the Busy Book media. Guidelines interview. This arrangement is based on the aspect of motor fine development, as well as the teacher's perceptions of the child's response during the ongoing learning process.

Data Analysis Techniques

The data analysis technique in this study uses a qualitative and quantitative descriptive approach. The qualitative approach aims to analyze data from observations and interview results descriptively, describing the learning process and changes in children's behavior during the activity. The quantitative approach is used to calculate the percentage of children's fine motor development based on the observation score.

Data analysis is a crucial process for reducing and presenting data into meaningful and relevant information that aligns with the research focus. (Ramdhan, 2021). The results of the analysis, when compared with the study's objectives, are expected to determine the extent to which the busy Book media can demonstrate that the fine motor skills of children aged 4 to 5 years have improved.

RESULTS AND DISCUSSION

RESULTS

Paramata Bunda Kindergarten, Palopo City, is an early childhood school located on Jln. Sultan Hasanuddin, Palopo City. This school was established in 2005 and is under the auspices of the Paramata Bunda Foundation. Before becoming a kindergarten, this institution first opened a Playgroup in 2004. Its strategic location in the city center makes this school easily accessible. With experienced educators and adequate facilities and infrastructure, Paramata Bunda Kindergarten is dedicated to delivering high-quality educational services to its students. The success criteria used at Paramata Bunda Kindergarten in implementing the Merdeka Curriculum are as follows:

Table 1. Interpretation of Action Success Criteria

Criteria	Percentage
Not Yet Appeared (BM)	0% - 40%
Start Appear (MM)	41% - 79%
Already Appear (SM)	80% - 100%

Results of initial observations show the ability to develop fine motor skills in children aged between 4 and 5 years old at Paramata Kindergarten, Palopo City Government. Observation results indicate that most children are unable to perform fine motor activities independently. Children often struggle with tasks such as holding writing instruments, stringing and twisting paper, squeezing plasticine, and buttoning or zipping. Children also tend to request teacher assistance in finishing tasks. The following is a recapitulation of fine motor skills data for children aged 4 to 5 years.

Table 2. Results generated from the recapitulation of fine motor skills data

Criteria	Number of children	Percentage
Not Yet Appeared (BM)	9	82%
Start Appear (MM)	2	18%
Already Appear (SM)	-	-

11	100%
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Observation results. Initially, of the 11 children observed, only two were categorized as Start Appeared (MM), while nine were still in the Not Yet Appeared (BM) category. Observation results indicate that the fine motor abilities of children are still not optimal and require improvement, provided they receive proper stimulation. Stimulation: This can enhance the child's fine motor skills more efficiently and enjoyably through the use of Busy Book learning media.

The first cycle was conducted over four meetings in Group A, Tomato, Paramata Bunda Kindergarten, Palopo City. Each meeting referred to the Daily Learning Implementation Plan (RPPH), which was intended to be developed, with the main focus on fine motor activities using resources from Busy Book. In the first meeting, children were asked to make vertical and horizontal lines and twist colorful paper. In the second meeting, children participated in activities that involved tracing flower pictures and differentiating between rough and smooth textures. In the third meeting, children participated in activities that involved stringing and gluing geometric shapes. In the fourth meeting, children were trained to fasten buttons and pull zippers as exercises to improve eye and hand coordination.

Each meeting began with opening activities, such as singing, praying, and brief discussions, followed by core activities centered on the use of the Busy Book, and concluded with a simple evaluation and reflection with the children. During the learning process, the researcher collaborated with the class teacher to ensure that the children understood the instructions and were actively involved in the activities. The results of observations from cycle I on the achievement of indicators for improving children's fine motor skills are shown here.

Table 3. Results of observations of the achievement of indicators for improving children's fine motor skills in cycle I.

Criteria	Number of children	Percentage
Not Yet Appeared (BM)	1	9 %
Start Appear (MM)	10	91%
Already Appear (SM)	-	-
	11	100%

Observation results cycle I: there is still 1 child who has not yet appeared (BM) and is starting Muncul (MM), totaling 10 children. The study shows that the results of cycle I have not increased optimally. The results of observations in this cycle indicate an increase, although most children are still in the category of 'Starting to Emerge'. Therefore, the implementation of Cycle II is needed to maximize the results of children's fine motor development.

