



Development of the Busy Book “Adventures in Protecting Nature” as an Environmental Literacy Innovation for Early Childhood

Nadra Dwi Adinda Sahi^{1✉}, Yuli Utanto²

^{1, 2, 3} Universitas Negeri Semarang

Article Info

Article History:

Received September 2025

Accepted Sepetember 2025

Published December 2025

Keywords:

Busy Book,
Environmental Literacy,
Early Childhood

Abstract

This study aims to develop an environmental literacy-themed busy book learning medium for early childhood, using the Research and Development (R&D) method with the 4D model. Early childhood is a crucial stage of development, where introducing environmental literacy is very important to shape awareness of cleanliness and nature conservation. This busy book is designed with various interactive and colorful activities that stimulate children's interest while developing their fine motor skills. The development process of this media includes the stages of defining needs, designing, and developing prototypes. The validation results show that this busy book is very feasible to use, with a feasibility score of 100% from media experts and 81.33% from subject matter experts. This busy book is effective in teaching environmental concepts such as waste management and the importance of maintaining cleanliness in a fun and easy-to-understand way. These findings indicate that this busy book can be an effective learning tool in fostering environmental awareness in early childhood and helping them form environmentally conscious behaviors in the future.

[✉]Correspondence Address :

Kampus UNNES Sekaran, Gunungpati, KOTA Semarang, Jawa Tengah,
Indonesia 50229
E-mail : nadraadinda@students.unnes.ac.id

p-ISSN 2252-7001

e-ISSN 2502-454X

INTRODUCTION

Early childhood is a stage of development based on the level of development of students and their capabilities, covering the age range of 0-6 years. Early childhood is a stage of rapid development in terms of cognitive, physical-motor, social-emotional, artistic, moral, and language aspects (Mar'atush Sholiha et al., 2025). At this age, children experience rapid development, accounting for approximately 40% of their total human development throughout their lifetime. According to (Fauziddin &

Mufarizuddin, 2018), early childhood is the period of fastest brain development in a person's life, often referred to as the Golden Age. This period of development is vital because the brains of children aged 0-6 years are very sensitive and responsive to stimuli that can have an impact on their development.

This shows how important early childhood education is in supporting the development of various potentials during this critical period. The development of basic skills is very important as a foundation for early childhood, which not only supports academic abilities but also supports the lifelong learning

process. According to (Pratama & Zasa, 2024), the development of basic skills includes more than just academic skills, but also creativity, independence, life skills, and social skills.

This statement supports the opinion expressed by Nurhayati (2025), who states that children who are able to collaborate with their peers, empathize, and manage their emotions are the result of interactive and supportive educational experiences. Thus, children's learning skills and ability to acquire various forms of knowledge can be based on good education from an early age. Early childhood education has a huge impact as a solid foundation for children's overall development.

Thus, in learning activities, two important factors that are interrelated are teaching strategies and the media used to deliver the material. Learning media plays an important role in stimulating learning motivation and generating new interests in children. In addition, according to (Sapriyah, 2019), during this golden age, the use of learning media can strengthen the delivery of learning content and the effectiveness of the learning process at that time, one of which is through the use of learning media that has educational elements. Shofia & Dadan (2021) emphasize that to support children in becoming more focused on learning activities and to assist educators in conveying ideas and concepts, one way educators can support this condition is by implementing innovative learning media that can prevent students from becoming bored. One innovative learning medium is the busy book.

Busy books are a learning medium in the form of interactive activity books specially designed for children, which are most important for early childhood, and are generally made of flannel or other materials. Each page of the book contains various colorful activities designed to attract children and aid their development. According to Fitriyah et al. (2021), the use of colorful designs in busy books can stimulate children's interest and make them more engaged in learning. According to Anjelia et al. (2023), a busy book is a cloth book equipped with pages containing a variety of activities arranged in a book form and serves as a means of conveying

learning messages from educators to children. The presence of busy books is an effective tool for educators and parents to convey ideas to students, and these ideas can also encourage and stimulate children's interest to focus more on the learning process (Afrianti & Wirman, 2020).

