



## Exploring Elementary Students' Learning Experiences through Busy Book Media

Henti Sulistiowati<sup>1\*</sup>, Sholeh Hidayat<sup>2</sup>, Nurul Anriani<sup>3</sup>

<sup>1,2,2</sup>Doctoral Program in Education, Postgraduate, Universitas Sultan Ageng Tirtayasa, Indonesia

-----  
Corresponding Author:

Author Name\*: Henti Sulistiowati

Email\*: [hentisulistiowati@gmail.com](mailto:hentisulistiowati@gmail.com)

Accepted: November 19<sup>th</sup> 2025. Approved: April 8<sup>th</sup> 2026. Published: April 17<sup>th</sup> 2026

### ABSTRACT

Learning experiences are essential in shaping students' thinking abilities, attitudes, and motivation. At the elementary level, effective teaching must position students as active participants who construct knowledge through direct experience. From a constructivist perspective, knowledge is actively built through interaction, exploration, and reflection within meaningful learning environments. This study aims to describe and analyze the learning experiences of elementary school students engaged in constructivist-based learning using Busy Book as an instructional medium. A descriptive qualitative approach was used, involving observations, interviews, and documentation with 29 second-grade students and one classroom teacher. The findings showed that Busy Book promoted active engagement, increased self-confidence, and developed students' speaking skills, creativity, and collaborative abilities. The manipulative and exploratory nature of the Busy Book allowed students to understand abstract concepts concretely while fostering reflective thinking. The teacher acted as a facilitator, guiding students to construct understanding through meaningful experiences. In conclusion, the study demonstrates that Busy Book effectively supports the application of constructivist learning principles in line with the Merdeka Curriculum and serves as a creative medium for active, collaborative, and engaging learning in elementary education.

**Keywords:** speaking skills, constructivism, quiet book

### INTRODUCTION

Elementary education serves as a foundational stage in developing children's thinking, communication, and social skills. At this developmental stage, students achieve optimal understanding through direct and meaningful experiences that allow them to actively construct knowledge. This view aligns with constructivist learning theory, which emphasizes that learning occurs when students actively build their understanding through experiences and interactions with their environment [1]; [2]. In this framework, teachers no longer act as the sole source of knowledge, but as facilitators who assist students in connecting new information with prior experiences [3]; [4].

In the context of the *Kurikulum Merdeka* (Independent Curriculum), the application of constructivist principles becomes increasingly important as it supports student-centered learning. Teachers are encouraged to design contextual, creative, and experience-oriented learning environments that empower students to explore, process, and interpret information independently [5]; [6]. Learning that encourages active participation, collaboration, and reflection not only develops critical thinking skills but also allows students to interpret and derive meaning from their educational experiences [7]; [8]; [9].

Previous studies show that innovative instructional media strengthen the application of constructivist principles in elementary classrooms. For example, the use of *Quiet Book* has been reported to be effective in improving speaking skills through manipulative activities that stimulate exploration and active participation [10]; [11]. Such media also increases student motivation and involvement in thematic learning [12], as well as fostering logical thinking and learning motivation through contextual learning experiences [13]; [14].

Meanwhile, other interactive media, such as *Busy Book*, has also been shown to improve communication skills and classroom participation [15]. This media helps students actively participate in learning and interact with their peers, making learning more concrete and enjoyable [16]. Therefore, *Busy Book* holds significant potential in supporting constructivist-based learning in elementary classrooms [17]; [5]; [18].

Students' involvement in experience-based learning through *Busy Book* not only improves their language and speaking skills but also strengthens their cognitive and social skills [19]; [20]. Through tasks such as assembling, matching, and exploring themes, students can link abstract concepts with real-world experiences while developing communication,

interaction, and creativity skills [21]; [22]. Thus, *Busy Book* serves as a bridge between abstract knowledge and meaningful real-life learning [23]; [24].

Previous studies also indicate that the use of instructional media such as *Busy Book* can significantly improve students' speaking skills, fostering the development of better social and language skills among young learners [25]; [5]; [26]; [27]. These studies also highlight the importance of media that enables creative exploration and collaboration in learning [28]; [17]; [29]. It also shows that *Busy Book* not only improves learning outcomes but also stimulates social engagement and interaction between students in classroom activities [30]; [4]; [31].

