

BUSY BOOK LEARNING MEDIA TO IMPROVE THE BEGINNING READING ABILITY OF STUDENTS WITH SPECIAL NEEDS AT SDN 01 INKLUSI SOWAN LOR

¹ Hamidaturrohmah, ² Rizki Ailulia, ³ Naili Rofiqoh

^{1,2,3} School Teacher Education basics , Nahdlatul Ulama Islamic University Jepara

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ABSTRACT

Student need special need assistance and internal media reach condition the best . One of them with using the *busy book* media used as means For increase ability read beginning child mentally disabled light . This research aim For test effectiveness of *Busy Book* media to ability read beginning student need special mentally disabled . This research using subject research single with ABA design and analysis of research data using technique analysis visual graphics . Data analysis shows baseline (A1) capabilities read beginning done for 4 days with an average of 50% and a trend direction remains and data changes continue with intervention for 4 days with an average of 88.75%. Trend direction increases and data changes increase Then researcher carry out the baseline (A2) carried out for 4 days with 100% average and trend direction fixed and changing fixed data and overlapping data overlap that has percentage low . Results of this research is an effective busy book learning medium in increase ability read early child mentally disabled light at SDN Inklusi 1 Sowan Lor.

Keywords _

Learning Media , Busy Book, Students Necessary Special , Abilities Read Beginning

Correspondence

hamida@unisnu.ac.id

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PENDAHULUAN

Every man entitled get decent education _ For increase quality his life including student need special . Legally formal education student need special arranged in regulation minister education national number 70 of 2009 concerning education inclusion and Law No. 8 of 2016 concerning need special article 10 which states If student need special entitled get service education quality in all type , path , and level education . Through service education inclusive student need specials can be provided intervention and training in reach condition the best , because education inclusive is means For optimizing potency all student . (Herawati et al. 2022) . At school inclusion student need special get various service support and education in accordance with his needs (Anjarsari, 2018) .

Student need specifically can be classified become a number of type type difficulty in accordance with its characteristics . One of definable disorder _ as student need special is

disability intellectual . Student with condition disability intellectual own ability below average with limitations in intelligence , communication , and incompetence in adapt emerging behavior _ during its development . Students who have abnormality This unable to process information obtained _ with OK , so instructions given _ not enough focused and developing with it should be . Disability intellectual classified become three category that is light , medium , and heavy (Nurfaidah, 2020) . Student disability intellectual experience difficulty in all aspect function intellectual , learning , memory and level intelligence other . So from That child often experience interference with abilities motorbike . Besides That obstacle intelligence in children disability intellectual influence field academic (reading , writing , arithmetic) or activity everyday , social , and speech (Melliana, 2019) .

Difficulty field academics in students disability intellectual light among them is read beginning such as : attention , power remembering and perception (differentiating sound) which is often experienced impact negative when follow the learning process read beginning , use calculation as well as absorb all over field nature of science speculative (Mariyani, 2021) . as a result between they many fail _ in read beginning . Ability read beginning is the most important thing that must be done owned by one person students , especially on ability read . If students No Can read with fluent so student the will hampered in catch the material taught , even He difficulty in take in and digest explanation given . _ Even matter it can make student become slow in aspect cognitive (Novianti, 2021) .

The above show how importance ability read beginning owned by students including disability intellectual . However , for students disability intellectual naturally need proper stimulation _ in accordance with conditions and needs . Needed A advanced design _ tools for students disability intellectual capable with easy know letter so that students can read in a way Good . One step solution _ is carry out intervention with using visual learning media such as *busy book*.

Busy book media , namely means game like book made from cloth arranged flannel _ To use increase development understanding child . This media can also be said as sort of general book _ created from cloth loaded flannel _ a number of letters of the alphabet and words that can stimulate ability read beginning child disability intellectual light . Through this *busy book* media The learning that takes place can be fun and can improve concentration

child Study Because exists variety color letters , interesting pictures . _ Besides it can also be used as means build *bonding* with child through humanistic interaction . _ (Hadayani, 2021) .