In addition to providing an engaging learning experience, this medium can also implement comprehensive methods such as combining learning with games that can simultaneously improve logical thinking and fine motor skills, enabling children to develop basic skills. In addition to basic skills, another equally important aspect is introducing literacy to children from an early age. Children's literacy skills can determine the extent of their insight and knowledge, which is why literacy is very important and must be taught from an early age. The most important area of literacy development in education today is environmental literacy.

Environmental literacy is the concern for maintaining environmental balance. Having the ability to convey solutions and respond quickly to environmental issues can be interpreted as environmental awareness. According to (Kurniati et al., 2022), students, as members of society who are being prepared to become agents of change and the next generation, need to be equipped with environmental literacy skills from an early age. Environmental literacy from an early age has become a major concern in efforts to shape a future generation that is sensitive to the environment. Early childhood education should instill environmental literacy through formal education by integrating it into the learning process.

However, urgent needs are often not incorporated into the learning process, especially in environmental issues. According to Berman (2021), learning is often not designed to meet urgent needs, especially in raising awareness about impending global environmental disasters. In general, educators still teach the current generation as if there were no urgent ecological crisis. In line with the opinion of (Wildan & Anggia Yusuf, 2024) at the Early Childhood Education (PAUD) level, concern for environmental literacy is still lacking, with basic

aspects such as reading and writing still being the main focus of education. From an early age, environmental awareness must be applied both at home and at school. Environmental literacy knowledge in early childhood is vital because early childhood is the foundation phase for implementing habits in children. The goal is to provide early understanding of environmental literacy, which will become a daily habit for them until they reach adulthood.

The importance of environmental literacy becomes increasingly apparent when we are directly confronted with environmental cleanliness issues that continue to be a concern. Environmental cleanliness issues, both among adults and children, are an important topic that needs attention. This is evident from the increasing amount of waste scattered and unmanaged in various parts of the city, with Semarang being one of them. This issue is a major focus that must be addressed because, according to data (SIPSN, 2024) in Semarang City in 2024, the amount of waste produced is 434,243.97 tons per year, with an average of 1,189.71 tons of waste produced every day. Especially for people who use waste transportation services, they generally only collect waste, which is then transported and disposed of by officers to the TPS (Waste Storage Site) without first going through the waste sorting process (Kurniawan & Fuaddah, 2024). This issue is important because the final disposal site (TPA) in Jatibarang, Semarang, which covers an area of only about 46 hectares, is now experiencing an increase in waste, resulting in higher waste mountains. This situation shows that waste management is still a major challenge for the city of Semarang, requiring not only technical waste management but also the cultivation of public awareness from an early age. Strategies to strengthen self-awareness should ideally begin in educational environments as the foundation for environmentally conscious behavior.

In contrast, according to data (Dinas Pendidikan Kota Semarang, 2025), there are 1,254 early childhood education (PAUD) units in Semarang City, but only 187 PAUDs or 14.91% have used fun and effective learning models

related to environmental literacy for their students. When environmental literacy is not implemented from an early age, students will find it difficult to change their habits towards the surrounding environment, because they will lack concern for caring for and protecting the surrounding environment. The limitations and lack of variety in learning media, such as educational toys, story books, and other learning media, have an impact on the quality of early childhood character education. This is due to budget constraints related to the provision of infrastructure and facilities in PAUD.

This issue is supported by data from (Dinas Pendidikan Kota Semarang, 2025) which states that out of 1,254 early childhood education centers in Semarang City, only 6 kindergartens or 0.48% of all early childhood education centers receive facilities and infrastructure sourced from the local and national budgets. This condition shows that there is a need for alternative learning media that are interesting, effective, and affordable, one of which is busy books as a means to introduce and increase environmental awareness among early childhood. This urgency is even stronger when linked to previous research findings on the effectiveness of busy books in learning.

Several previous studies have discussed the creation of busy books for early childhood education, one of which is a study conducted by (Selian et al., 2021) that focuses on the creation of busy books to introduce various professions and aspirations to early childhood. In this study, the research method used the Thiagarajan research and development (R&D) model, which consists of four stages, namely define, design, develop, and disseminate. The results of the study showed that busy book media was classified as very good and suitable for use, obtaining a score of 100% from subject matter experts and 97.1% from media experts. Based on these considerations, this study concluded that busy books are very effective and suitable for use as a tool in the process of introducing learning materials.