The scientific novelty of this research lies in its focus on exploring students' learning experiences through the use of *Busy Book* within the constructivist framework. Rather than merely assessing the effectiveness of this media in improving learning outcomes, this research qualitatively examines the processes of interaction, reflection, and meaning-making that occur during learning activities [32]; [33]. This approach contributes both theoretically and practically to understanding how experience-based learning media foster interactive, collaborative, and meaningful learning in alignment with the *Kurikulum Merdeka* [34]; [35].

Based on this rationale, this study aims to describe and analyze elementary school students' learning experiences through the use of *Busy Book* in constructivist-based learning. This objective is expected to deepen the understanding of how constructivist principles support the development of active and

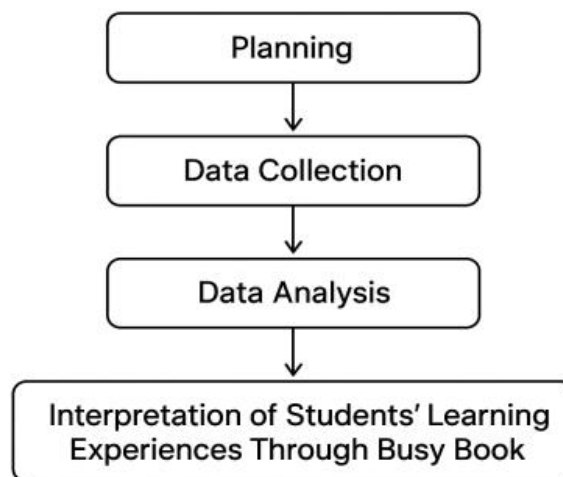
meaningful learning among elementary students [25]; [22]; [21].

**RESEARCH METHODS**

This study employed a descriptive qualitative approach to explore in depth elementary school students' learning experiences through the use of the *Busy Book* as an instructional medium. This approach was chosen because it aligns with constructivist principles, which emphasize meaning-making through direct experience and social interaction within the learning context [28]; [4]. Therefore, the study did not merely describe learning activities, but also examined how students constructed understanding through interaction, exploration, and reflection during the learning process.

To strengthen the qualitative findings, the study also used simple descriptive numerical data (e.g., frequencies and percentages) derived from classroom observations. These descriptive figures were not intended for statistical generalization, but were used to support and clarify qualitative interpretations, particularly in describing patterns of student engagement and participation.

The research process followed a systematic sequence comprising planning, data collection, data analysis, and interpretation of findings. Data were collected through participant observation, in-depth interviews, and documentation, allowing the researcher to capture students' learning experiences comprehensively. The data were analyzed iteratively to identify key themes and meaning patterns that represent students' learning experiences in constructivism-based learning, as illustrated in Figure 1.



**Figure 1.** Research flow: planning, data collection, data analysis, and interpretation of students' learning experiences through *Busy Book*.

1. Planning Stage

In the initial phase, the researcher designed a research framework, selected the research site, and purposively chose participants [36], [37]. The participants comprised 29 second-grade students and one classroom teacher from an elementary school in Gunungkencana District, where *Busy Book* was implemented as a teaching tool. To ensure comprehensive data collection, the researcher

developed observation guidelines, interview protocols, and field notes to document the learning phenomena throughout the study.

2. Data Collection The study employed three key data collection techniques:

Participant Observation: This technique involved observing students' engagement, interaction patterns, and learning dynamics during the use of *Busy Book*, with a focus on how students

interacted with the materials and with each other. In-depth Interviews: The classroom teacher was interviewed to gather insights on their perceptions of the Busy Book, including the challenges they faced and how they integrated the tool into the classroom setting. Documentation: This included photographs of classroom activities, field notes documenting key moments, and samples of students' creative work produced through Busy Book activities. These were used to strengthen the validity and reliability of the data [32], [38].

These data collection methods were complementary, allowing for a holistic understanding of students' learning experiences through Busy Book.

### 3. Research Instruments

In qualitative research, the researcher is the primary instrument who directly observes, interacts with participants, and analyzes the data. To maintain rigor and consistency, supplementary tools such as structured observation sheets and interview guides were used. This allowed for a flexible, yet systematic approach to data collection while ensuring that the research captured the natural meaning and context of classroom interactions [39].