Media *busy book* itself designed multisensory based . Multisensory itself is something maximizing method _ use function sensory in the introduction process draft learning , so on enhancement understanding individual and its application in life daily . Outline _ _ child learn words with notice every letters , heard sound letter from the teacher, make form letter with finger hands , and write the learned words with enter visual, auditory , kinesthetic and tactile senses in a way solid . Use of *busy book* media multisensory based _ have an introducing process letter as following : 1) students compile letters that have been shared become word order , 2) visual stimulation provided by the teacher can help student more fast writes the word, 3) the teacher pronounces it the sound of the word that the student follows and does in a way repeated For stimulate sensory auditory , 4) students use embossed letters _ For stimulate sensory tactile (Faruq, 2022) .

Research results Aprita showing Actually *busy book* media application becomes means Study Can optimizing proficiency read beginning and development understanding child . Media *busy book* suitable lifted become a learning medium To use increase proficiency read beginnings and changes cognitive child (Aprita and Kurniah, 2021) . Temporary results of Karmeliya's research show Actually, the Busy Book media was developed suitable For applied to the learning process (Karmeliya Firdaus and Ayu Puteri Hadayani, 2021) . Implications of this research is media developed that can be used by teachers in the learning process so you can optimize proficiency read early in children .

Based on results observations at SDN 01 Inklusi Sowan Lor pointed out that school This is school accommodating inclusion _ all type need child including student disability intellectual . Condition student disability intellectual light This own difficulty For understand every given letters , even _ there are also those who have difficulty For memorize form and name from alphabet letters . No only that's what the average child experiences disability intellectual from 100% about 60% of children who have not understand about form as well as Name from letters of the alphabet, for That needed handling special moreover still in the introduction process letters and reading beginning in children disability intellectual . With thereby needed assistance to students disability intellectual light with innovative media so

you can get to know them letters , understand letter and can optimize proficiency read starting at SDN 1 Inklusi Sowan Lor.

RESEARCH METHODS

This research use quantitative research methods with type test in form *single subject research* (SSR). Experimental research form *single subject research* is A purposeful method _ To use get involved data results There is or not consequence from something treatment given _ in a way over and over again over time certain (Indra, 2021) . Comparison ability to do is with compare different conditions on the same subject , such as condition on ability beginning or participant's natural state education (baseline) and conditions when given experiment (intervention / treatment). Influencing variables _ every condition This that is VAKT method (Visual, Auditory , Kinesthetic , Tactical) and the variables that are the target behavior form enhancement ability read beginning .

Types of research

This type of research is experiment form *single subject research* (SSR). Experimental research is a kind of research activity the experiment held For observe is There is or No influence intervention about change Act in demand target (Sugiyono , 2017) . In measuring ability read beginning use indicator namely (1) use sayings on letters of the alphabet with precise , (2) pronunciation of words with appropriate , (3) use correct intonation , pitch , pronunciation and stress so that at the moment read easy understood by listeners , (4) reading with clear voice _ in matter pronunciation or pronunciation , (5) attitude good reading _ use feeling and expressive so it can be conveyed with well by listeners (Hadian, 2018) .

Time and Place of Research

This research takes place in the month July - October 2022 located at SDN Inklusi 1 Sowan Lor Kedung Jepara with stages identification need students , pretest, treatment , posttest. Following description activity during research:

Table 1 Implementation Research Activities

No.	Name of activity	July	August	September	October
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1.	Identification need subject				
2.	Make planning accompaniment				
3.	Pretest				
4.	Accompaniment				
5.	Posttest				
6.	Data analysis				
7.	Write research result				

Research Targets / Subjects

Target / subject in this research is student disability intellectual category light at SDN 01 Sowan Lor.

Research procedure

This research is experimental research in This research takes the form of single subject research (SSR). apply ABA design that took place in three stages . Stage First with observe proficiency start student in read on condition beginning before given intervention (B) or baseline (A1), at stage second ie given treatment or intervention (B) with given busy book, and deep learning media stage third observe proficiency student without given baseline treatment (A2).