Previous research conducted by (ISMI, 2023) also discussed the development of busy books with the Al-Badariyah Kindergarten and

Dharma Wanita Parumnas Kindergarten in Muara Bulian District as subjects, proving that environmental awareness among early childhood is still low, which provides the basis for the development of busy books that integrate environmental awareness values as an alternative effective learning medium. The results of the study proved a very high level of feasibility with media validation of 97.9%, practicality of use by teachers of 95%, and material expert validation of 100%. These results clearly show that busy books are practical, effective, and adequate when used as learning aids in fostering environmental awareness in children aged 5-6 years.

Previous studies have concluded that the use of busy books is effective and appropriate for increasing learning participation and developing various aspects in early childhood. Busy books have been proven to be effective in helping children understand the material presented through interactive play activities. The use of busy books is not only focused on learning through language and cognitive development, but also on social-emotional, moral, physical-motor, and character-building learning.

Through this research, the researcher developed the Busy Book Media "Gerakan Literasi Lingkungan Terpadu (GESIT)" as an Environmental Literacy Learning Innovation for Early Childhood, focusing on strengthening environmental literacy from an early age through meaningful play activities. The objectives of this study were to define the problems faced by early childhood education students in environmental literacy learning, to design products based on an analysis of the needs and characteristics of early childhood education students, and to develop products that are valid in literacy and environmental learning.

METHOD

This study uses the Research and Development (R&D) method, which is designed to create new products and test them. According to (SUGIYONO, 2020) Research and Development (R&D) is a scientific method for producing, researching, designing, and testing the

validity of developed products, which is then abbreviated to 4P (Research, Design, Production, and Testing). Research and Development (R&D) is divided into 4 levels, namely:

Level 1. This research was conducted without going through the product development and testing stages, so that researchers only focused on design development without continuing to the product development and testing stages. Level 2. Researchers did not conduct research from scratch, but focused on testing products that had been developed previously. Level 3. The researcher conducts development research on existing products, then designs the product and tests its effectiveness. Level 4. The researcher develops a new product from scratch, which includes the process of product development to testing its effectiveness.

In this study, the researcher used the Research and Development (R&D) method at level 4, in which the researcher conducted research and created new products through the process of designing, compiling, and testing the effectiveness and feasibility of the products. This research created a product in the form of a busy book learning medium. The development model used in the development of this busy book learning medium was the 4D model developed by (Thiagarajan et al., 1974). The 4D development model consists of four stages, namely: Define, Design, Develop, and Disseminate. This research was only implemented up to the development stage and did not proceed to the dissemination stage. This was because the research objectives had already been achieved at the development stage, namely to determine the feasibility and effectiveness of the developed learning media. The dissemination stage in the 4D model is often carried out when the product is ready to be disseminated, while in this study, the focus was on validation and limited testing to ensure that the busy book learning media "Gerakan Literasi Lingkungan Terpadu (GESIT)" was fully feasible for use before being disseminated to users. Therefore, this research is limited to the development stage only because it is adequate and in accordance with the scope of the research.

Define

In the definition stage, researchers conducted preliminary research through literature studies and internal document analysis. Literature studies involved understanding theories of development and related research results. The preliminary research process took the form of a needs assessment to obtain an overview of the conditions of teachers' needs analysis to indicate the importance of developing busy book learning media.

The definition stage plays a role in determining and detailing the requirements needed in the learning process and gathering information related to busy book products based on "Gerakan Literasi Lingkungan Terpadu (GESIT)".

Design

At this stage, the design process is carried out to compile the initial design of the busy book learning media based on the Integrated Environmental Literacy Movement (GESIT). This stage involves the compilation of the initial components of media development in the form of research instruments, media designs, and content compilation structures.

The instruments designed in this study included expert material validation sheets, media experts, and educator response questionnaires. These instruments were developed to evaluate the suitability of learning media, thereby determining whether busy books are suitable for use or not. The instruments were developed based on indicators of the suitability of learning media for early childhood.

Design the physical layout and content of the busy book learning media. The media is designed in the form of a 30 x 21 cm book with colorful pages to make it look attractive. Each page is designed to match environmental literacy material such as sorting organic and inorganic waste and steps to maintain environmental cleanliness.

Develop

The development stage is aimed at producing an initial design for a prototype of a busy book containing material on the "Integrated Environmental Literacy Movement (GESIT)".

