

ENHANCING EARLY CHILDHOOD EDUCATION: AN ENGLISH BUSY BOOK FOR SECOND-YEAR KINDERGARTEN STUDENTS

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Abstrak: Membaca merupakan keterampilan penting yang harus dikuasai oleh anak-anak sejak usia dini, terutama dalam menguasai bahasa Inggris sebagai bahasa global. Namun, di lapangan, banyak sekolah taman kanak-kanak, termasuk TK Advent di Yogyakarta, yang masih kekurangan sumber bacaan berbahasa Inggris yang sesuai dengan kebutuhan perkembangan anak-anak. Tujuan dari program pengabdian kepada masyarakat (PkM) ini adalah mengembangkan sebuah buku aktivitas bilingual "busy book" yang dirancang untuk mendukung penguasaan bahasa Inggris, khususnya dalam pengembangan kosakata yang selaras dengan kurikulum dan nilai-nilai sekolah. Melalui model ADDIE (Analisis, Desain, Pengembangan, Implementasi, Evaluasi), buku ini dirancang sesuai dengan kebutuhan sekolah dan selaras dengan kurikulum yang ada. Analisis kebutuhan mengungkapkan delapan topik kunci untuk buku aktivitas ini: Hewan, Alam & Lingkungan, Udara Segar, Objek Langit, Tata Surya, Hujan & Pelangi, Bencana Alam, dan Keamanan Kebakaran. Kegiatan-kegiatan dalam buku ini dirancang dengan cermat untuk mendukung pengembangan kosakata di bidang-bidang ini, yang meningkatkan baik akuisisi bahasa maupun keterlibatan siswa. Dengan mengintegrasikan "busy book" ke dalam aktivitas di kelas dan di rumah, proyek ini dapat memperkuat pembelajaran kosakata dan mendorong partisipasi aktif. Hasil pengabdian ini memberikan dampak nyata yang empirik dalam pendidikan anak usia dini untuk mengembangkan kemampuan bahasa Inggris dan keterlibatan siswa, serta menyoroti nilai pembelajaran berbasis layanan dalam memenuhi kebutuhan pendidikan.

Kata Kunci: ADDIE, *busy book*, siswa TK, pengembangan kosakata

Abstract: Reading is an essential skill that children must acquire from an early age, particularly in mastering English as a global language. However, in practice, many kindergarten schools, including TK Advent in Yogyakarta, still lack appropriate English reading resources that cater to the developmental needs of young children. This community service learning program (PkM) aims to develop a bilingual activity book, a "busy book", designed to support English language proficiency, particularly in vocabulary development, aligned with the school's curriculum and values. Using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), the book was developed to meet the school's needs while being consistent with the existing curriculum. A needs analysis revealed eight key topics for the activity book: Animals, Nature & Environment, Fresh Air, Celestial Objects, Solar System, Rain & Rainbow, Natural Disasters, and Fire Safety. The activities in this book were carefully designed to support vocabulary development in these areas, enhancing both language acquisition and student engagement. By integrating the "busy book" into classroom and home activities, this project aims to reinforce vocabulary learning and encourage active participation. The outcomes of this service-learning initiative provide empirical evidence of its impact on early childhood education, enhancing English language skills and student engagement, while highlighting the value of service-based learning in addressing educational needs.

Keywords: ADDIE, *busy book*, kindergarten students, vocabulary development

Introduction

Learning English at an early age is considered beneficial as it provides greater language acquisition for young learners. Oktaviani and Fauzan (2017) assert that many Indonesian elementary school teachers believe that introducing English early during a child's education is

prominent, as it provides long-term advantages. Additionally, Ambawani et al. (2024) and Mayasari (2024) support this idea and explain why English is vital for early learners. First, there is a common belief that the earlier children are exposed to a new language, the better their language performance will be. Second, parents are aware of the social and economic benefits of English proficiency in the Indonesian context. As a result, many parents are willing to invest in their children's English language learning, both in formal school settings and informal learning contexts (Oktaviani & Fauzan, 2017).

Based on the importance of English learning for young learners, it is imperative to understand that teaching English to young learners differs from teaching English to adult learners. As Rahmi (2014) stated, children and adults have various ways of learning foreign languages. Young learners benefit from authentic and engaging approaches that connect language learning with their interests and everyday experiences. Moreover, young learners acquire English more effectively when involved in meaningful activities that reflect real-life situations. In this context, the use of appropriate media becomes beneficial for them. Aligning with this, Ambawani et al. (2024) emphasizes that instructional media can support young learners in acquiring English as a foreign language. Therefore, the appropriate selection of instructional media can enhance teaching and learning experiences in the English for young learners' classroom.

