



Development of Pop-Up Scrapbook Learning Media to Enhance Early Literacy Skills in Children Aged 5–6 Years

Hijriah^{1*}, Kartini Marzuki², Herman³, Rika kurnia R⁴, Herlina⁵

^{1,2,3,4,5}Universitas Negeri Makassar, Indonesia

***Corresponding Author:** Hijriah, **E-mail:** hijriahsaleh08@gmail.com

Received: March 15, 2025

Revised: April 20, 2025

Accepted: May 28, 2025

Online: June 30, 2025

ABSTRACT

This study aims to: (1) identify the need for developing pop-up scrapbook learning media to improve the basic literacy skills of children aged 5–6 years; (2) describe the design of pop-up scrapbook learning media for improving basic literacy skills of children aged 5–6 years; (3) examine the validity and practicality of pop-up scrapbook learning media; and (4) determine the effectiveness of pop-up scrapbook learning media in improving the basic literacy skills of children aged 5–6 years. The research employed a Research and Development (R&D) method using the ADDIE development model, which consists of analysis, design, development, implementation, and evaluation stages. Data were collected through interviews, observations, and questionnaires. The results show that: (1) the initial analysis indicates that children's basic literacy skills are still relatively low, and teachers strongly support the development of innovative learning media to improve literacy skills among children aged 5–6 years; (2) the design of the pop-up scrapbook learning media was developed through several stages, including needs analysis, media production, preparation of a media user guide, teacher response questionnaires, and observation sheets for assessing children's basic literacy skills; (3) the validation results from expert validators indicate that the pop-up scrapbook learning media is categorized as very valid and suitable for classroom implementation, while the practicality assessment by the Class B1 teacher places the media in the very practical category; and (4) the effectiveness test based on pre-test and post-test results demonstrates a significant improvement in children's basic literacy skills after the implementation of the pop-up scrapbook learning media. Therefore, the developed media is considered highly effective for use in classroom learning to enhance the basic literacy skills of children aged 5–6 years.

Keywords: *Learning Media, Pop-Up Scrapbook, Early Literacy Skills*

Journal Homepage

<https://ejournaluinmybsk.ecampus.id/index.php/ijecer/index>

This is an open access article under the CC BY-NC-SA license

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

How to cite:

Hijriah, H., Marzuki, K., Herman, H., Rika Kurnia, R., & Herlina, H. (2025). Development of Pop-Up Scrapbook Learning Media to Enhance Early Literacy Skills in Children Aged 5–6 Years. *Indonesian Journal of Early Childhood Educational Research (IJECEER)*, 4(1), 284-305. <https://doi.org/10.31958/ijecer.v4i1.16152>

Published by:

Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia

INTRODUCTION

Early childhood education represents a strategic effort implemented to optimize children's developmental potential through structured educational stimulation. Education at this stage enables children to acquire essential knowledge and foundational abilities required for lifelong learning and adaptation. Therefore, the implementation of an effective early childhood education system must be prioritized to ensure optimal developmental outcomes (Kemendikbudristek, 2022; Herman & Rusmayadi, 2018).

According to the Regulation of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia Number 7 of 2022, Early Childhood Education (PAUD) is defined as a structured effort to support children from birth to six years of age

through educational stimulation that fosters physical and psychological development and prepares children for further education (Kemdikbud, 2022). During this critical developmental period, children develop core competencies in language, cognition, motor skills, and socio-emotional domains, which significantly influence their future learning trajectories (Herlina, 2025; Nursalim, 2020).

Early childhood education aims to facilitate healthy and optimal child development in accordance with societal values and developmental expectations. This educational stage is fundamental because early childhood constitutes a sensitive period for forming personality traits, thinking skills, intelligence, independence, and social interaction abilities. Research confirms that appropriate stimulation during early childhood significantly enhances developmental readiness for formal education (Herman et al., 2020; Herman et al., 2025).

Government Regulation Number 4 of 2022 Article 5 states that graduate competency standards in early childhood education are measured through the Level of Achievement of Early Childhood Development. These standards encompass six interrelated developmental aspects, including religious and moral values, Pancasila values, physical-motor development, cognitive development, language development, and socio-emotional development (Peraturan Pemerintah No. 4 Tahun 2022).

Among these developmental aspects, language development plays a crucial role in supporting children's ability to interact, communicate, and construct meaning. Children's capacity to express ideas, feelings, and intentions through language significantly influences their cognitive and social development. Language functions as a primary medium for acquiring new knowledge through interaction and experience (Hidayah & Khalifah, 2019; Khosibah & Dimyati, 2021).

Language development in early childhood includes several interconnected components, such as speaking, listening, reading, and receptive language skills. These components form the foundation of children's literacy development and academic readiness (Arsa et al., 2019; Fahmi et al., 2020). Early mastery of these skills enables children to engage more effectively in structured learning environments.

Literacy is commonly understood as the ability to read and write; however, contemporary perspectives define literacy as a broader competence involving the ability to access, interpret, and utilize information across various contexts. Literacy development supports children's cognitive growth and capacity to acquire knowledge in multiple domains (Kemendikbud, 2019; Bastin, 2022). One essential form of literacy in early childhood is reading and writing literacy, which includes comprehension, analysis, and expressive language use (Wardhani et al., 2021).

Early literacy skills can be developed through meaningful and enjoyable learning activities, such as drawing, storytelling, reading corners, and interactive media use. Literacy development is most effective when introduced during early childhood, as children continuously engage in literacy-related behaviors during this stage (Purnamasari et al., 2019; Zati, 2018). Teacher and parental support significantly determines the success of early literacy development (Karima & Kurniawati, 2020; Ulfah, 2020).

Children possess imitative learning characteristics that allow them to acquire literacy skills through observation and interaction with engaging learning media. Attractive, colorful,

and interactive media can stimulate children's interest and motivation in literacy activities (Cahyono & Ardyantama, 2020; Asyhar, 2021). Learning media that align with children's developmental characteristics promote meaningful and enjoyable learning experiences.

Basic literacy includes essential abilities such as reading, writing, listening, and early numeracy. These skills serve as the foundation for children's academic success and social participation. The development of basic literacy is influenced by family literacy practices, availability of reading materials, school support, and individual child factors (Aulinda, 2020; Setianingrum et al., 2023).

Reading and writing literacy is considered the most fundamental form of literacy that children must acquire before entering primary education. Research indicates that cultivating literacy interest at an early age yields more sustainable outcomes than literacy intervention at later stages (Rusmayadi et al., 2023; Syamsuardi et al., 2025). Therefore, early childhood education institutions must provide adequate literacy resources and learning environments.