Data, Instruments and Data Collection Techniques

At stage beginning done collection of needs data subject use sheet observation . Then data from results observation mapped For made material planning assistance on the subject . After Therefore , data collection is carried out with use tool test in part read start , selected logging _ including proficiency read beginning with percentage . Instrument using a data collection format in baseline (A1), intervention (B), and baseline (A2) conditions .

Data analysis technique

Data analysis techniques in this research done with method analysis in conditions and analysis between condition . Following description second analysis the .

1. Under Condition Analysis

Analysis steps in conditions of this research as following : *first* , determine many circumstances that is There is lots of data on elements the . Data on conditions beginning

before given intervention (A) and in circumstances intervention (B) is combined until the data shows real stability and direction . _ *Second* , Determine inclination direction illustrated by a straight line passing through all data in something circumstances Where lots of data exists above and below the line are the same lots . There are three type trend diagram direction ie increasing , flat and decreasing . In making this line using two methods that is hand free and divided hand . *Third* set inclination stability . Inclination stability Can be measured with action as following : 1) Determine range stability ie use standard 15% stability . 2) Measure mean level value namely all over points totaled and divided with lots of data points. 3) Set an upper limit ie with mean level + $\frac{1}{2}$ range stability . 4) Set a lower limit ie with mean level method - $\frac{1}{2}$ range stability . 5) Define percentage stability . If percentage stability is at distance 85%-90% then inclination considered stable whereas If under percentage the considered No stable .

Fourth set inclination deep data sources set inclination data source almost The same with direction inclination that is, the input results are the same sort of inclination direction , whether the data obtained is up (+), down (-) or flat (=) with X axis . *Fifth* set level stability and range Stability level show big small ranges on certain data groups . If range the data small then the data is considered stable , globally 85%-90% then the data is considered stable whereas under That considered No stable . For set range and level stability ie with method determine the average level carried out with method total mark all data points and divide in total with total data points . Next , with using a trend stability criterion envelope around the mean (part top and part lower) . *Sixth* , determine level change Set level visible changes _ How many big happen internal data changes something condition . How to measure it are : 1) Determine How many the size of the first and last data points (score) . in something condition 2) Reduce large data with small data 3) Define is the difference show improving direction _ or worsened in accordance with objective intervention .

2. Analysis Between Condition

On the side aspect stability There is or not influence intervention proficiency read beginning with learning media *busy book* on aspects changes in level and magnitude the small amount of overlap that occurs between conditions can be described including , among others following :

- a) Sets the total of changed variables set many changing variables _ ie with method set variable totals changed between baseline conditions before given interventions and conditions intervention with using busy book media.
- b) Set change inclination direction , with dig into data in analysis in changing conditions .
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- c) Set change inclination stability , with observe inclination stability at the baseline stage before given intervention (A1), stage intervention (B) and baseline phase after given intervention (A2) in the summary analysis condition .
- d) Set level changes : 1) Set data points at the previous baseline condition given intervention (A) in the session last and session first in intervention (B). 2) Count difference between both of them note is change the improved or decrease . If not There is change written zero (0).

Sets state data overlap early and intervention with technique : 1) Check return the data to its state baseline and existing interventions _ before given A1 intervention with existing B interventions in range state A1. 2) After That check the data on the state beginning after No give A2 intervention with intervention B that is in the range state A2. 3) Count how many data points on the condition intervention B which is in the range condition A1 and data points on condition intervention (B) is in the A2 range . 4) Results of part number three shared with the number of data points in circumstances intervention (B) next times by 100. That's what it's called with overlap percentage . If more small the same percentage of data so increasingly Good influence intervention towards target behavior.