The implementation of Cycle II was carried out after the evaluation in Cycle I revealed that most children remained in the Beginning to Emerge category in fine motor development. Activities in this cycle still utilize the Busy Book learning media, but with an intensive and varied approach, reinforcing the learning of children who still require additional guidance. Actions were carried out during four meetings, with activities adjusted to encourage children to be more actively involved, independent, and motivated.

In the first to fourth meetings, children participate in activities such as tracing more complex shapes, twisting and stringing with smaller sizes and shapes, as well as pulling zippers and attaching buttons to various model variations. The learning process still follows the structure of opening, core, and closing activities, and is accompanied by informal evaluation at the end of the activity.

Researchers and class teachers provide individual attention to children who are still experiencing difficulties. The following are Observation Results in Cycle II Achievements showing the development of children's fine motor skills.

Table 4. Percentage Achievement Indicator Improvement Motor Child's Fine in Cycle II

Criteria	Number of children	Percentage
Not Yet Appeared (BM)	-	-
Start Appear (MM)	5	45%
Already Appear (SM)	6	55%
	11	100%

Observation results cycle II: No, there is a child with the criteria Not Yet Appeared (BM), Start Appeared (MM), and five children with the criteria Already Appears (SM). This indicates that Learning Cycle II is overrepresented. Observation results show a significant increase, where most of the big children start to exhibit independence and motor skills more subtly. Many children are already capable of doing tasks without teacher assistance. The implementation of Cycle II successfully increased the use of the Busy Book to improve children's fine motor skills.

The results of interviews with the principal revealed that before the implementation of the Busy Book media, children in group A2 did show difficulty in completing tasks involving fine motor skills. The homeroom teacher also said that in routine activities such as stringing or tracing, children tended to get tired easily and often asked for help. After using the Busy Book, the teacher observed a gradual increase in the children's enthusiasm and independence in completing activities. The

teacher also stated that Busy Book-based activities provided fun variations in the learning process, making children more focused and motivated.

DISCUSSION

Cycle I

The results of the study conducted at Paramata Bunda Kindergarten in Palopo City showed that the use of Busy Book learning media can improve children's fine motor development skills. This study was conducted in two cycles of classroom action research (CAR), each with four meetings. There are four meetings in each cycle. Planning, implementation, observation, and reflection are part of each cycle. Children's fine motor development from pre-cycle to cycle II increased significantly, according to data collected from observations.

At the pre-action implementation stage, the child's fine motor development ability was still considered low, as only 18% of children were in the "Starting to Appear (MM)" category, while the remaining 82% were still in the "Not Yet Appearing (BM)" category. Cycle I Action, there was an increase to 57% in the results of the child's development completion. At this stage, 10 children were in the MM category (91%), and one child remained in the BM category (9%). Although not yet optimal, this shows significant improvement.

Cycle II

The most significant improvement occurred in Cycle II, with 87% of children achieving the completion criteria. Of these, 6 children were in the Already Emerging (SM) category and 5 children were in the Starting to Emerge (MM) category. This indicates that the routine use of the Busy Book media can significantly enhance children's finger flexibility and hand-eye coordination.

This improvement is also reinforced by the active involvement of children in every activity. Children appear enthusiastic, focused, and begin to take on independent tasks. Activities such as tracing, stringing, zipping, and buttoning clothes become easier for children to do after following a series of learning activities with the Busy Book media.

Busy Book has been proven to be an effective medium for learning motor skills. This media consists of various concrete activities based on flannel cloth that involve children in their daily activities. Activities such as buttoning, zippering, twisting threads, sticking shapes, and tracing lines can help train the flexibility and strength of the fingers, as well as improve coordination between the eyes and hands.

The effectiveness of Busy Book is reflected in several aspects:

1. Visual and Tactile, colorful, bright, and soft material cloth stimulates the child's visual and tactile senses, making learning more interesting and enjoyable.
2. Child Independence: A child can participate in activities independently because the activities in the Busy Book are easily understood and appropriate for their age.
3. Interest and Focus: Children become more focused and motivated to learn because this media is fun and resembles a game.
4. Multifunctional, in addition to improving fine motor skills, Busy Book media also has a positive impact on children's cognitive, language, and artistic development, such as recognizing colors, shapes, and engaging in verbal interactions with teachers and friends.
5. Flexible and Durable, because it is made of cloth, this medium can be used repeatedly without being easily damaged.

This Busy Book media has several shortcomings, namely limitations in its use with large groups, and is better suited for use individually or in small groups. Additionally, creating Busy Books requires specific skills and time, so teachers need to be trained to produce this media effectively. To optimize the use of this media, teachers need to receive training on designing and creating Busy Books that align with the learning needs of early childhood.