The availability of literacy materials in kindergartens significantly influences children's motivation and engagement in literacy activities. Literacy-oriented learning environments support cognitive development and character formation in early childhood (Yulianti et al., 2021; Handayani, 2020). Literacy activities must be enjoyable, accessible, and developmentally appropriate to prepare children for elementary education (Kemendikbudristek, 2021).

Empirical data from the World's Most Literate Nations Ranked (2016) reveal that Indonesia ranked 60th out of 61 countries in literacy culture. This condition indicates that literacy levels in Indonesia remain relatively low, particularly among children, who tend to prefer digital entertainment over reading activities (Sumaryanti, 2018). These findings highlight the urgency of strengthening early literacy interventions through engaging learning strategies (Nahdi & Yunitasari, 2020).

Preliminary observations and interviews conducted with teachers at State Kindergarten of Pembina Majene revealed that several children aged 5–6 years demonstrated low basic literacy skills. Some children experienced difficulties recognizing letters, spelling words, and writing their names independently, indicating the need for innovative literacy learning media to support classroom instruction (Fahmi et al., 2020; Kurnia et al., 2022).

To address these challenges, teachers must employ attractive and developmentally appropriate learning media that support learning through play. Learning media selection significantly influences learning processes and outcomes, particularly in early childhood education. Creative and flexible media facilitate meaningful learning experiences and increase children's motivation (Alobaid, 2020; Hajerah et al., 2025).

One learning medium that can support early literacy development is the pop-up scrapbook. This medium combines pop-up book elements with scrapbook techniques to create interactive and visually engaging learning materials. Pop-up books present three-dimensional visuals that emerge when opened, while scrapbooks incorporate artistic arrangements of images and text (Anggraini et al., 2019; Rahmawati et al., 2020). Such characteristics make pop-up scrapbook media suitable for stimulating children's interest in reading and writing activities (Jannah et al., 2020; Fapriyani et al., 2017).

Previous studies have demonstrated the effectiveness of pop-up books and scrapbook-based media in improving learning outcomes at the elementary level and in

specific subject areas, such as science and social studies (Fapriyani et al., 2017; Febriani et al., 2022; Parmiti et al., 2022). Other studies have examined the use of pop-up books to enhance early reading skills; however, these studies often focus on limited aspects of literacy or do not integrate systematic development models (Jannah et al., 2020; Rizkiyani et al., 2023).

Moreover, existing research on literacy development in early childhood predominantly emphasizes digital media or conventional print materials, with limited attention given to interactive three-dimensional print-based media specifically designed to support basic literacy skills in children aged 5–6 years (Murdy & Wilyanita, 2023; Wusqo et al., 2021). This gap indicates the need for research that integrates interactive pop-up scrapbook media within a structured development framework.

The novelty of this study lies in the development of pop-up scrapbook learning media using the ADDIE model, specifically designed to enhance basic literacy skills in early childhood education. This study not only evaluates the effectiveness of the media but also examines its validity and practicality, thereby providing a comprehensive contribution to early childhood literacy media development.

This study aims to develop and evaluate pop-up scrapbook learning media to improve basic literacy skills among children aged 5–6 years. The research specifically seeks to analyze media development needs, design and develop pop-up scrapbook learning media, assess its validity and practicality, and examine its effectiveness in enhancing children's basic literacy skills.

The findings of this study are expected to contribute theoretically to the field of early childhood education by enriching the literature on literacy-oriented learning media. Practically, this study provides educators with an innovative, engaging, and developmentally appropriate learning medium that can be effectively implemented to support early literacy instruction in kindergarten settings.

RESEARCH METHODOLOGY

Research Design

This study employed a Research and Development (R&D) approach using the ADDIE development model to develop pop-up scrapbook learning media aimed at improving basic literacy skills in early childhood. Research and Development is a systematic method focused on the creation, validation, and refinement of educational products. The outcomes of R&D may include instructional materials, learning media, assessment instruments, and educational systems (Slamet, 2022).

R&D is not limited to physical products but may also produce non-physical outputs such as digital applications or instructional media used in classroom learning. This approach allows researchers to develop and refine educational products in a structured and accountable manner (Salim & Haidir, 2019).

Time and Place of Research

The research was conducted during the odd semester of the 2024–2025 academic year. The study took place at State Kindergarten of Pembina Majene, located at Jalan Kapten

Usman Djafar No. 12, Tundaq, Labuang Utara Village, Banggae Timur District, Majene Regency, West Sulawesi Province.

Research Design

This study adopted the ADDIE development model, which consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation. These stages represent the core characteristics of R&D research and guide the systematic development of the pop-up scrapbook learning media.

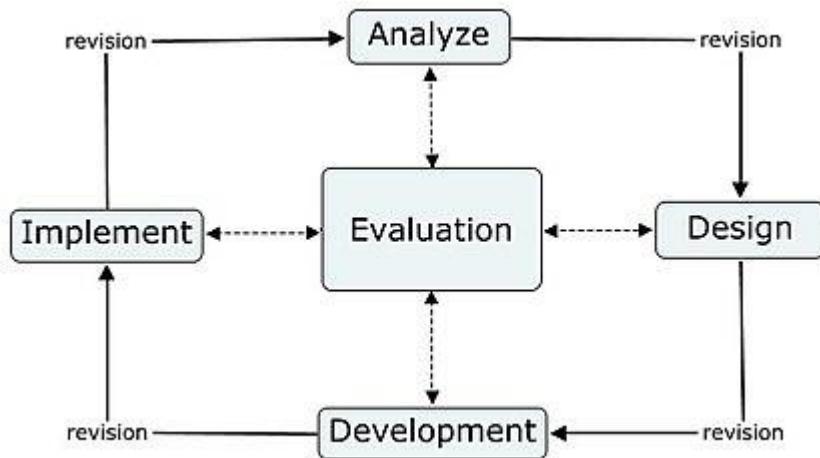


Figure 1. ADDIE Development Model Design

Research Subjects

Population

The population of this study included all teachers and students at State Kindergarten of Pembina Majene (Asrullah et al., 2023).

Sample

The sampling technique used was **purposive sampling**, in which participants were selected based on specific characteristics relevant to the research objectives. This technique enables the selection of participants who can provide meaningful and in-depth information (Kusumastuti et al., 2023). The research participants consisted of teachers and students from Group B1, with children aged 5–6 years.

Table 1. Research Sample

Research Subject	Number
Classroom Teachers	2
Students	15

Research Procedures

The development of pop-up scrapbook learning media followed the ADDIE model procedures as described below.