### 4. Data Analysis

The data analysis followed the interactive model proposed by Miles and Huberman [40], structured in three stages: Data Reduction: The researcher focused on selecting, simplifying, and categorizing data into key themes, such as engagement, reflection, and meaning-making. This helped narrow down the vast amount of data into manageable segments that directly addressed the research questions. Data Display: Findings were presented through descriptive narratives, tables, and visual representations to clarify the relationships between observed phenomena, helping to convey complex data in an accessible format. Conclusion Drawing and Verification: The researcher analyzed the significance of the findings, ensuring that conclusions were grounded in the data and reflected a coherent interpretation of the students' learning experiences. The validity of these conclusions was ensured through ongoing verification with the teacher and the research team.

The analysis was iterative, with constant feedback loops from data collection to final interpretation, ensuring depth and contextual relevance.

### 5. Data Trustworthiness

To ensure the credibility and trustworthiness of the research, triangulation of data sources and techniques was employed. This included comparing data from observation, interviews, and documentation, along with member checking to verify the findings with the teacher [39], [38]. This multi-layered approach enhanced the reliability and authenticity of the study's conclusions, ensuring that the results accurately reflected the learning experiences of students using Busy Book.

By following this rigorous process, the research was able to provide a detailed and comprehensive account of how Busy Book shaped students' learning experiences, emphasizing interaction, collaboration, reflection, and the construction of meaning core elements of constructivist learning.

## RESULT AND DISCUSSION

The results of this study highlight the positive effects of using Busy Book activities within a constructivist framework on the learning experiences of second-grade students. The activities facilitated high levels of active engagement, improved communication skills, fostered creativity, and encouraged collaboration among students. By integrating thematic, manipulative, and exploratory components, the Busy Book allowed students to engage with learning materials that connected abstract concepts to tangible experiences. These results align with the constructivist belief that learning is most effective when students actively participate and construct their own knowledge through direct experience and social interaction, as emphasized by previous studies [1]; [5].

### 1. Active Engagement and Student Participation

Observational data showed that students participated actively in Busy Book activities, asking questions, engaging in discussions, and collaborating in small groups. This is in line with constructivist theories, where active participation is fundamental for learning, as knowledge is constructed through personal experiences and reflections [5]. Activities such as matching shapes and sequencing story events helped students turn abstract concepts into more concrete ideas. For example, when students assembled images of houses, trees, and roads in the "My Environment" theme, they not only learned about their surroundings but also communicated and interacted socially, further enhancing their learning experience. This process aligns with the idea that learning through hands-on activities deepens students' understanding, as described by [1].

### 2. Communication and Collaboration

The Busy Book activities also encouraged collaboration among students, with many working together in small groups to complete tasks. This reflects the social nature of constructivist learning, which emphasizes knowledge construction through interaction with others [14]. By sharing ideas and discussing concepts, students were able to enhance their understanding through social interaction, demonstrating the importance of collaborative learning. In this context, collaboration became not just a method for completing tasks but a crucial part of the learning process, as highlighted by [17].

### 3. Creativity and Exploration

The manipulative and exploratory nature of the Busy Book stimulated students' creativity. Students engaged in activities like arranging letters, recognizing shapes, and composing simple stories,

which allowed them to express their ideas in unique ways. This creative freedom is a key feature of constructivist learning environments, where students are encouraged to explore and construct their understanding in ways that resonate with them personally [25]. The ability to manipulate and experiment with the materials allowed students to develop critical thinking and problem-solving skills in a flexible learning environment.

**4. Experiential Learning**

By incorporating visual, kinesthetic, and reflective elements, the Busy Book facilitated experiential learning. Students actively engaged with the materials, linking abstract concepts to tangible experiences. This is a hallmark of constructivist learning, where knowledge is constructed through direct, hands-on experiences [29]. As students assembled objects or sequenced events, they not only learned facts but also reflected on their actions, reinforcing the connection between what they did

**Table 1.** Student Engagement Levels in Busy Book Activities

Activity	Highly Active	Active	Moderate	Low	Inactive
Interaction with Busy Book elements	18 (62)	9 (31)	2 (7)	0	0
Group discussion	16 (55)	11 (38)	2 (7)	0	0
Thematic exploration	20 (69)	8 (28)	1 (3)	0	0

This study demonstrates that Busy Book activities enhance student engagement and communication skills, with thematic exploration showing the highest engagement (69%). The hands-on, manipulative nature of the Busy Book fostered intrinsic motivation by giving students control over their learning, aligning with constructivist principles that emphasize active participation [5]. Teacher interviews revealed improvements in students' speaking skills, highlighting the Busy Book's role as a tool for verbal interaction and social learning.