Interview Results

Busy Book media demonstrates the ability to consistently improve children's fine motor development, as evidenced by the increase in student learning from pre-cycle to Cycle I and Cycle II. A comparison of the increase in fine motor learning ability is shown below.

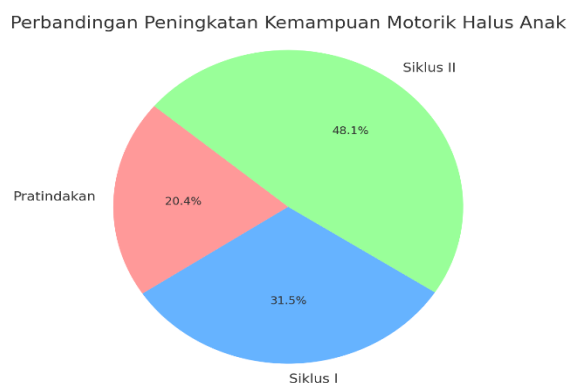


Figure 1. Comparison of improvements in fine motor skills.

There was a twenty percent increase in fine motor skills from pre-cycle to Cycle I and a thirty percent increase from Cycle I to Cycle II, as shown in the figure above. This significant jump occurred because in Cycle II, the child was already familiar with the media and began to show better adaptation and understanding in completing each motor task.

In the pre-cycle, 9 children were in the BM category, 2 children were in the MM category, and none reached the SM category. In Cycle I, 5 children were in the MM category and 6 children were in the SM category. In Cycle II, there were no children in the BM category, 5 children were in the MM category, and 6 children were in the SM category. These data provide evidence that the action strategy through the Busy Book media has a positive impact on gradually and systematically improving fine motor development.

Various theories of child development and previous studies indicate that stimulation with concrete media is highly effective in enhancing children's fine motor skills. According to Piaget's developmental Theory, children aged four to five years are in the pre-operational stage, where they learn through play and concrete interactions. Busy Book functions as a manipulative and fun learning medium that meets the educational needs of early childhood.

Research by [Humaida dan Abidin \(2021\)](#) shows that using the Busy Book is an effective way to improve children's cognitive numeracy skills. This study shows that the use of Busy Book media can significantly improve early childhood numeracy skills. Children become more active, interested, and involved in the learning process because of the interactive and visual nature of Busy Book, which facilitates the development of number concepts, grouping, and simple addition.(Putri, 2022)

According to [Putri \(2022\)](#) States that the Busy Book also influences the language development of children aged four to five years. This study demonstrates that the book aids in the development of fine motor, cognitive, and language skills.

The results indicate that regular use of Busy Book media can enhance curiosity, foster independence, and cultivate an active learning environment. In addition, researchers found that collaboration between teachers and researchers at every stage of learning helped strengthen the positive results of using this media.

This study demonstrates that the right learning media can have a significant impact on the development of early childhood, particularly in terms of fine motor skills. Busy Book can become an alternative, innovative resource for PAUD teachers teaching media. This can enhance motor smoothness and offer various methods of engaging and participatory teaching.

Research results suggest that the use of Busy Book-based media can facilitate the development of fine motor skills in children with disabilities. This media can practice flexibility in fingers and coordination of eyes with fingers, as shown by the use of the Busy Book, which not only develops fine motor skills in children but also fosters development in other aspects, such as artistic development, as children's aesthetic sense increases. Recognition of colors from various shapes, cognitive development, and the ability to count by knowing various numbers, as well as problem-solving skills, are evident when children actively communicate directly with the class teacher during the learning process using Busy Book resources.

The results of this study suggest that media such as Busy Book can be used for learning and integrated routinely into early childhood learning activities. Teachers are also encouraged to develop similar media according to the local context and needs of students in their respective schools.

CONCLUSION

This study shows that by implementing Busy Book media in a gradual and structured manner in children aged four to five years, their fine motor skills can be improved. The percentage of pre-action conditions was 37%, increasing to 47% in Cycle I and 87% in Cycle II, which indicates that the percentage meets the success standards set by the researcher. The results obtained are in line with the Theory of child development and are supported by previous research findings. With the right learning approach and appropriate media, PAUD teachers can optimize child development in their golden age. Busy Book has been proven not only as a learning aid but also as a means of exploration, creativity, and strengthening basic life skills for early childhood. Therefore, its use should be considered in daily learning in various PAUD institutions.

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