Analysis Stage

The analysis stage aimed to identify fundamental problems related to learning conditions and media availability at the kindergarten. Data were collected through classroom observations and teacher interviews. Although reading corners were available in each classroom, the reading materials were limited to conventional books and lacked variation. As a result, children's basic literacy skills, particularly in Group B, were found to be underdeveloped. This stage ensured that the developed pop-up scrapbook media aligned with school needs and learning objectives.

Design Stage

At this stage, the researcher designed the product by determining themes, content structure, visual layouts, illustrations, and text arrangement. The pop-up scrapbook focused on letter recognition and illustrated stories supported by three-dimensional pop-up elements made from photo paper. The design emphasized child-friendly visuals, attractive colors, and interactive elements to enhance learning engagement. A user guidebook was also designed to assist teachers and parents in implementing the media effectively.

Development Stage

During this stage, the pop-up scrapbook media was developed according to the predetermined design. The product was then validated by expert validators to assess its feasibility. Revisions were made based on expert feedback to ensure the media met educational standards and effectively supported literacy learning.

Implementation Stage

The developed media was implemented on a limited scale among students with low basic literacy skills. The implementation aimed to observe children's responses, engagement, and learning behaviors while using the pop-up scrapbook. In-depth interviews with teachers and students were conducted to evaluate the media's effectiveness in supporting literacy development.

Evaluation Stage

The evaluation stage involved reviewing each phase of the ADDIE process to identify weaknesses and areas for improvement. Revisions were made at the design and development stages before full implementation to ensure the media functioned optimally.

Data Collection Techniques

Observation

Observation was conducted to directly examine children's basic literacy abilities during learning activities. The researcher actively participated in classroom learning to obtain comprehensive and accurate data.

Interviews

Interviews were conducted face-to-face with Group B1 teachers to gather information regarding existing learning media and teaching practices (Trivaika & Senubekti, 2022).

Questionnaires

Four types of questionnaires were used: needs analysis questionnaires, validation questionnaires, teacher response questionnaires, and practicality questionnaires.

Research Instruments

Media Validation Sheet

This instrument was used to obtain expert assessments of the pop-up scrapbook learning media. The validation results served as the basis for revising and improving the developed product.

Teacher Response Questionnaire

This questionnaire aimed to assess teachers' perceptions of the feasibility and suitability of the media for children aged 5–6 years.

Practicality Assessment Sheet

This instrument evaluated the ease of use, usefulness, and presentation of the learning media during classroom implementation.

Observation Instrument (Effectiveness Assessment)

Table 2. Observation Instrument Indicators of Literacy Ability for Children Aged 5–6 Years

Indicator	Sub-Indicator
Language Comprehension	Understanding multiple instructions simultaneously
	Repeating more complex sentences
Expressive Language	Answering more complex questions
	Oral communication, vocabulary, and symbol recognition
Early Literacy	Constructing complete simple sentences
	Expanding vocabulary to express ideas
Early Literacy	Identifying known letter symbols
	Recognizing initial letter sounds
Early Literacy	Grouping images with the same initial sound
	Reading own name

Source: Kemendikbudristek (2021)

Table 3. Criteria for Children's Basic Literacy Assessment

Criteria	Score
BB (Not Yet Developed)	1
MB (Beginning to Develop)	2
BSH (Developing as Expected)	3
BSB (Very Well Developed)	4

Data Analysis Techniques

Both qualitative and quantitative data analyses were applied in this study.

Qualitative Data Analysis

Qualitative data were analyzed descriptively using observation results, interview data, and expert suggestions. This analysis aimed to understand teachers' and students' experiences when using the pop-up scrapbook media.

Quantitative Data Analysis

Validity Analysis

Content validity was assessed by expert validators to ensure that the instrument items represented the intended measurement components (Wirani, 2018).

Table 4. Validity Categories

Validation Result Category	Interpretation
$4 > RTV \geq 3.5$	Very Valid
$3.5 > RTV \geq 2.5$	Valid
$2.4 > RTV \geq 1.5$	Fairly Valid
$1.5 > RTV \geq 1$	Not Valid

Formula:

$$\text{Percentage} = (\text{Obtained Score} / \text{Maximum Score}) \times 100$$

Practicality Analysis

Table 5. Practicality Categories

Interval	Assessment Criteria
75% – 100%	Very Practical
50% – 74.99%	Practical
25% – 49.99%	Less Practical
0% – 24.99%	Not Practical

Formula:

$$\text{Percentage} = (\text{Obtained Score} / \text{Maximum Score}) \times 100$$

Effectiveness Analysis

Effectiveness was measured using a one-group pre-test–post-test design. Children's literacy abilities were assessed before and after the intervention using a four-point scale ranging from 1 (Not Yet Developed) to 4 (Very Well Developed).

RESULTS AND DISCUSSION

Results

The pop-up scrapbook learning media is an interactive instructional medium that integrates pop-up techniques three-dimensional elements that emerge when pages are opened with scrapbook concepts that emphasize creative arrangements of images, decorations, and visual components. In this sense, the pop-up scrapbook functions as a book-based learning aid that presents learning content visually and interactively through three-dimensional pop-up elements combined with scrapbook-style designs.

At State Kindergarten of Pembina Majene, book-based learning media had been commonly used in classroom instruction. However, the development of illustrated story media that integrates pop-up and scrapbook techniques offers an innovative alternative to support the improvement of children's basic literacy skills. This media was designed to attract children's interest in reading, create enjoyable learning experiences through interactive approaches, and

support optimal language development in early childhood. The content of the pop-up scrapbook consists of illustrated stories presented in an engaging and child-friendly format, making it suitable for use in both indoor and outdoor learning activities due to its flexible and general nature.

Development of the Pop-Up Scrapbook Learning Media Using the ADDIE Model

The development of the pop-up scrapbook learning media to improve the basic literacy skills of children aged 5–6 years employed the ADDIE research and development model, which includes the stages of analysis, design, development, implementation, and evaluation.

During the analysis stage, the researcher conducted observations and interviews with teachers to examine existing learning conditions, children's needs, available learning media, the curriculum applied, and children's developmental portfolios. The findings revealed that although the school had provided literacy-supporting media such as picture word cards, reading boards, wooden puzzles, and classroom reading corners, the available books were still limited to conventional reading materials. Consequently, teachers expressed strong support for the development of innovative learning media that could enhance children's basic literacy skills.