The need for effective instructional media has led to the growing interest in innovative tools such as busy books, which facilitate language and motor skills development in young learners (Helminsyah et al., 2022). Despite their potential, busy books are rarely utilized in formal school settings, particularly for young English learners. Busy books are designed to provide interactive, skill-based activities, such as games, puzzles, tracing, and coloring, which engage children while supporting their cognitive, linguistic, and motor skill development (Batubara, 2023; Rika et al., 2022). According to Nuriani (2023), busy books are beneficial because they stimulate children's interest, enhance their linguistic and motor skills, and promote emotional and mental growth. Designed to help students develop fine motor and cognitive abilities, busy books typically include various activities like games, puzzles, and manipulative elements, all tailored to capture the students' attention. These books also feature skill-based exercises such as shape matching, counting, and sewing, often centered around educational themes like numbers, letters, and colors.

At TK Advent, there was a clear need for an interactive activity book that not only motivates students to learn English in an engaging way but also aligns with the school's curriculum and values. During interviews with the school principal and homeroom teacher, it was emphasized that there is a gap in available English learning materials tailored to the school's specific curriculum. The school needed a resource that could complement the existing curriculum and foster English language acquisition, particularly one that integrates interactive tasks such as writing, coloring, and matching, which also focus on vocabulary development.

In this context, busy books were identified as an ideal solution. These books provide an engaging and educational tool that supports both cognitive and linguistic development, aligning with the school's academic goals and values. The school uses instructional media to enhance

student motivation in learning English, and its early exposure to the language has led to relatively high English proficiency among the students. However, the school still lacked English activity books that met its specific needs, especially those that could be integrated into classroom activities. As a result, this community service project aimed to develop a busy book based on the kindergarten curriculum's topics, specifically in English, to fill this gap, ensuring a comprehensive and fun learning experience for young learners.

To fill the gap, developing an English busy book based on the kindergarten curriculum's topics is pivotal to ensure a comprehensive and fun learning experience for young learners. In this context, instructional media are crucial in facilitating the teaching and learning process. Rachmijati and Resti (2020) and Petina et al. (2023) stated that instructional media are tools designed to help students understand and retain information more effectively. Furthermore, Rachmijati and Resti (2020) mentioned that instructional media come in various forms, including computer-based technological tools, textbooks, images, projectors, whiteboards, PowerPoint presentations, and films. Aisyah and Haryudin (2020) stated that learning media must be incorporated into the teaching and learning process to inspire students and spark their interest in completing the tasks to improve student learning outcomes. It is also essential that instructional media is engaging and enjoyable for students. Furthermore, Aisyah and Haryudin (2020) assert that instructional media support the learning process practically and efficiently, making learning more enjoyable and productive.

Based on this, Wilar (2022) and Sitepu & Kurniawati (2021) outlined some purposes of instructional media. First, it adds diversity to how information is presented, which helps keep students engaged. Second, instructional media boosts students' interest, making the learning process more attractive. Third, it promotes student participation, encouraging active involvement in the classroom. Fourth, instructional media help describe, enhance, and elaborate on the information being taught, providing a more precise understanding. Fifth, it increases students' enthusiasm and focus for learning, making them more eager to participate. Sixth, instructional media makes information dissemination more efficient and effective, ensuring students can access and comprehend content more easily. Lastly, instructional media ensures that content is presented in a way that is easy to understand, aiding in better retention and comprehension.

Therefore, this community service project aims to develop a resourceful busy book for second-year kindergarten students that enhances their language proficiency by promoting vocabulary growth and reading comprehension. By supporting curriculum subjects, the busy book ensures that students acquire material in an engaging and interactive way. Students will learn through play and exploration with the help of these books, which promote active learning through practical exercises, aligning with the benefits of instructional media discussed earlier.

Methods

This study employed the Service Learning (SL) method, wherein students actively participated in the development of an English busy book for second-year kindergarten students (Eyler & Giles, 2013). The SL process followed a structured approach to address the educational

needs of TK Advent, Yogyakarta. The first step involved conducting a needs assessment at the school, where students worked closely with the school principal and homeroom teacher to identify the specific gaps in English learning materials. Based on this assessment, the next step was the design and implementation of the busy book, where students adopted the ADDIE framework (Anafi et al., 2021; Molenda, 2015; Peterson, 2003). After the busy book was designed, students provided a small training session with the homeroom teacher to ensure that the busy book could be effectively used in the classroom. Finally, the project concluded with an evaluation, where the students reflected on and examined the effectiveness of their work through feedback from the school. By participating in this service learning project, students bridged the gap between theory and practice while contributing to the school's educational objectives. The steps of the program are illustrated in [Figure 1](#).