RESEARCH RESULTS AND DISCUSSION

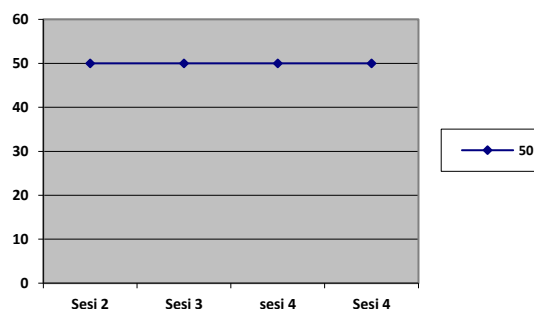
Results

Analysis of data from single subject research was carried out with use visual analysis of graph data . Data obtained from results observations in condition A1 (baseline before given intervention), condition B (intervention), and in condition A2 (baseline after No Again given intervention). Researcher conducted research for 12 meetings with recapitulation four meetings _ For baseline condition A1, meanwhile condition intervention B is carried out as much four meetings , then _ four meetings _ For baseline condition A2. Every meeting condition be measured with calculate the correct points and use percentage . Data on conditions This obtained past observation against the baseline (A1) namely 50, 50,

50, 50 conditions intervention (B) obtained data 50, 60, 75, 85 and time condition (A2) obtained data 95, 100, 100, 100. Condition the show increase percentage proficiency read beginning moment has get treatment or moment intervention through learning media *book* on condition previously . analyzing the data is the final step before withdrawal conclusion . whereas _ This there is a number of the situation that is at the heart of the researcher , namely there are data points for each situation , the number variable bound that will replaced , the stability and level of data will be changed in something circumstances or between circumstances , goals change and in between circumstances . Following is results from percentage of baseline data 1 (A-1).

Table 1. Baseline Data 1

No	Session	Maximum Score	Score	Percentage
1	1	100	50	50%
2	2	100	50	50%
3	3	100	50	50%
4	4	100	50	50%



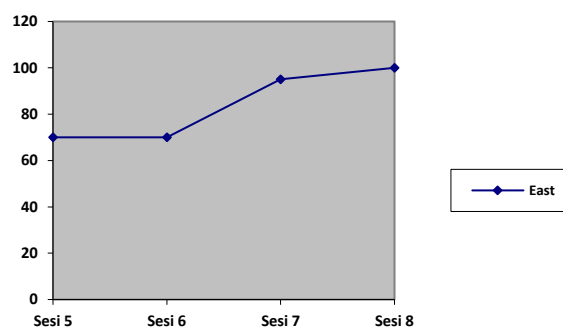
Graph 1. Percentage of A1 Data

According to analysis in circumstances based on the diagram you can be delivered that in sessions 1, 2, 3 and 4 obtained score 50 with percentage as much as 50% of fourth session . many situation on situation initial (A1) moment four observations _ obtained a mean of 50%. In the diagram it appears that upper limit in circumstances The initial (A1) is 53.7% while the lower limit is 46.25%. Estimation inclination direction prove that in circumstances initial (A1) tendency direction the consistent and low . On direction stability circumstances the beginning (A1) proves that the result stable , from percentage stability circumstances initial (A1) as much as 100%. Deep data skew circumstances beginning is constant , but Still

low . Data skewness stability Initial (A1) data is stable and in the 50%-50% range . Can be explained that change condition beginning (A1) in observation day First nor second as much as 50% ago three day at the end as much as 50%. Next on value observation beginning nor end , value highest minus mark Lowest obtained 30%-30% = 0%. So It means moment circumstances initial (A1) level of change is still (=) but too low . In a state of (B) many interventions circumstances in circumstances intervention (B) ie a number four observations _ with results percentage following This :

Table 2. Intervention Data

No	Session	Maximum Score	Score	Percentage
1	5	100	80	80%
2	6	100	80	80%
3	7	100	95	95%
4	8	100	100	100%



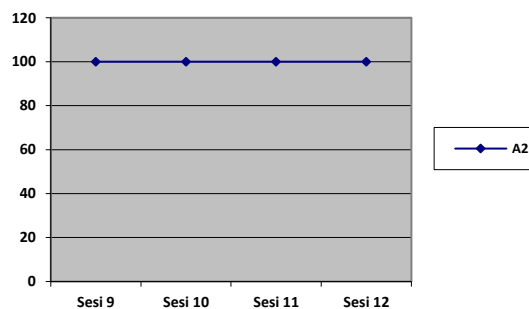
Graph 2. Percentage of Intervention Data