The prototype is designed to be made primarily from flannel, with pages containing environmental literacy activities, such as exercises on maintaining cleanliness and sorting waste.

After the prototype development stage is complete, the media will be validated by media experts and material experts with the help of previously prepared instruments. Revisions will be made based on the validation results of the visual display, materials used, and content so that the media is more suited to learning needs.

After undergoing revisions, the learning media will be tested on a limited basis by early childhood educators to obtain feedback on its ease of use and suitability for learning. The results of the initial testing of the media have proven its effectiveness through the data obtained, so that the media can be declared suitable for implementation.

RESULTS AND DISCUSSIONS

Define

The definition stage in this study was obtained through a literature review as a basis for identifying the need for the development of learning media for early childhood. The analysis process was carried out using official data from (Dinas Pendidikan Kota Semarang ,2025), which contained the actual learning conditions, suggestions, and infrastructure to support early childhood education.

Based on this data, it can be seen that there are 1,254 early childhood education units in Semarang City, but only 187 (14.91%) have used effective and enjoyable learning models for environmental literacy materials. This condition shows that there are limitations and that environmental literacy learning has not been optimally integrated into learning activities.

In addition to literature studies, the researcher also used a questionnaire that was distributed online to five PAUD teachers in Semarang City. The questionnaire was compiled using a Likert scale with five response options and covered several aspects, including: environmental learning needs, weaknesses of the media currently used, and teachers' expectations

of the media being developed. The questionnaire was distributed online using Google Forms so that respondents could fill it out flexibly. The results of the needs analysis can be calculated by applying the formula:

$$\text{percentage of eligibility (\%)} = \frac{\text{score obtained}}{\text{expected score}} \times 100\%$$

Based on the results of the calculations, the aspect of learning media needs with the GESIT theme showed a very high percentage. The statement that children need interesting media received a 92% approval rating, indicating an urgent need for new, more interesting learning media. In addition, early childhood teachers also stated that environmental literacy learning media did not fully support practical activities, with a percentage of 72%. Therefore, media that supports activity-based learning is needed.

In terms of needs, teachers gave positive results for the creation of busy book learning media with the GESIT theme, with an 88% feasibility rating, while busy books were considered capable of encouraging children's understanding of clean living behaviors, with a 92% rating.

The findings indicate a need for alternative learning media that is interactive, engaging, and encourages active student participation in learning activities. One type of learning media that has the potential to meet these needs is the busy book, which has attractive visuals, can improve fine motor skills, and allows students to learn through direct experience.

Design

Based on the results of a needs analysis conducted through a questionnaire distributed during the definition stage, teachers wanted media that included environmental literacy activities, such as sorting organic and inorganic waste, helping to clean the garden, and guessing clean behaviors. These choices became the initial design for the busy book media, which was tailored to learning needs. At this stage, the focus

was on the page structure, visual concepts, and interactive elements to be used in the media.

The initial design of the busy book was created by making a rough design using the Procreate application as the basis for the rough layout and the Canva application as the medium for visual design. Each page was designed with bright colors and attractive illustrations to increase student interest. After the initial design was formed, the pattern was formulated and the activities on each page were determined.

This design then became the reference for the physical product manufacturing stage, which included sewing, cutting, and attaching interactive elements, before finally being incorporated into the initial product design.

Develop

At this stage, researchers tested the feasibility of the busy book product through assessments by learning media experts and content experts. Media validation data was obtained by filling out an assessment instrument consisting of three evaluation aspects, namely: media design, learning, and media use. The results obtained showed a score of 100% with the category "Very Feasible." However, improvements to the busy book media are needed based on comments and suggestions from media experts, namely the addition of cardboard lining to maintain durability and tools such as clips to help students retrieve materials that are difficult to reach and to train fine motor skills. Meanwhile, the validation results provided by material experts obtained a score of 81.33%, which stated that this busy book material was "Very Suitable" for use as teaching material for environmental literacy, but there were comments and suggestions to add material on environmental pollution caused by waste.

Although this busy book learning medium has been deemed highly suitable by media and material experts, the suggestions provided remain an important reference for further improvement. By making improvements in accordance with the suggestions provided by media and material experts, it is hoped that this

busy book will be even more effective in supporting the learning process of environmental literacy for early childhood.