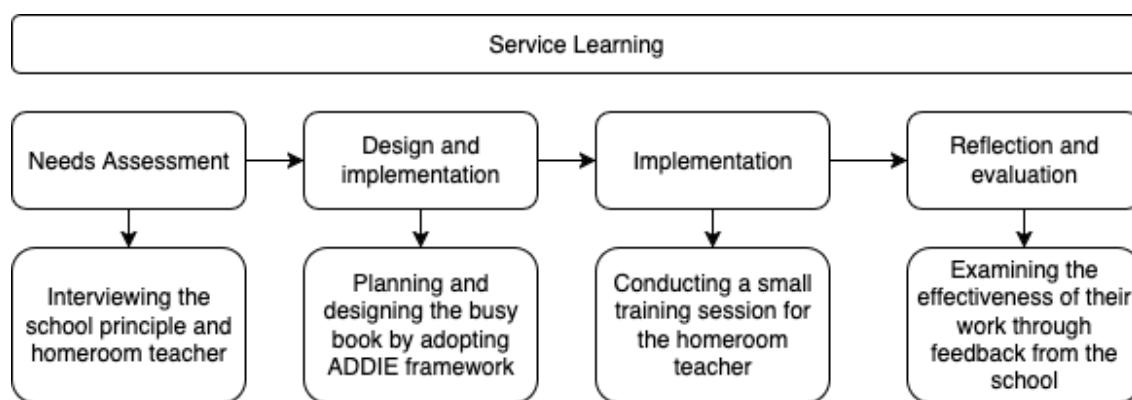


Figure 1. Service Learning Approach to Solve the Problems

To guide the development process, the ADDIE Model was used as the framework for developing the busy book. The ADDIE framework, comprising phases such as Analyze (A), Design (D), Develop (D), Implement (I), and Evaluate (E), represents a systematic and iterative approach to developing educational programs (Anafi et al., 2021; Molenda, 2015; Peterson, 2003). The phases in ADDIE are flexible and iterative, allowing for continuous improvement and adaptation throughout instructional media development (Anafi et al., 2021). By adapting this framework, this study aims to develop a relevant instructional media that meets specific instructional objectives while fostering optimal learner outcomes. The phases of ADDIE used in this study are explained as follows.

To identify students' traits and learning styles and determine the most effective learning approach, interviews with the school principal and homeroom teacher, as well as observations, were conducted during the Analyze phase (A). This analysis aimed to help understand what was being taught and why. Additionally, during the Design (D) phase, the community service project developed products that meet the needs of students while aligning with the curriculum. In the design phase, the community service project designed this busy book as a revised syllabus. In the ADDIE approach, the goal of the design phase was to plan the learning framework methodically. This stage aimed to establish precise learning goals, gather relevant information, and select effective teaching strategies. It also selected the appropriate instructional resources,

created interactive exercises, and developed an assessment strategy to measure students' comprehension. Therefore, the design phase guaranteed that the learning process was carefully planned. During the Development (D) phase, the community service project developed learning materials and resources in accordance with the design created using the Canva website, focusing on eight topics from the existing curriculum. However, because of time constraints, the Implementation (I) phase was not carried out in this study. The community service project was unable to carry out the plan directly due to time restrictions. This phase was intended to integrate the generated learning materials and involve students directly in the learning process. To determine whether the developed busy book design met the predetermined requirements, as well as the pedagogical objectives and aesthetic preferences of the teacher, feedback was asked from the teacher during the project's Evaluation (E) phase.

The participants in this study who will use the English busy book were children enrolled at TK Advent, located in Yogyakarta, which offers bilingual instruction in both English and Indonesian. The school provides education at various levels, including a kindergarten program comprising two classes: TK A and TK B. The focus of the study was on the TK B class, which comprises a cohort of 14 to 15 children, aged 5 to 6 years old. The children have been exposed to an English-Indonesian bilingual environment, with many of them familiar with both languages in the context of their daily learning activities.