In the design stage, the media framework was planned according to children's developmental characteristics and learning needs. This stage involved selecting appropriate themes, designing storylines, determining safe and durable materials, and planning attractive visual layouts. The story theme chosen was closely related to children's daily experiences and school learning themes. The illustrated story titled "*Rara's Jungle Adventure*" featured animal characters such as a deer, monkey, owl, and hippopotamus. The visual designs, backgrounds, and illustrations were created using the Canva application to ensure colorful, appealing, and age-appropriate visuals.

The development stage involved preparing instructional materials and producing the pop-up scrapbook media. The pop-up technique used simple folding mechanisms with photo paper to ensure durability, while scrapbook elements utilized recycled materials such as wrapping paper, printed images, and adhesive materials. Bright colors and child-friendly images were intentionally selected to stimulate children's interest and engagement. The media consisted of six pages arranged in a horizontal layout using F4-sized photo paper (21 cm × 33 cm). The font type used was Comic Sans with a font size of 17 to ensure readability for early childhood learners. Revisions were made based on expert validator feedback, particularly regarding font selection, after which the media was approved for classroom implementation.



Figure 2. Display of the Pop-Up Scrapbook Learning Media

Development of the User Guide and Evaluation Instruments

In addition to the learning media, a user guide was developed to assist teachers in implementing the pop-up scrapbook systematically and effectively. The user guide provides step-by-step instructions, learning procedures, and guidance on how to actively involve children during storytelling and literacy activities.



Figure 2. Display of the User Guide

The user guide consists of four chapters, including an introduction, conceptual framework, media development procedures, and a concluding section. It explains basic literacy concepts in early childhood, learning media principles, characteristics of pop-up scrapbook media, detailed steps for media production, and usage guidelines.

Evaluation instruments were also developed to measure children's engagement, as well as the practicality and effectiveness of the media. These instruments included observation sheets and questionnaires designed to assess children's listening skills, story comprehension, and responses to the learning media during classroom activities.

Implementation of the Pop-Up Scrapbook Learning Media

The implementation stage involved applying the developed pop-up scrapbook learning media in classroom learning activities at State Kindergarten of Pembina Majene. Prior to implementation, preparations were made to ensure the safety of the media and to schedule learning sessions. The learning sessions were conducted on Monday and Tuesday, September 8–9, 2025, from 08:30 to 10:00 WITA.

During implementation, children were divided into small groups to optimize learning time and ensure effective classroom management. Interactive teaching strategies such as question-and-answer sessions, guessing letters from story narratives, and verbal reinforcement were applied to increase children's engagement and confidence. Continuous observation showed that children were enthusiastic, actively involved in learning activities, and demonstrated improvements in letter recognition, listening skills, and comprehension of illustrated stories.

Evaluation of the Effectiveness of the Pop-Up Scrapbook Learning Media

The effectiveness of the pop-up scrapbook learning media was evaluated through a pre-test and post-test design focusing on three main indicators of basic literacy development: language comprehension, expressive language ability, and early literacy skills.

Children's Language Comprehension Ability

The indicator of children's language comprehension ability is divided into two sub-indicators: (1) understanding multiple instructions simultaneously and (2) repeating more complex sentences. The results of the analysis are presented as follows.

**Table 6. Children's Language Comprehension Ability
(Sub-indicator: Understanding Multiple Instructions Simultaneously)**

Score (Category)	Pre-Test (Number of Children)	Pre-Test (%)	Post-Test (Number of Children)	Post-Test (%)
1 (BB)	3	20%	0	0%
2 (MB)	12	80%	7	46.66%
3 (BSH)	0	0%	8	53.33%
4 (BSB)	0	0%	0	0%

Based on Table 6, the highest pre-test score was in the *Beginning to Develop* (MB) category, with 12 children (80%). After the implementation of the pop-up scrapbook learning media, the highest post-test score shifted to the *Developing as Expected* (BSH) category, with 8 children (53.33%). This indicates an improvement in children's ability to understand multiple instructions simultaneously after the intervention.

**Table 7. Children's Language Comprehension Ability
(Sub-indicator: Repeating More Complex Sentences)**

Score (Category)	Pre-Test (Number of Children)	Pre-Test (%)	Post-Test (Number of Children)	Post-Test (%)
---------------------	-------------------------------	--------------	--------------------------------	---------------

1 (BB)	11	73.33%	0	0%
2 (MB)	4	26.66%	7	46.66%
3 (BSH)	0	0%	8	53.33%
4 (BSB)	0	0%	0	0%

Table 7. shows that prior to the intervention, most children were categorized as *Not Yet Developed* (BB), with 11 children (73.33%). Following the use of the pop-up scrapbook learning media, the highest post-test score moved to the *Developing as Expected* (BSH) category, with 8 children (53.33%). This demonstrates a significant improvement in children's ability to repeat more complex sentences.

Children's Expressive Language Ability

The indicator of expressive language ability consists of four sub-indicators: (1) answering more complex questions, (2) oral communication, vocabulary mastery, and symbol recognition for early reading and writing, (3) constructing simple sentences, and (4) expanding vocabulary to express ideas. The results are presented as follows.

**Table 8. Children's Expressive Language Ability
(Sub-indicator: Answering More Complex Questions)**

Score (Category)	Pre-Test (Number of Children)	Pre-Test (%)	Post-Test (Number of Children)	Post-Test (%)
1 (BB)	2	13.33%	0	0%
2 (MB)	4	26.66%	4	26.66%
3 (BSH)	9	60%	7	46.66%
4 (BSB)	0	0%	4	26.66%

Based on Table 8, the highest pre-test score was in the *Developing as Expected* (BSH) category, with 9 children (60%). After the intervention, children in the *Very Well Developed* (BSB) category emerged, indicating improvement in answering more complex questions.

**Table 9. Children's Expressive Language Ability
(Sub-indicator: Oral Communication, Vocabulary, and Symbol Recognition)**

Score (Category)	Pre-Test (Number of Children)	Pre-Test (%)	Post-Test (Number of Children)	Post-Test (%)
1 (BB)	2	13.33%	0	0%
2 (MB)	5	33.33%	2	13.33%
3 (BSH)	8	53.33%	7	46.66%
4 (BSB)	0	0%	6	40%

Table 9, indicates an improvement in expressive language ability, shown by the increase of children reaching the *Very Well Developed* (BSB) category after the intervention.

**Table 10. Children’s Expressive Language Ability
(Sub-indicator: Constructing Simple Sentences)**

Score (Category)	Pre-Test (Number of Children)	Pre-Test (%)	Post-Test (Number of Children)	Post-Test (%)
1 (BB)	9	60%	0	0%
2 (MB)	6	40%	12	80%
3 (BSH)	0	0%	3	20%
4 (BSB)	0	0%	0	0%

Table 10. shows a substantial improvement from the *Not Yet Developed* (BB) category to the *Beginning to Develop* (MB) category, indicating progress in children’s ability to construct simple sentences.