Factors contributing to these results include autonomy in thematic exploration, hands-on manipulation, and social interaction through group discussions. The study's strengths lie in its

**Table 2.** Improvement in Students' Speaking Ability

Criterion	Before (%)	After (%)
Confidence in expressing opinions	31	76
Fluency in speaking	28	72
Use of varied vocabulary	24	68

This study demonstrates that Busy Book activities significantly enhance student engagement, communication skills, creativity, and problem-solving. Thematic exploration showed the highest engagement (69%), attributed to the freedom for students to express themselves and experiment with ideas. This supports Vygotsky's Zone of Proximal Development (ZPD), where learning thrives through guided social interaction and collaboration. Busy Book served as scaffolding, enabling teachers to provide initial guidance and gradually encourage independent communication.

The study also showed notable improvements in speaking skills, with increases in confidence (76%), fluency (72%), and vocabulary use (68%).

and what they learned. This experiential approach made the learning process more meaningful, providing students with deeper insights into the material.

**5. Thematic Learning Approach**

The thematic approach, such as the "My Environment" theme, enabled students to relate their learning to real-world contexts. By creating representations of their surroundings, students were able to see the relevance of what they were learning to their everyday lives, further deepening their understanding. This approach supports the constructivist view that learning is most effective when connected to students' personal experiences and the world around them [19]. It also highlights the importance of context in learning, where students can see the practical application of abstract ideas.

comprehensive approach, measuring engagement and communication, while its weaknesses include a small sample size (29 students) and lack of quantitative speaking assessments. The findings align with previous research by [1]; [5], supporting the benefits of manipulative learning tools.

The research suggests that educators can enhance student engagement and communication by using similar hands-on activities. Future studies could expand the sample size and include more objective assessments to evaluate long-term effects. This study contributes to the field by showing that Busy Books not only enhance cognitive development but also improve communication and social learning.

Factors contributing to these results include hands-on learning, the autonomy given in thematic exploration, social interaction, and creative problem-solving activities. While the study's strengths include its comprehensive approach and strong theoretical foundation, limitations include a small sample size (29 students) and lack of objective pre- and post-assessments for speaking skills.

This research aligns with previous studies by [1]; [5], [17], which also highlight the benefits of manipulative learning tools. However, this study extends the literature by examining a broader range of learning outcomes. The findings suggest that Busy Book activities can foster engagement, communication, and creativity in the classroom,

offering valuable insights for future research and educational practices.

**Table 3.** Students' Creativity Levels in Busy Book Activities

Creative Activity	High (%)	Medium (%)	Low (%)
Story creation	66	28	6
Combining visual elements	59	34	7
Thematic exploration	72	24	4

This study demonstrates that Busy Book activities effectively enhance student engagement, communication skills, creativity, and problem-solving. Thematic exploration, which allowed for freedom of expression, recorded the highest engagement (72%) and fostered creativity by encouraging imaginative thinking and flexible problem-solving. These findings align with Vygotsky's Zone of Proximal Development (ZPD), where guided social interaction and collaboration lead to independent learning. The Busy Book acted as scaffolding, enabling students to progressively gain communication skills, which aligns with research by [9], [6], and [11], which also found that experiential learning media improve verbal fluency and confidence.

Factors contributing to these results include hands-on learning, the autonomy provided by thematic exploration, social interaction in group discussions, and the creative tasks that promoted

problem-solving. The strengths of the study lie in its holistic approach, measuring various aspects of student development, and its strong theoretical foundation in constructivist learning and ZPD. However, the small sample size (29 students) and lack of objective assessments limit the generalizability and rigor of the findings.

The research aligns with studies by [1]; [5], [17], which also highlight the effectiveness of manipulative learning tools in enhancing engagement and communication. This study, however, expands the focus by exploring a broader range of learning outcomes beyond language development, offering new insights into the multifaceted benefits of Busy Book activities. Future research could use larger sample sizes and more rigorous assessments to further explore these findings.