In particular, the TK B students demonstrate a good proficiency in English, as almost all children in this class were familiar with reading and writing in English. This indicated a level of good bilingual competence for children at their age. Based on the situation and context, there is an opportunity to enhance their English proficiency through engaging and interactive instructional media. An English busy book, specifically designed for this group, can serve as an effective and engaging educational resource to encourage literacy skills and provide hands-on experiences that support the development of both reading and writing abilities in English. It would facilitate the development of their language competence and offer meaningful opportunities for learning through play.

Results and Discussion

The results of this community service project were achieved by following the ADDIE framework, which helped guide the process of creating the English busy book. Each step of ADDIE was carried out to ensure the instructional media met the needs of the students and fit with the school's curriculum. The following sections will explain the results of each step and show how the project helped solve the school's needs. Starting with the Analyze phase, the project focused on understanding the school's needs and the students' current English language proficiency, which served as the foundation for designing an appropriate and effective instructional media.

The Analyze (A) Phase

The Analyze (A) phase of the ADDIE framework involved class observation to assess the Students' English language skills and interviews with the principal and homeroom teacher to

investigate the school's needs. Class observations were conducted in the TK B class to assess the children's English language skills. Additionally, interviews were conducted with the principal and the homeroom teacher to determine the students' needs in developing their English language skills.

The observation results indicated that the students demonstrated a high level of English proficiency for their age. Almost all of the children showed English language skills above the average for their developmental stage, with many already capable of reading and writing in English. Furthermore, the students could also read and write in Indonesian, demonstrating proficiency in both Indonesian and English in receptive (listening and reading) and productive (speaking and writing) language use. This shows the effectiveness of the school's bilingual program. The findings from these observations underscore the importance of supporting their language abilities through engaging learning activities. [Figure 2](#) illustrates the class observations in TK B.



Figure 2. Class Observations

The interviews with the principal and homeroom teacher revealed the need for an interactive and engaging educational resource based on the children's learning needs. Both the principal and teacher stated the importance of having a bilingual interactive book covering the school curriculum's materials. The book should provide both Indonesian and English words, allowing children to understand vocabulary in both languages. Moreover, the book would serve as a valuable tool for parents to assist their children in learning at home, thereby ensuring the continuity of the learning process.

Additionally, the interviews revealed that some students still need practice and support with reading and writing in English. The need for a busy book was clear for these children, as it would provide more hands-on and interactive practice for English learning. The busy book would allow children to practice English in a more familiar context. Parents could also use the book to help their children, particularly those struggling with reading and writing, by using it at home. [Table 1](#) shows the summary of the school's needs.

Table 1. The School's Needs Investigated during the Interviews

Key Points	Details
Need for an interactive bilingual book	There is a need for an interactive and attractive book that covers curriculum materials in both Indonesian and English. The book should help children learn both Indonesian and English vocabulary and allow parents to support learning at home.
Need for a busy book for practice	Some children still need practice and assistance with reading and writing in English. A busy book would provide hands-on learning opportunities to address this need.
Parental involvement during the learning process	Parents can use the book to assist children who are struggling with reading and writing at home, helping them familiarize themselves with the English vocabulary and enhance their learning.

The Design (D) Phase

Based on the needs analysis results, which identified the need for an interactive and bilingual learning tool to support the children's language development, the community service started with the Design (D) phase of the ADDIE framework. During this phase, eight units were designed for the busy book, each unit aligned with the school's curriculum and the students' needs. The selected units—Animals, Nature & Surroundings, Fresh Air, Celestial Objects, Solar System, Rain & Rainbow, and Watch Out for Fire—are specifically designed to improve the children's vocabulary in both Indonesian and English through engaging activities to enhance their learning experience.

These units were designed to cover a range of topics relevant to the children's everyday environment and aligned with the school's curriculum. Each unit includes planned activities that are both educational and interactive, such as matching the pictures and names, classifying fresh and stale air, decorating the sky with celestial objects, and drawing different types of fire and fire safety equipment. These activities are designed to improve language acquisition in a fun and practical way, allowing children to engage with the material (Huseynova, 2025). The Busy Book was intended to ensure alignment with the curriculum and to promote hands-on, engaging learning for students in the classroom and at home. [Table 2](#) illustrates the units designed to meet the needs of the students and the school.