**Table 11. Children’s Expressive Language Ability
(Sub-indicator: Expanding Vocabulary to Express Ideas)**

Score (Category)	Pre-Test (Number of Children)	Pre-Test (%)	Post-Test (Number of Children)	Post-Test (%)
1 (BB)	0	0%	0	0%
2 (MB)	6	40%	1	6.66%
3 (BSH)	7	46.66%	10	66.66%
4 (BSB)	2	13.33%	4	26.66%

Table 11. indicates an increase in children achieving the *Developing as Expected* (BSH) and *Very Well Developed* (BSB) categories, reflecting improved vocabulary expansion.

Children’s Early Literacy Ability

The early literacy indicator consists of four sub-indicators: (1) identifying known letter symbols, (2) recognizing initial letter sounds, (3) grouping images with the same initial sound, and (4) reading one’s own name.

**Table 12. Children’s Early Literacy Ability
(Sub-indicator: Identifying Known Letter Symbols)**

Score (Category)	Pre-Test (Number of Children)	Pre-Test (%)	Post-Test (Number of Children)	Post-Test (%)
1 (BB)	0	0%	0	0%
2 (MB)	5	33.33%	1	6.66%
3 (BSH)	8	53.33%	4	26.66%
4 (BSB)	2	13.33%	10	66.66%

Table 12 shows a clear improvement in children’s ability to identify letter symbols, with most children reaching the *Very Well Developed* (BSB) category after the intervention.

Table 13. Children's Early Literacy Ability
(Sub-indicator: Recognizing Initial Letter Sounds)

Score (Category)	Pre-Test (Number of Children)	Pre-Test (%)	Post-Test (Number of Children)	Post-Test (%)
1 (BB)	0	0%	0	0%
2 (MB)	5	33.33%	1	6.66%
3 (BSH)	7	46.66%	5	33.33%
4 (BSB)	3	20%	9	60%

Table 13 indicates a significant increase in phonological awareness, shown by the dominance of the *Very Well Developed* (BSB) category in the post-test.

Table 14. Children's Early Literacy Ability
(Sub-indicator: Grouping Images with the Same Initial Sound)

Score (Category)	Pre-Test (Number of Children)	Pre-Test (%)	Post-Test (Number of Children)	Post-Test (%)
1 (BB)	1	6.66%	0	0%
2 (MB)	7	46.66%	1	6.66%
3 (BSH)	7	46.66%	12	80%
4 (BSB)	0	0%	2	13.33%

Table 14 shows improvement in children's ability to group images with the same initial sound, with most children reaching the *Developing as Expected* (BSH) category.

Table 15. Children's Early Literacy Ability
(Sub-indicator: Reading Own Name)

Score (Category)	Pre-Test (Number of Children)	Pre-Test (%)	Post-Test (Number of Children)	Post-Test (%)
1 (BB)	3	20%	0	0%
2 (MB)	8	53.33%	7	46.66%
3 (BSH)	2	13.33%	5	33.33%
4 (BSB)	2	13.33%	3	20%

Table 15 indicates gradual improvement in children's ability to read their own names, as shown by the increase in the *Developing as Expected* (BSH) and *Very Well Developed* (BSB) categories. Overall, observations from the implementation of the pop-up scrapbook learning media at State Kindergarten of Pembina Majene confirm that this media is effective in achieving learning objectives, increasing children's engagement, and significantly supporting the development of basic literacy skills, including listening, speaking, reading, and early writing.

Discussion

The Importance of Pop-Up Scrapbook Learning Media

Pop-up scrapbook learning media serves as an interactive instructional tool that supports teachers in delivering engaging learning experiences, particularly for early childhood learners. This media integrates three-dimensional (3D) visual elements with scrapbook techniques, creating printed learning materials that stimulate children's visual perception and sustain their attention during learning activities. When children open each page and observe the emerging pop-up elements, strong visual stimulation occurs, fostering interactive and enjoyable learning experiences. This finding aligns with Attalina et al. (2024), who emphasize that visual learning media involving active participation can enhance children's understanding and learning engagement.

Pop-up book-based media is especially attractive to early childhood learners because it presents surprising and concrete visual forms that evoke curiosity and enjoyment. Children tend to show enthusiasm when pop-up elements appear on each page, which encourages repeated interaction with the media. Previous studies confirm that pop-up books increase learners' curiosity and motivation to read because they transform abstract concepts into concrete visual representations, thereby supporting comprehension (Jannah et al., 2020; Azizah et al., 2016).

In this study, the pop-up scrapbook theme was carefully selected to align with school learning content and children's daily experiences, ensuring relevance to their developmental characteristics. Media design quality plays a crucial role in determining user engagement and learning effectiveness. Visual aspects such as color selection, typography, images, and layout significantly influence children's perception and interest, particularly for learners with dominant visual learning styles (Febriani et al., 2022; Asyhar, 2021).

The pop-up mechanism creates an element of surprise that motivates children to explore each page actively. Unlike passive media such as videos or conventional picture books, pop-up scrapbook media allows children to control their learning pace, revisit preferred pages, and construct their own narratives based on visual cues. This interactive exploration encourages storytelling activities, which support language development and imagination. Storytelling has been identified as an effective educational strategy that enables children to interact, imagine, and construct meaning through concrete experiences (Herlina et al., 2025).

Overall, pop-up scrapbook media offers multiple benefits for early childhood learners, including improved concentration through engaging 3D visualization, enhanced understanding of abstract concepts through concrete representations, increased curiosity and learning motivation, enjoyable classroom atmospheres, early literacy stimulation through combined text–image presentation, and strengthened listening and comprehension skills. These characteristics align with early childhood learning principles that emphasize play-based and visually stimulating learning environments (Pagarra et al., 2022; Zati, 2018).

Validity, Practicality, and Effectiveness of the Pop-Up Scrapbook Learning Media

The validity of the pop-up scrapbook learning media was evaluated by expert validators across several instruments, including needs assessment, user guide, teacher response questionnaire, practicality, and effectiveness instruments. Validation results ranged from 84.37% to 87.5%, indicating that all instruments met the criteria for being categorized as very valid and feasible for classroom implementation. These findings confirm that the developed media aligns with instructional objectives and early childhood learning characteristics (Sugiyono, 2007; Slamet, 2022).