**Figure 2.** Students engaging with the Busy Book during classroom activities.

This study shows that Busy Book activities significantly enhance student engagement, communication skills, creativity, and problem-solving. Thematic exploration (72%) was the most engaging activity, fostering creativity through autonomy and experimentation. These results align with Vygotsky's Zone of Proximal Development (ZPD), where scaffolding helps students progress from guided support to independent learning. The improvement in communication confidence (76%), fluency (72%), and vocabulary use (68%) is attributed to social interaction during the activities. Creativity and problem-solving were promoted through tasks like story creation and combining visual elements, which encouraged critical thinking and divergent problem-solving.

Factors leading to these results include hands-on learning, autonomy in thematic exploration, social collaboration, and scaffolding by teachers. The study's strengths lie in its holistic approach, measuring multiple aspects of student development, and its solid theoretical foundation in constructivist theory. However, the small sample size (29 students) and lack of objective speaking assessments limit the generalizability and rigor of the findings.

The study aligns with previous research by [1]; [5], [17], which highlighted the benefits of manipulative learning tools in enhancing engagement and communication. This research extends those findings by also exploring creativity and problem-solving. Future research can expand these findings using larger samples and more

objective assessments to explore the long-term impact of Busy Book activities.

## CONCLUSION

In conclusion, this study successfully demonstrates that the Busy Book is an effective instructional tool that enriches elementary students' learning experiences. It enables students to actively construct knowledge through direct, hands-on activities, fostering creativity, problem-solving, and collaboration. By engaging in exploratory tasks and social interactions, students are encouraged to develop both cognitive and social skills, consistent with the principles of constructivist pedagogy. The research highlights that the Busy Book not only helps students understand abstract concepts but also enhances their confidence and communication skills. Pedagogically, the Busy Book reinforces the role of teachers as facilitators, supporting the Merdeka Curriculum's emphasis on student-centered, collaborative, and experience-driven learning. Thus, the Busy Book aligns with the objectives of the curriculum while fostering 21st-century competencies such as critical thinking, creativity, communication, and collaboration, making it a valuable tool for modern classrooms.

## ACKNOWLEDGMENTS

The author sincerely thanks the classroom teacher and second-grade students from an elementary school in Gunungkencana District for their valuable participation in this study, as well as fellow researchers and educational media developers whose ideas inspired the use of constructivist-based Busy Book media. It is hoped that this study contributes to the advancement of elementary education and lays the groundwork for future research in learning media innovation aligned with the Merdeka Curriculum.