Deep average circumstances intervention (B) at 88.75 % . Upper limit is 96.25% and limit below 81.25%. Estimation inclination direction show direction the more levels and trends its stability is No stable on percentage its stability show figure 80%. For explained deep data trends circumstances intervention (B) is increase . Set level stability and range of data shows instability in the range of 80%-100%. Then it can be seen in that diagram level change in circumstances intervention (B) for which there is some data four , initial data after given treatment is 80% and final data after given treatment is 100%. The highest value reduced lowest value 100% - 80% = 20% , p the It means level change in intervention

increasingly level (+). Then in circumstances initial (A2) can We take note in a long diagram feeling that's it four meetings in the following table :

Table 3. Baseline Data 2

No	Session	Maximum Score	Score	Percentage
1	5	100	100	100%
2	6	100	100	100%
3	7	100	100	100%
4	8	100	100	100%



Graph 3. Percentage of Data A2

The average result is 100%, the upper limit is 107.5% and then the lower limit is 92.5%. in Table 1. can be seen that estimation tend direction in circumstances initial (A2) is horizontal . Then moment condition initial (A2) tendency its stability stable and percentage its stability is 100%. Set data trends are the same case with set tendency A direction . Tendency deep data trace circumstances initial (A2) is constant . Data is stable is data that has a trend stability . Variable proficiency child dyslexia moment read initial (e.g. noun) is present in range 100% - 100%. Deep data condition A2 has the lowest percentage is 100%, meanwhile the highest percentage is 100%. In a state of initial (A2) level change at 100% - 100% = 0%, p the It means still . Then analysis between circumstances based on the diagram can be seen that quantity variable that will changed in this research is A variable bound that is proficiency read beginning . Substitution A trend something direction Skills or proficiency child at the time read beginning in state A1 direction constant (=) but lowest , however moment inclination direction in state B proficiency child moment read beginning the more increase (+) And when The direction of A2 is also constant . Following is a condition table ability read beginning in children disability intellectual :

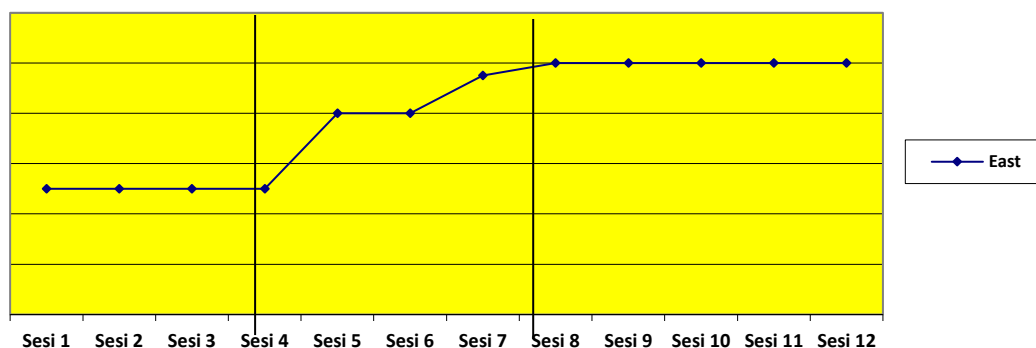
Table 4. Analysis of the State of Early Reading Skills

Circumstances	A1	B	A2
Long situation	4	4	4
Estimate Trend Direction	— (=)	↗ (+)	— (=)
Trend Stability	100%	80%	100%
Data Trace	— (=)	↗ (+)	— (=)

Based on results from research data proves that use of this *Busy Book* media proven succeed in increase Skills read beginning gasped child dyslexia . That matter proven with the results of the data diagram which has a tendency towards the baseline estimate the same tendency , then at the time given intervention experience A enhancement . Especially at the moment read beginning with two letters . That matter capable proven with enhancement results from using *Busy Book* media .