The practicality of the pop-up scrapbook learning media was assessed by two Class B1 teachers at State Kindergarten of Pembina Majene. The results showed very high practicality scores, with percentages of 97.05% and 95.58%, indicating that the media is easy to use, efficient, and applicable in classroom settings. Teachers reported that the media required minimal preparation, utilized easily accessible materials, and facilitated effective time management during learning activities. These findings support previous studies emphasizing that practical learning media enhances instructional efficiency and teacher performance (Destiara, 2020; AlObaid, 2020).

Children's positive responses further reinforced the practicality of the media, as they demonstrated enthusiasm and active participation throughout learning sessions. The structured yet flexible design of the pop-up scrapbook enabled teachers to guide children effectively while maintaining high levels of engagement. Such interactive learning experiences contribute to meaningful and enjoyable learning processes, which are essential in early childhood education (Hajerah et al., 2025).

Regarding effectiveness, the analysis of children's basic literacy skills revealed a significant improvement after the implementation of the pop-up scrapbook learning media. Most children achieved the Very Well Developed (BSB) category, and no children remained in the Not Yet Developed (BB) category. These results indicate that the pop-up scrapbook learning media is effective in enhancing basic literacy skills among children aged 5–6 years at State Kindergarten of Pembina Majene. This finding aligns with previous research demonstrating that interactive and visually rich media can significantly improve early literacy development (Kurnia et al., 2022; Rusmayadi et al., 2023).

Literacy development in early childhood is closely linked to language development, encompassing receptive and expressive language abilities as well as early literacy skills. Children aged 5–6 years are capable of understanding complex instructions, recognizing letter symbols, identifying initial sounds, reading their own names, and comprehending simple stories. These competencies represent key indicators of early literacy development (Suryawati & Akkas, 2021; Khomsiyatun, 2019).

Finally, the effectiveness of pop-up scrapbook media depends not only on the media itself but also on how it is facilitated by teachers. Teachers play a critical role as learning facilitators who guide, motivate, and support children throughout the learning process. Effective utilization of educational media requires teachers to select appropriate tools that are attractive, efficient, and aligned with children's learning profiles (Jannah et al., 2020; Murti & Handayani, 2022).

CONCLUSION

The development of pop-up scrapbook learning media is needed to support the improvement of basic literacy skills in children aged 5–6 years, as indicated by teachers' needs analysis and assessments of children's literacy abilities. The pop-up scrapbook learning media was developed using the ADDIE model and resulted in a systematic prototype accompanied by a user guide that aligns with the characteristics of early childhood learners. The validation results indicate that the learning media and the user guide are categorized as very valid and feasible for classroom implementation, while the practicality assessment shows that the media is very practical to use. In addition, the effectiveness test confirms that the pop-up scrapbook learning media, along with its user guide, is effective in improving the basic literacy skills of children aged 5–6 years.

ACKNOWLEDGEMENT

The authors would like to express their sincere gratitude to the principal, teachers, and students of State Kindergarten of Pembina Majene for their cooperation and support throughout the research process. Appreciation is also extended to the expert validators for their valuable feedback and constructive suggestions, which significantly contributed to the improvement of the developed learning media. Finally, the authors would like to thank all parties who provided assistance, support, and encouragement in the completion of this study.

REFERENCES

Adedeji, A. A., Adebimpe, A. H., & Adekunle, K. A. (2022). Data Visualization Analytic for Understanding the Dynamics of Operating System Using Programming Language Paradigm. *International Journal of Data Science*, 3(1), 19–24.

Alobaid, A. (2020). Smart Multimedia Learning Of ICT: Role And Impact On Language Learners' Writing Fluency Youtube Online English Learning Resources As An Example. *Smart Learning Environments*, 7(1), 1-30.

Anggraini, W., Nurwahidah, S., Asyhari, A., Reftyawati, D., & Haka, N. B. (2019). Development Of Pop-Up Book Integrated With Quranic Verses Learning Media On Temperature And Changes In Matter. *Journal Of Physics: Conference Series*, 1155.

Apriliyah, A. M., Sholikhah, P. H., Fitriya, N., Sukaris, S., Farikah, F., & Wardana, D. J. (2023). Pelatihan Pembuatan Scrap Pop Book Sebagai Media Pembelajaran Ips Bagi Guru Sekolah Dasar. In Prosiding Seminar Hasil Pengabdian Kepada Masyarakat Dan Kuliah Kerja Nyata, 1(1), pp. 208-213).

Arsa, D., Atmazaki, Juita, N. (2019). Literasi Awal Pada Anak Usia Dini Suku Anak Dalam Dharmasraya. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia dini*, 3(1), 127-136.

Asrullah, Risnita, Jailani, M. S., & Jeka, F. (2023). Populasi Dan Sampling (Kuantitatif), Serta Pemilihan Informan Kunci (Kualitatif) Dalam Pendekatan Praktis. *Jurnal Pendidikan Tambusai*, 7(3), 26320-26332.

Asyhar, R. (2021). *Kreatif Mengembangkan Media Pembelajaran*. Jakarta: Referensi.

Atkins, R., Turner, A. J., Chandola, T., & Sutton, M. (2020). Going Beyond The Mean In Examining Relationships Of Adolescent Non-Cognitive Skills With Health-Related Quality Of Life And Biomarkers In Later-Life. *Economics and Human Biology*, 39, p. 100923.

Aulinda, I. F. (2020). Menanamkan Budaya Literasi Pada Anak Usia Dini Di Era Digital. *Tematik: Jurnal Pemikiran Dan Penelitian Pendidikan Anak Usia Dini*, 6 (2), 88-93.

Azizah, F. T. N., Bahruddin, M., & Budiardjo, H. (2016). Penciptaan.Buku Pop-Up Legenda Ketintang Dengan Menggunakan Teknik Moveable Sebagai Upaya Konservasi Budaya Lokal Surabaya. *Jurnal Art Nouveau: Jurnal Desain Komunikasi Visual*, 5(1), 76-84.

Bastin, N. (2022). Keterampilan Literasi, Membaca dan Menulis. Sidoarjo: Nahason Bastin Publishing (Online).

Attalina, S. N. C., Efendi, A., Niswah, N., & Nugroho, V. A. (2024). Efektivitas Media Pembelajaran Berbasis Virtual Reality (Vr) Untuk Meningkatkan Kemampuan Pemahaman Materi Pada Siswa Sekolah Dasar. *Jurnal Tunas Bangsa*, 11(1), 31–43.

Destiara, M. (2020). Analisis Kepraktisan Pengembangan Bahan Ajar Biologi Berbasis Islam-Sains Berbantuan Media Augmented Reality. *Jurnal Proceeding Antasari International Conference*, 1 (1), 55 – 68.