## REFERENCES

- [1] C. E. van Kraayenoord and S. G. Paris, "Story construction from a picture book: An assessment activity for young learners," *Early Child. Res. Q.*, vol. 11, no. 1, pp. 41–61, 1996, doi: [https://doi.org/10.1016/S0885-2006\(96\)90028-9](https://doi.org/10.1016/S0885-2006(96)90028-9).
- [2] M. Pande and S. V. Bharathi, "Theoretical foundations of design thinking – A constructivism learning approach to design thinking," *Think. Ski. Creat.*, vol. 36, p. 100637, 2020, doi: <https://doi.org/10.1016/j.tsc.2020.100637>.
- [3] S. Keiny, "Constructivism and teachers' professional development," *Teach. Teach. Educ.*, vol. 10, no. 2, pp. 157–167, 1994, doi: [https://doi.org/10.1016/0742-051X\(94\)90010-8](https://doi.org/10.1016/0742-051X(94)90010-8).
- [4] C. Hursen and A. Soykara, "Evaluation of Teachers' Beliefs Towards Constructivist Learning Practices," *Procedia - Soc. Behav. Sci.*, vol. 46, pp. 92–100, 2012, doi: <https://doi.org/10.1016/j.sbspro.2012.05.074>.
- [5] O. Rosfiani, C. M. Hermawan, and A. Sutisnawati, "Developing 21 st Century Skills and Literacy Skills for Elementary School Students Through Constructivist- Based Planning and Assessment of Critical Engagement Models," pp. 414–421, 2022.
- [6] S. N. Fatimah, I. Purbasari, and E. Widiyanto, "Keterampilan Berbicara Siswa Kelas II Sekolah Dasar," *J. Pendidik. Dasar*, vol. 8, no. 1, pp. 45–58, 2024, [Online]. Available: <https://ejournal.upi.edu/index.php/JPD/article/view/berbicara>
- [7] R. Fadhilah and D. Rachmawati, "Quiet Book sebagai Media Pembelajaran Berbasis Kurikulum Merdeka," *J. Pendidik. dan Kebud.*, vol. 6, no. 4, pp. 321–330, 2021, [Online]. Available: <https://jurnal.kemdikbud.go.id/index.php/jpnk/article/view/quietbook>
- [8] A. Yengusie, G. Endale, and T. Akele, "Investigating the relationship between reading attitude and reading comprehension skill of grade nine Amharic speaking students," *Soc. Sci. Humanit. Open*, vol. 11, p. 101375, 2025, doi: <https://doi.org/10.1016/j.ssaho.2025.101375>.
- [9] K. Hanzawa, Y. Suzuki, A. Yanagisawa, and J. Fukuta, "A scoping review of oral task repetition: Evolving concepts for speaking skills development," *Res. Methods Appl. Linguist.*, vol. 5, no. 1, p. 100292, 2026, doi: <https://doi.org/10.1016/j.rmal.2025.100292>.
- [10] R. Setiawaty, "Eksplorasi Media Pembelajaran dalam Meningkatkan Keterampilan Berbicara Siswa," *J. Deiktis*, vol. 5, no. 2, pp. 145–156, 2024, [Online]. Available: <https://jurnal.umpwr.ac.id/index.php/deiktis/article/view/media>
- [11] H. Sulistiowati, M. S. Sumantri, and Edwita, "The Development of a Quiet Book Media for Elementary School Students' Speaking Skills," *Int. J. Adv. Sci. Res. Eng.*, vol. 4, no. 8, pp. 112–116, 2018, doi: [10.31695/IJASRE.2018.32814](https://doi.org/10.31695/IJASRE.2018.32814).
- [12] J. Junaida, Ansnawir, and Basyiruddin, "Media Pembelajaran Berbicara di Kelas Tinggi Sekolah Dasar," in *Prosiding Seminar Nasional Inovasi Pendidikan*, 2024, pp. 112–123. [Online]. Available: <https://conference.unp.ac.id/index.php/psnip/article/view/quietbook>
- [13] Risa Mufliharsi, "PEMANFAATAN BUSY BOOK PADA KOSAKATA ANAK USIA DINI DI PAUD SWADAYA PKK," *J. Metamorf.*, vol. 5, no. 2 SE-Articles, pp. 146–155, Jul. 2017, [Online]. Available: <https://ejournal.bbg.ac.id/metamorfosa/article/view/185>
- [14] N. Made, R. Yanti, and D. P. Ambara, "Busy Book : Educational Tool to Enhance Language Skills in Early Childhood Education," vol. 12, pp. 281–290, 2024.
- [15] A. H. Batubara, "Pengaruh Media Busy Book terhadap Kemampuan Berbicara Siswa SD," *J. Pendidik. Anak Usia Dini*, vol. 9, no. 3, pp. 234–245, 2023, doi: [10.47861/khirani.v1i4.549](https://doi.org/10.47861/khirani.v1i4.549).
- [16] N. Malindo and P. Ching, "Improving Young Learners ' Vocabulary Skills by Using Busy Book Media with Guessing Games Strategy," vol. 03, no. 01, pp. 172–180, 2024.
- [17] A. D. Arfiah, M. Hamed, and M. Alehirish, "The