The development of the “Adventures in Nature Conservation” Busy Book aims to provide an innovative approach to environmental literacy learning for early childhood. This product is designed with various interactive features that aim to attract children's attention while improving their fine motor skills. The main feature of this Busy Book is a sticker game that provides opportunities for children to actively participate in the learning process. In addition, there are barcodes that link to educational videos relevant to the theme on each page, which are expected to deepen children's understanding of the material being taught. This book is designed to teach environmental concepts such as cleanliness, biodiversity, and the impact of pollution in a way that is in line with children's cognitive stages.

The development process of Busy Book uses a Research and Development (R&D) approach with a 4D model, which consists of the Define, Design, Develop, and Disseminate stages. In the Define stage, a needs analysis was conducted to determine relevant materials appropriate for children's development. The Design stage focused on developing an attractive product design suitable for the target age group, while the Develop stage involved product creation and limited testing to ensure the media's effectiveness in achieving learning objectives. The Disseminate stage only included limited testing and feedback collection from users. The product was validated by Tri Hutami Wardoyo, S.Pd., M.Ed., a media expert from Semarang State University, who gave a score of 100%, and Niam Wahzudik, S.Pd., M.Pd., a material expert from UNNES, who gave a score of 81.33%. Although this product is very suitable for use, several suggestions were given for further improvement, such as adding cardboard cover to increase the durability of the book and adding more in-depth material on environmental pollution caused by waste.

In addition to interactive features that support learning, this Busy Book also includes a

storyline involving a fictional character named Ndaru, who motivates children to complete various missions related to environmental awareness. The storyline is not only intended to attract children's attention, but also to increase their involvement in learning. To add an element of motivation, the book provides certificates of appreciation that are given to children after they successfully complete a mission, with the aim of rewarding children and fostering a sense of pride in their efforts as “Little Guardians of Nature.” These features make the Busy Book not only a learning medium, but also a fun and motivating tool for children to develop a deeper understanding of the importance of preserving nature.

CONCLUSION

This study has successfully developed the “Adventures in Nature Conservation” Busy Book as an innovative learning medium that aims to introduce environmental literacy to early childhood. This product is designed with a variety of interesting interactive activities that not only teach the importance of maintaining cleanliness and nature conservation, but also integrate sustainability values into children's daily lives. The validation results obtained from media and material experts show that this Busy Book meets high eligibility criteria, with very positive scores. However, several suggestions for improvement, such as adding cardboard lining to increase durability and adding material related to environmental pollution caused by waste, were proposed to perfect this product.

This study makes a significant contribution to the creation of effective and engaging environmental learning media, while also supporting early childhood education that emphasizes environmental awareness. It is hoped that with this Busy Book, children will be able to better understand and apply important concepts related to the environment, while also fostering an attitude of care and

responsibility towards nature from an early age. This product not only has the potential to enrich environmental learning, but can also be used as a reference for the development of other educational media that combine learning with interactive games.

REFERENCES

Afranti, Y., & Wirman, A. (2020). Penggunaan Media Busy Book Untuk Menstimulasi Kemampuan Membaca Anak. *Jurnal Pendidikan Tambusai*, 4(2), 1156–1163.

Anjelia, L., Marlina, L., & Atika, N. A. (2023). Pengembangan Media Busy Book Terhadap Kemampuan Membaca Anak Usia 5-6 Tahun di PAUD Kencana Desa Tanjung Lubuk Oki. *JURNAL PENDIDIKAN DAN KONSELING*, 5, 805–811.

Berman, N. (2021). Environmental education catalyzed by tourism: Ecoliteracy initiatives on the coast of Kenya. *Sustainability* (Switzerland), 13(15). <https://doi.org/10.3390/su13158501>

Dinas Pendidikan Kota Semarang. (2025). *GERAKAN LITERASI LINGKUNGAN TERPADU (GESIT) UNTUK PENINGKATAN PENDIDIKAN KARAKTER PADA ANAK USIA DINI DI KOTA SEMARANG*.