Fahmi, F., Syabrina, M., Sulistyowati, S., & Saudah, S. (2020). Strategi Guru Mengenalkan Konsep Dasar Literasi Di Paud Sebagai Persiapan Masuk Sd/Mi. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 931-940.

Fapriyani, N., Widodo, S. T., & Jaino. (2017). Pengembangan Media Popscrap Book Untuk Meningkatkan Hasil Belajar IPS Siswa Kelas VI. *Joyful Learning Jurnal*, 6(1), 44-50.

Febriani, Andriana, E., & Yuliana, R. (2022). Pengembangan Media Pop Up Book Berbasis Permainan pada Pembelajaran Tematik di Sekolah Dasar. *Jurnal PGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 15(1), 57-66.

Hajerah, Syamsuardi, Kurnia, R., Herlina, Herman, & Maharani, A, N. (2025). Forum Group Discussions (FGD) Development Of The Latest Curriculum Learning Tools. *Jurnal Pengabdian Kepada Masyarakat Patikala*, 4(4), 1223-1230.

Handayani, S. (2020). Budaya Literasi Melalui Gesigeli (Gerakan Siswa Gemar Literasi). *Social, Humanities, And Educational Studies (SHES): Conference Series*, 3(4), 1037-1043.

Haris, A., Pahar, E., & Yusra, H. (2020). Efektivitas Penggunaan Aplikasi Google Classroom Terhadap Kemampuan Literasi Baca-Tulis Siswa Kelas VIII SMP Negeri 22 Kota Jambi.

Hidayah, N., & Khalifah, D. R. N. (2019). Pembelajaran Bahasa Dan Sastra Indonesia Untuk Sekolah Dasar. Yogyakarta: Pustaka Pranala.

Herlina. (2025). Adapting Early Childhood Curriculum To The Technology: Insight From South Sulawesi, Indonesia. *Southeastern Philippines Jounal Of Research And Development*, 30(2), 1-23.

Herlina, Amal, A., & Irfah, R. (2025). The Effect Of Creative Apron Media On Numerical

Literacy In Aba Limbung Kindergarten, Gowa. Proceedings Of The 2nd International Conference On Sciences, Mathematics, And Education 2023 (ICOSMED 2023).

Herman, Herlina, Hasan, M., & Ahmar, A. S. (2025). Integrating Social Learning And Experiential Learning Theories: A Novel Augmented Reality Approach To Enhacing Sosial Skills In Early Childhood Education. *Cogent Education*, 12(1), 1-21.

Herman, Rusmayadi & Herlina. (2020). Media Pembelajaran Berbasis Teknologi Informasi Di Taman Kanak-Kanak. Seminar Nasional: Hasil Pengabdian Kepada Masyarakat.

Herman & Rusmayadi. (2018). The Effect Of Learning Model “Plan Do Review” On Science Capability Of Children In Kindergarten. *International Journal Of Advanced Research (IJAR)*, 6(12), 984-993.

Herman, Samad, S., & Dzulfadhilah, F. The Effect Of The Cain Whisper Game On Children’s Receptive Language Skills. *Retorika: Jurnal Bahasa, Sastra Dan Pengajaran Under*, 107-113.

Jannah, A. R., Hamid, L., Srihimawati, S. (2020). Media Pop Up Book Untuk Meningkatkan Kemampuan Membaca Pada Anak Usia Dini. *Jurnal Keislaman Dan Pendidikan*, 1 (2), 1-17.

Karima, R., & Kurniawati, F. (2020). Kegiatan Literasi Awal Orang Tua Pada Anak Usia Dini. *Al-Athfal: Jurnal Pendidikan Anak*, 6(1), 69-80.

Kemendikbudristek. (2021). Buku Saku Pengembangan Literasi Untuk Anak Usia 5-6 Tahun. Jakarta: Kemendikbudristek.

Kemendikbud, D. (2019). Desain Induk Gerakan Literasi Sekolah (Direktorat Jenderal Pendidikan Dasar Dan Menengah Kementerian Pendidikan Dan Kebudayaan).

Kemdikbud. (2022). Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia Nomor 7 Tahun 2022 Tentang Standar Isi Pada Pendidikan Anak Usia Dini. Jakarta: Kemdikbud.

Kurnia, R., Nurialistiawati, M., Syamsuardi, & Herman. (2022). Pengaruh Permainan Mencari Jejak (Maze) Terhadap Kemampuan Literasi Anak Usia 5-6 Tahun. *Jurnal Kumara Cendekia*, 10(4), 291- 301.

Kusumastuti, S. Y., Nurhayati, Faisal, A., Rahayu, D. H., & Hartini. (2023). Metode Penelitian Kuantitatif (Panduan Lengkap Penulisan Untuk Karya Ilmiah Terbaik). Jambi: PT. Sonpedia Publishing Indonesia.

Khomsiyatun, U. (2019). Pola Pengembangan Literasi Bahasa Pada Anak Studi Kasus Di Paud Wadas Kelir. *Jurnal Metabasa*, 1(2), 29-34.

Khosibah, S. A., & Dimyati, D. (2021). Bahasa Reseptif Anak Usia 3-6 Tahun Di Indonesia. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1860-1869.

Larantuke, I. H. (2020). Pengembangan Model Permainan Tradisional Tari Saureka Reka Dalam Meningkatkan Kemampuan Motorik Kasar Anak Usia Dini. Program Pascasarjana.

Liyana, A., & Kurniawan, M. (2019). Speaking Pyramid Sebagai Media Pembelajaran Kosa Kata Bahasa Inggris Anak Usia 5-6 Tahun. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 3(1), 225-232.

Marwiyati, S., & Hidayatulloh, M. A. (2018). Peran "Cakruk Baca Bergerak" Dalam Pengembangan Literasi Anak Usia Dini. *AWLADY: Jurnal Pendidikan Anak*, 4(2), 61.

Murdy, K., & Wilyanita, N. (2023). Media Interaktif Augmented Reality Untuk Peningkatan Kemampuan Finansial Literasi Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(1), 211–224.

Murti, I. G. W. P., & Handayani, D. A. P. (2022). Game Edukasi Robot Petualang Nusantara: Meningkatkan Literasi Budaya. *Jurnal Ilmiah Pendidikan Profesi Guru*, 5(2), 403–414.

Nahdi, K., & Yunitasari, D. (2020). Literasi Berbahasa Indonesia Usia Prasekolah: Ancangan Metode Dia Tampan Dalam Membaca Permulaan. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(1), 434-441.