Discussion

The analysis results show using this single subject research own tendency improvement in the reading process beginning using *Busy Book* media . Enhancement This proven to be visible from condition (A) is numerous quantity legible letters _ become a word has constant condition , and deep circumstances (B) intervention direction inclination quantity of words read child increase (+) and various . Then in condition (A2) is many quantity of words read child constant (=). From the presentation the proven that child disability intellectual light can also be normal and read like other regular kids.



Graph 4. Data Percentage

1. Student Necessary Special Disability Intellectual Light

Student need special own privilege different with student others . There are some delays that occur to oneself child so that need support in a way full and total from parents , educators _ as well as caring for people around you . System support This will add enhancement intervention resilience that No all child needy special This linked with a number of results related to negative stigma (Dey and Amponsah, 2020) . Student disability intellectual own ability intellectual below average compared with student regular in general . There are some disturbances experienced by students _ disability intellectual like mental, physical , social disorders nor his psychology . So that student disability intellectual difficulty for invited communicate , have Power switch , often forgetful and lacking in depth master the word sera need time long study . The limitations it has disability intellectual can be seen in difficulties in ability academic (Bakhtiar, 2022) . Student disability intellectual Alone experience decline skills on effort, number , quality as well as quantity and shortage behavior orientation self . This matter walk in its development period (Rakhmah, 2020) .

Disability intellectual Alone divided become a number of category light , medium , and heavy . Student disability light can still follow lesson like case condition child regular in general However only until stage operational concrete . Thought students at stage preoperational Still intuitive , so in absorb information direct from outside without reasoned moreover formerly . Limitations processing information give contribute to the weakness Power remember child disability intellectual light (Chalimah, 2020) . Students who have an IQ below amount student regular in general , ie between 50-69. With an IQ score that is below average makes experienced child _ matter that's it difficulty in aspect academics , for one is in aspect read . That matter caused Because ability reading is very relevant intelligence somebody (Mustofa, 2020) .

Student disability intellectual light in a way physique appear No different with normal child , what makes the difference is child disability intellectual light is an internal process delay read . Consequence from weakness function his brain so child disability intellectual light hard very understand form Good consonant nor Vokla so that No understand sound something letter . Skills language to children disability intellectual light less , especially at times done skills read . This matter confirmed at the time child requested For showing letters

and their sounds , child that No understand The same very . With thereby child disability intellectual light need trained For skills read (Rujiyanta, 2021) .

2. Read Beginnings in Children with Disabilities Intellectual Light

Ability reading is very important owned somebody in life everyday , the same case child disability intellectual light need skills read For provisions base start something learning others . In reading , child must use understanding and imagining , observing , and remembering form letter . Based on observation beginning problem child disability intellectual light experience low concentration learning that results Tendahna ability read , for needed treatment that creates children can read with OK , then it can be given treatment read beginning (Lestari, 2019: 754) . Read beginning is activity beginning For recognize symbols _ phonetic room class not enough proportional so that activity Study teach not enough interactive . Material taught _ read beginner with following 3 stages in learn it that is *stage legographic , stage alphabetically and stages of the decoding process*. Through 3 stages the expected understanding child disability intellectual in the reading process so more Good Again (Hadi, 2022: 162) .

At level read beginning , child Not yet own ability read actually but Still in stages Study For obtain ability read . Read beginning I 'm one of them myself aspect Skills ongoing language _ for two years For level class low or to children who experience it need special like experienced child _ disability intellectual (Octaviani, 2020: 11) . Actually learning read beginning Already studied since class one , will but because This is child special experience _ disability intellectual light , then the learning process is not yet complete capable fulfil need them , resulting children the ca n't read to older children _ No are at the level class One . Regarding with problem reading , ability child disability intellectual light in difficulty read part big caused exists disturbance in perception visua like ca n't differentiate interra a number of letter namely b and d, p and q. No only That child disability intellectual light own ability low memory , so _ often forget and have trouble For concentrate . For increase ability read beginning in children disability intellectual light the right media is needed such as *Busy Book* media (Asmiati, 2013: 3) .