Table 2. The Units in the Busy Book

No	Unit	Learning Objective
1	Animals	Students are able to mention the name of animals in English.
2	Nature and Surroundings	Students are able to mention parts of plants.
3	Fresh Air	Students are able to mention the ways to keep the air fresh.
4	Celestial Objects	Students are able to mention celestial objects in English.
5	Solar System	Students are able to mention the solar system in English.
6	Rain and Rainbow	Students are able to mention vocabulary related to rain and rainbows.
7	Natural Disaster	Students are able to mention some natural disasters and their causes.
8	Watch out of Fire	Students are able to mention vocabulary related to fire.

The Develop (D) Phase

In the Develop (D) phase of the ADDIE framework, the focus was creating a bilingual busy book designed to improve English language learning through interactive and engaging activities. The Busy Book covers eight topics: Animals, Nature and Surroundings, Fresh Air, Celestial Objects, Solar System, Rain and Rainbows, Natural Disasters, and Fire Safety. Each topic includes a series of interactive and fun activities designed to achieve the learning objectives and provide a hands-on approach to language acquisition, encouraging active participation and language development (Gelizon, 2024).

Before finalizing the development of the Busy Book, the expert validators provided feedback about its contents. These experts provided valuable insights related to the activities and the appropriateness of the content for second-year kindergarten students. [Table 3](#) summarizes the key feedback from the experts.

Table 3. The Summary of the Experts' Key Feedback

Key Feedback	Detailed Explanation
Topic appropriateness	The experts emphasized the appropriateness of vocabulary with the developmental stages of second-year kindergarten students. For example, the topic "Celestial Objects" was considered engaging, the experts suggested simplifying the explanations of complex concepts like planets and stars, focusing more on aspects like the moon and the sun.
Language simplicity	The experts suggested that the particular language used in some activities was too advanced for the target age group. As a result, vocabulary and sentence structures were simplified to ensure clarity and ease of understanding.
Assessment of learning	The experts recommended to add brief self-assessment sections at the end of each topic to help students reflect on what they learned, and to allow teachers and parents to monitor progress.

After incorporating these expert recommendations, the descriptions and explanations of the topics were revised. The following sections describe the updated topics in detail.

Topic 1: Animals

The first topic, Animals, covers a wide range of animals, including pets, wild animals, and farm animals. The activities were designed to help students learn animal vocabulary through engaging tasks, such as pasting pictures and classifying animals according to their habitats: land, water, air, and both land and water environments. Students will also be assigned to paste images of animals found at home, on farms, and in forests. The other activity asks students to paste pictures of their favorite animals, allowing them to connect their daily life with the vocabulary they have learned in the class.

Topic 7: Natural Disasters

The Natural Disasters topic introduces students to various types of natural disasters. Students will engage in an activity where they paste pictures about the causes of flooding, connecting their learning to real-world phenomena. This task encourages students to think critically about the causes and effects of natural disasters and improve their understanding of the vocabulary.

This busy book is designed for classroom use, which is used after the homeroom teacher provides instruction. After each lesson, students are encouraged to complete the activities in the busy book. The teacher will give examples to guide the students before they begin the tasks, while monitoring their progress. Throughout the lesson, the teacher will ask questions to engage the students, such as asking what types of animals or natural disasters they are familiar with, or what causes natural disasters. This not only activates prior knowledge but also introduces new vocabulary in a context students can relate to.

Additionally, the busy book is also intended for use at home. After the teacher introduces the material and new vocabulary in the classroom, students can take the busy book home to continue their learning. Parents are encouraged to help their children complete the activities. Figure 3 illustrates some activities in the Busy Book.



Figure 3. Examples of Activities in the Busy Book

The Implement (I) Phase

In the Implement (I) phase of the ADDIE framework, the service learners introduced the busy book to the homeroom teacher. This phase began with a small training session for one homeroom teacher and two assistant teachers. The training aimed to demonstrate how the busy book could be effectively used both inside and outside the classroom. The teachers were shown how to integrate the activities into daily lessons during the training. The teachers were also taught how to guide students during class activities by providing examples, encouraging participation, and asking relevant questions to activate students' prior knowledge.

In addition to classroom use, the training also covered how the busy book could be used at home. The teachers learned how to encourage students to continue their learning by completing activities at home, with the support of their parents. This aimed to reinforce the language skills learned in class and create a continuous learning environment. After the training, the teachers said that they were more confident in using the Busy Book to support students' English language development both in school and at home.