- Influence of Busy Book Media on the Language Development of Children Aged 5-6 Years," vol. 1, pp. 17-23, 2025.
- [18] P. Busy, B. Pada, K. Anak, U. Dini, D. I. Paud, and S. Pkk, "No Title," vol. V, pp. 146-155.
- [19] S. D. Ningsih, N. Khotimah, R. Hasibuan, and D. Komalasari, "PENGEMBANGAN MEDIA BUSY BOOK DALAM MENINGKATKAN KEMAMPUAN BAHASA PADA ANAK USIA 5-6 TAHUN," vol. 3, no. 3, pp. 331-341, 2023.
- [20] A. A. K. Budiastara and M. Betaubun, "The Development of Busy Book Educational Media to Improve Numeracy Skills Among 7-Year-Old Students," vol. 4, no. 6, pp. 2581-2590, 2025.
- [21] T.-Y. Tai and H. H.-J. Chen, "Improving elementary EFL speaking skills with generative AI chatbots: Exploring individual and paired interactions," *Comput. Educ.*, vol. 220, p. 105112, 2024, doi: <https://doi.org/10.1016/j.compedu.2024.105112>.
- [22] C. Empowerment, "Busy book as a means to build multiliteracies for children at TBM Smart Friends," vol. 7, no. 12, pp. 2066-2072, 2022.
- [23] H. Arifin, "Meningkatkan Kreativitas dan Kemandirian melalui Media Inovatif," *J. Inov. Pembelajaran*, vol. 5, no. 4, pp. 120-130, 2021, [Online]. Available: <https://journal.unesa.ac.id/index.php/JIP/article/view/media>
- [24] L. Sari and A. Wulandari, "Quiet Book sebagai Media Pembelajaran Kreatif," *J. Pendidik. Anak*, vol. 8, no. 1, pp. 55-67, 2022, [Online]. Available: <https://ejournal.pauddikmas.org/index.php/JPA/article/view/quietbook>
- [25] H. Helminsyah *et al.*, "THE DEVELOPING OF BUSY BOOK MEDIA FOR LEARNING PROCESS: IMPLEMENTING STUDY IN PRIMARY SCHOOL," *J. Ilm. Teunuleh*, vol. 3, no. 4 SE-, pp. 327-336, Dec. 2022, doi: 10.51612/teunuleh.v3i4.127.
- [26] A. V Kindergarten, "Development of Busy Book Learning Media in Improving," vol. 9, no. 6, pp. 5177-5191, 2025.
- [27] A. Putri, "Penerapan Media Quiet Book dalam Pembelajaran Tematik di SD," *J. Pendidik. Temat.*, vol. 3, no. 1, pp. 15-25, 2021, [Online]. Available: <https://journal.unesa.ac.id/index.php/jpt/article/view/quietbook>
- [28] M. Kordaki, "A Constructivist, Modeling Methodology for the Design of Educational Card Games," *Procedia - Soc. Behav. Sci.*, vol. 191, pp. 26-30, 2015, doi: <https://doi.org/10.1016/j.sbspro.2015.04.669>.
- [29] E. Midad and J. J. Pgmi, "BUSY BOOK MEDIA DEVELOPMENT TO STIMULATE LITERACY," vol. 17, no. 3, pp. 594-604, 2025.
- [30] K. Alsharif, "How do Teachers Interpret the Term 'Constructivism' as a Teaching Approach in the Riyadh Primary Schools Context?," *Procedia - Soc. Behav. Sci.*, vol. 141, pp. 1009-1018, 2014, doi: <https://doi.org/10.1016/j.sbspro.2014.05.170>.
- [31] A. Mostowski, "On Various Degrees of Constructivism," in *Foundational Studies*, vol. 93, A. B. T.-S. in L. and the F. of M. Mostowski, Ed., Elsevier, 1979, pp. 359-375. doi: [https://doi.org/10.1016/S0049-237X\(09\)70270-8](https://doi.org/10.1016/S0049-237X(09)70270-8).
- [32] C. Marshall and G. B. Rossman, *Designing Qualitative Research (7th ed.)*. Thousand Oaks, CA: Sage Publications, 2020.
- [33] *Dr rosman mahmood*.
- [34] M. Naaranoja, K. Kähkönen, and M. Keinänen, "Construction Projects as Research Objects - Different Research Approaches and Possibilities," *Procedia - Soc. Behav. Sci.*, vol. 119, pp. 237-246, 2014, doi: <https://doi.org/10.1016/j.sbspro.2014.03.028>.
- [35] A. A. W. Putri and R. Karnita, "The valuable effects of busy books as educational media for children with autism spectrum disorder," *AIP Conf. Proc.*, vol. 3351, no. 1, p. 80001, Nov. 2025, doi: 10.1063/5.0299004.
- [36] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D (Ed. 23)*. Bandung: Alfabeta, 2021.
- [37] J. W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.)*. Thousand Oaks, CA: Sage Publications, 2018.
- [38] M. Q. Patton, *Qualitative Research & Evaluation Methods (4th ed.)*. Thousand Oaks, CA: Sage Publications, 2019.
- [39] J. W. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.)*. Thousand Oaks, CA: Sage Publications, 2020.
- [40] M. B. Miles, A. M. Huberman, and J. Saldana, *Qualitative Data Analysis: A Methods Sourcebook*. Thousand Oaks, CA: SAGE Publications, 2014.