3. *Busy Book* Based Media Multisensory

Use of based media multisensori which is carried out on children who experience disability intellectual lightness is very important Because multisensory This is prioritizing

learning _ five senses with modality used _ namely visual, auditory , kinesthetic and tactile , one of the multisensory- based media is *Busy Book* media (Novitasari and Handoko, 2019: 41) . *Busy Book* is A the usual book made of from cloth containing fannel _ Images aim For increase creativity and ability read child . This Media *Busy Book* is a learning medium ynag interactive tremade from cloth (Especially cloth fanel) which is formed become A book with colors bright , full activity game simple and impressive stimulate fine motor skills child . In the This *Busy Book* there is a number of activities simple thing that can be done customized with necessary needs ., such as containing gathering letters and other related materials with read beginning (Nurlela, 2018) .

Use of learning media *Busy Book* itself is also capable give atmosphere Study become more interesting and interactive , p This in accordance with activities provided _ so children can make it easier in the reading process optimally . *Busy Book* has a number of superiority namely 1) Easy teacher determine one of them is teaching material that is reading , 2) Teacher with easy give orders to students and are able understand student related medium material _ studied children , 3) Learning in the classroom more effective and fun Because Lots activities and fishing creativity child For do existing activities _ (Suwatra, Magta, and Christiani, 2019) . *Busy Book* is an alternative learning media with the potential it has can be interesting attention child . This media can also be applied very easily Because inside it there is various content in the material with attractive design _ (Nugrahani and A & Citradewi Rosalina, 2019) . *Busy Book* is intended for student disability intellectual light with material learning read beginning with containing interesting letters . _ *Busy Book* makes child still Busy with all activity in the book the . For That seen from fill capable book _ make child become understand material , this media suitable For child disability intellectual in learn letters and reading (Wijanarko et al, 2021) .



Initial Media
Display



Collection
of Letters
from A-Z



Arranging
letters in
accordance
with given
image _

Figure 1 Busy Book Learning Media

CONCLUSIONS AND IMPLICATIONS

Conclusion

this research can be concluded that use of learning media *busy book* is effective used in increase ability read beginning student needy special especially to students with disability intellectual light at SDN 1 Inklusi Sowan Lor. This matter proven with exists enhancement the results obtained from student disability intellectual light at times beginning pretest , mentoring , and posttest are depicted in form *baseline* . In *baseline* (A1) conditions intervention done as much four times, and condition (A2) is carried out as much four times. The results of data analysis prove this circumstances initial (A1) skills read beginning held during four days and average 50% ago trend constant direction and changing data constant added The intervention lasted 4 days with an average of 88.75%. Trend direction levels and changing data also increases Then researcher carry out excited initial (A2) is implemented in time 4 days and with an average of 100% then trend constant direction and experiencing data change constant is also the same data have low percentage . _ that process showing that results ability read beginning for child disability intellectual light own enhancement . The results of data analysis show that estimation tendency direction , tendency stability , trace level data increasing switching and increasing overload reduce . Of all deep data analysis

circumstances or between circumstances show exists transition Skills read beginning child disability intellectual light to best direction .

Implications

There are suggestions from research three recommended and necessary implemented in several school inclusion For answer problem in giving intervention for child need special with type disability intellectual light . Firstly , it is necessary exists media innovation carried out by teachers in activity accompaniment read for child disability intellectual . Second , busy book media can be used as means in accompany child disability intellectual light in enhancement ability read beginning . Third , necessary exists *support system* from teachers and parents in a way totality in deliver child disability intellectual light on condition the best . Researchable topics _ furthermore related with research This is development of learning media innovative other as means in give intervention for child disability intellectual remember .

THANK-YOU NOTE

Accept thank you _ to party school and head SDN 1 Sowan Lor school which has give research permission at school as well as to teachers , especially accompanying teachers special on his willingness to spare time to share profiles student need special . Accept We also convey our thanks to parent students who have give permission in giving intervention in children disability intellectual .

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