The Evaluate (E) Phase

In the Evaluate (E) phase, feedback was gathered through an interview with the homeroom teacher and the assessment sheet, resulting in positive responses. The evaluation highlighted the content suitability as very good, based on several criteria such as the relevance of the materials to the learning objectives, the appropriateness of the topics for students' needs, the variety and effectiveness of the activities, and the alignment of the materials with students' ability levels. The instructional media, which aimed to improve students' English vocabulary

mastery, was rated as appropriate. Additionally, the clarity and communicativeness of the language used in the book were assessed as good. The following data in [Table 4](#) summarizes the teacher's feedback during the evaluation phase.

Table 4. Teacher's Feedback on Busy Book Effectiveness

Criteria	Rating (1-5)	Percentage
Relevance of the materials	4.5/5	90%
Effectiveness of the activities	4/5	80%
Alignment of the materials	4/5	80%
Clarity and communication of language	4/5	80%
Alignment with curriculum	5/5	100%

The evaluation also involved two students who were asked to try some activities from the busy book. After completing the tasks, the students expressed their enjoyment of the activities, stating that they liked the book because it was attractive, colorful, and engaging. They enjoyed matching the pictures, which made the learning process more fun and interactive. Student 1 showed excitement during the animal classification activity and could recall and name five animals correctly. The student particularly enjoyed matching the animals with their respective habitats and displayed sustained attention throughout the task. Student 2 was especially interested in the "Natural Disasters" topic, where they eagerly engaged with the task of matching images to types of natural disasters. After completing the activity, the student could identify and name at least four types of natural disasters. One student mentioned that they especially liked matching the pictures, which made learning more interactive and fun. These observations aligned with the findings of previous studies on the effectiveness of interactive activities in promoting language development, such as those asserted by Aini et al. ([2024](#)). Figure 4 shows a scene after the homeroom teacher and two students evaluated the book.



Figure 4. The Homeroom Teacher and Students Providing Feedback

By using the ADDIE framework to design the busy book, this service learning project successfully created an interactive English busy book tailored for second-year kindergarten students, aimed at developing their vocabulary mastery. The book was designed with careful consideration of the school's curriculum, ensuring that each activity was aligned with the

learning objectives. Additionally, the school's values were incorporated into the book's design to make it a more relevant and meaningful tool for the students. As asserted by Nuriani (2023), Batubara (2023), and Rika et al. (2022), through a combination of engaging activities and interactive tasks, the busy book encourages students to participate in their learning actively, enhancing their vocabulary development in a fun and practical way.

The homeroom teacher provided valuable feedback, sharing her perception of the book's effectiveness. She highlighted that the busy book could potentially increase the children's interest in learning, as it offered a variety of interactive activities that kept students engaged. Furthermore, she noted that the book's activities effectively enhanced the students' English vocabulary development, supporting the overall goal of improving language proficiency. Additionally, two students who tried the activities in the book expressed their enjoyment, saying they liked the book because it was attractive, colorful, and fun. One student mentioned that they especially liked matching the pictures, which made learning more engaging. These findings align with previous studies about the integration of busy books in language learning to facilitate language development (Batubara, 2023; Helminsyah et al., 2022; Rika et al., 2022). The results of this service learning project met the school's needs by providing an engaging, interactive instructional media that could be used in both the classroom and at home, addressing a gap in available resources. Therefore, the purpose of this service learning initiative was successfully achieved, providing a solution to the school's problem in creating engaging and effective English instructional media.

Conclusion

This community service aimed to develop a bilingual busy book, specifically designed to enhance the English language proficiency of second-year kindergarten students, with a focus on vocabulary development. As an interactive and engaging instructional media, the busy book was designed based on the existing curriculum at a private Christian kindergarten school in Yogyakarta. It addresses the clear gap in the availability of an appropriate English activity book for the school, providing a practical solution that supports both the teachers' and students' needs. By offering engaging, hands-on activities, the busy book encourages active and fun learning, helping students develop their English vocabulary in an entertaining way. The project's impact was evident in the increased student engagement and vocabulary mastery, as observed during the evaluation (E) phase. Teachers reported that the busy book helped improve student participation and motivation, while parents found it a valuable tool to reinforce learning at home.

The results of this community service learning initiative demonstrate that interactive teaching resources, such as the bilingual busy book, can significantly enhance early childhood English language acquisition. The active learning approach not only supports students' vocabulary development but also fosters a positive and engaging learning environment. This project has proven to be a practical and effective solution for tackling the school's educational needs. Future recommendations for similar community service projects include expanding the scope to include more diverse topics and digital versions of the busy book to enhance

accessibility. Additionally, it would be valuable to conduct further research to assess the long-term impact of such resources on language proficiency and to explore how this model can be adapted for other schools with similar challenges.

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