Fauziddin, M., & Mufarizuddin, M. (2018). Useful of Clap Hand Games for Optimalize Cogtivite Aspects in Early Childhood Education. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 2(2), 162. <https://doi.org/10.31004/obsesi.v2i2.76>

Fitriyah, Q. F., Purnama, S., Febrianta, Y., Suismanto, S., & 'Aziz, H. (2021). Pengembangan Media Busy Book dalam Pembelajaran Motorik Halus Anak Usia 4-5 Tahun. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(2), 719–727. <https://doi.org/10.31004/obsesi.v6i2.789>

ISMI, D. (2023). *PENGEMBANGAN MEDIA BUSY BOOK SEBAGAI MEDIA PEMBELAJARAN PENDIDIKAN KARAKTER PEDULI LINGKUNGAN PADA ANAK USIA 5-6 TAHUN DI KECAMATAN MUARA BULIAN*. Universitas Jambi.

Kurniati, A., Parida, L., & Hendrikus. (2022). Literasi Lingkungan Sebagai Upaya Menumbuhkan Karakter Peduli Lingkungan di SD Negeri 01 Kenukut Kecamatan Kelam Permai Kabupaten Sintang. *JPPM: Jurnal Pelayanan Dan Pemberdayaan Masyarakat*, 1(1), 21–26. Environmental Literacy, Character Education, Environmental Care

Kurniawan, A., & Fuaddah, A. (2024). Memberdayakan Rumah Tangga untuk Pengelolaan Sampah Berkelanjutan: Studi Kesadaran Masyarakat di Kota Semarang. *Journal of Urban Sociology*, 7(2), 112–122. <https://doi.org/10.30742/jus.v1i2.3494>

Mar'atush Sholiha, Atikah Syamsi, & Nur Atikoh. (2025). Pengembangan Media Pop Up Book Digital Untuk Meningkatkan Kemampuan Komunikasi Siswa Pada Mata Pelajaran IPAS Sekolah Dasar. *Journal of Humanities, Social Sciences, and Education*, 1(5), 132–145. <https://doi.org/10.64690/jhuse.v1i5.257>

Nurhayati. (2025). *PENTINGNYA PENDIDIKAN DI USIA DINI DALAM MENINGKATKAN PERKEMBANGAN KOGNITIF DAN SOSIAL ANAK*. *Jurnal Dinamika Sosial Dan Sains*, 2(4), 402–407.

Pratama, H. P., & Zasa, E. U. (2024). Media Pembelajaran Pendidikan Anak Usia Dini. *Jurnal Kadesi*, 7(1), 91–113. <https://doi.org/10.54765/ejurnalkadesi.v7i1.106>

Sapriyah. (2019). *MEDIA PEMBELAJARAN DALAM PROSES BELAJAR MENGAJAR*. *Jurnal Universitas Sultan Ageng Tirtayasa*, 2(1), 470–477.

Selian, S. R., Kurnita, T., Rizka, S. M., & Rosmiati. (2021). *PENGEMBANGAN BUSY BOOK SEBAGAI MEDIA PEMBELAJARAN MENGENALKAN CITA-CITA KEPADA ANAK*. *Jurnal Ilmiah Mahasiswa Pendidikan Anak Usia Dini*, 6(2), 51–59.

Shofia, M., & Dadan, S. (2021). Media Pembelajaran untuk Anak Usia Dini di Pendidikan Anak Usia Dini. *Jurnal Pendidikan Tambusai*, 05(01), 1561.

SIPSN. (2024). Data Timbulan Sampah SIPSN KLHK Jawa Tengah Kota Semarang 2024. Kementerian Lingkungan Hidup Dan Kehutanan Republik Indonesia. https://sipsn.kemenlh.go.id/sipsn/public/data/timbulan?utm_source=chatgpt.com

SUGIYONO. (2020). *METODE PENELITIAN KUANTITATIF KUALITATIF dan R&D* (Sutopo (ed.); Cetakan Ke). ALFABETA BANDUNG.

Thiagarajan, S., Semmel, D. S., & Semmel, M. I. (1974). *Instructional Development for Training Teachers of Exceptional Children: A Sourcebook*. In National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C. Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

Wildan, A., & Anggia Yusuf, I. (2024). Literasi dan Pengelolaan Sampah Organik: Langkah Awal Keberlanjutan di PAUD. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 8(6), 1866–1874. <https://doi.org/10.31004/obsesi.v8i6.6454>