Nurfadhillah, S. (2021). Media Pembelajaran, Landasan, Fungsi, Manfaat, Jenis-Jenis Media Pembelajaran, Dan Cara Penggunaan Kedudukan Media Pembelajaran. Cv Jejak (Jejak Publisher).

Nursalim. (2020). Literature Review: Meningkatkan Kemampuan Kognitif dan Kemampuan Berbahasa Anak di Taman Kanak-Kanak," *KINDERGARTEN: Journal of Islamic Early Childhood Education*, 3(2). 175–192.

Pagarra, H., Syawaluddin, A., Krismanto, W., & Sayidiman. (2022). Media Pembelajaran. Makassar: Badan Penerbit UNM.

Parapat, I. K., Irwan, M., & Nasution, P. (2023). Mengoptimalkan Pengenalan Literasi Pada Anak Sejak Usia Dini : Menumbuhkan Keterampilan Membaca dan Menulis. 11(1), 38–49.

Parmiti, D. P., Antara, I. W., & Wulandari, I. A. (2022). The Effectiveness of E-Scrapbook Media Containing HOTS Questions on Science Learning Outcomes of Elementary School Students. *Journal of Educational Research and Evaluation*, 6(3), pp. 484-491.

Purnamasari, B. N., Nirwana, & Asri, S. A. (2019). Penerapan Pembelajaran Literasi dalam Menstimulasi Keaksaraan Awal Anak Usia Dini. Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara, 1–8.

Peraturan Pemerintah Nomor 4 Tahun 2022 Pasal 5 Tentang Standar Nasional Pendidikan.

Rasagama, I, G. (2020). Pengembangan Model Pembelajaran Getaran Berbasis Video Youtube Untuk Meningkatkan Pemahaman Konsep Mahasiswa Politehnik. *Jurnal Pendidikan Sains*, 8(2), 91-101.

Rizkiyani, S. B., Agustini, F., & Mushafanah, Q. (2023). Pengembangan Media Pembelajaran Scrap-Popup Book Pada Materi Daerahku Dan Kekayaan Alamnya Di Kelas IV SD Islam Salafiyah Margomulyo. *Wawasan Pendidikan*, 3(2), 766-775.

Rusmayadi, Musi, M. A., Ilyas, S. N., & Chafidah, N. (2023). Pengaruh PJBL Terhadap Kemampuan Literasi Baca Tulis Pada Anak Usia 5-6 Tahun. *Jurnal Tunas Siliwangi*, 9(1),

17-23.

Salim, & Haidir. (2019). Penelitian Pendidikan: Metode, Pendekatan, Dan Jenis (I. Azhar (Ed.); Edisi 1). Kencana.

Sarika, R. (2021). Analisis Kemampuan Membaca Pemahaman Siswa Kelas V di SD Negeri 1 Sukagalih. *CaXra: Jurnal Pendidikan Sekolah Dasar*, 1(2), 49-56.

Sardila, Vera. (2015). Strategi Pengembangan Linguistik Terapan Melalui Kemampuan Menulis Biografi Dan Autobiografi: Sebuah Upaya Membangun. *Jurnal Pemikiran Islam*, 40(2), 110–117.

Sitepu, Ekalias Noka. (2021). Media Pembelajaran Berbasis Digital. Prosiding Seminar Nasional Pendidikan Dasar, 1(1), 242-248.

Sumaryanti, L. (2018). Membudayakan Literasi Pada Anak Usia Dini Dengan Metode Mendongeng. *AL-ASASIYYA: Journal Of Basic Education*, 3(1), 117-125.

Suryawati, E. A., Dan Akkas, M. (2021). Buku Panduan Guru Capaian Pembelajaran Elemen Dasar-Dasar Literasi Dan STEAM Untuk Satuan Paud. Pusat Kurikulum Dan Perbukuan.

Setianingrum, I, Hayyi, Salima. (2023). Penanaman Literasi Baca Tulis Pada Anak Usia Dini Di Ra Al Amanah Kenongomulyo Magetan. *Jurnal Child Kingdom: Jurnal Pendidikan Anak Usia Dini*, 1(2), 39-46.

Sugiyono. (2007). Metoda Penelitian Administrasi dilengkapi dengan Metode R&D. Bandung: Alfabeta.

Sholeh, M., Murtono, M., & Masfuah, S. (2021). Efektivitas Pembelajaran Google Classroom Dalam Meningkatkan Kemampuan Literasi Membaca Siswa. *Jurnal Education FKIP UNMA*, 7(1), 134-140.

Slamet, Fayrus Abadi. (2022). Model Penelitian Pengembangan (R & D). Malang: Institut Agama Islam Sunan Kalijogo.

Syamsuardi, Hajerah, Asti, A. S. W., Sugiarti, T., Kurnia, R., & Amri, A, A. (2025). Pengembangan Literasi Anak Usia Dini Melalui Pendekatan Bermain: Studi Kasus Di Taman Kanak-Kanak Cita Masamba Luwu Utara. *Jurnal Mutiara Pendidikan*, 5(1), 105-113.

Trivaika, Erga & Mamok Andri Senubekti. (2022). Perancangan Aplikasi Pengelola Keuangan Pribadi Berbasis Android. *Jurnal Nuansa Informatika*, 16(1), 33-40.

Ulfah, M. (2020). Pendekatan Holistik Integratif Berbasis Pengeluaran Keluarga. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(1), 10-19.

Wardhani, L. K., Muis, A., Antoro, B., Ratnaningrum, R., & Wijaya, D. (2021). Kebijakan Pra Literasi Pada Anak Usia Dini. *Kemendikbud Tata Kelola Paud*.

Wusqo, I. U., Khusniati, M., Pamelasari, S. D., Laksono, A., & Wulandari, D. (2021). The Effectiveness Of Digital Science Scrapbook On Students' Science Visual Literacy. *Jurnal Pendidikan IPA Indonesia*, 10(1), 121-126.

Yulianti, Y., Andriana, E., & Suparno, S. (2021). Penanaman Karakter Gemar Membaca Melalui Kegiatan Literasi Sekolah pada Siswa Kelas III Sekolah Dasar. *Indonesian Values and Character Education Journal*, 4(1), 7–14.

Zati, V. D. A. (2018). Upaya Untuk Meningkatkan Minat Literasi Anak Usia Dini. *Jurnal Bunga Rampai Usia Emas*, 4(1), 18-21.

Copyright Holder :

© Name Hijriahet al. (2025).

First Publication Right :

© Indonesian Journal of Early Childhood Educational Research

This article is under:

