

## The Development of Quiet Book Media on the Ability to Recognize the Letters “b” and “d” in Children Aged 4–5 Years

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### ABSTRACT

Early childhood can be categorized into three different groups, namely children aged 0–2 years, children aged 3–5 years, and children aged 6–8 years. Recognizing letter shapes is the foundation of reading activities; therefore, it is important for parents and teachers to provide stimulation in recognizing letter shapes in children so that it can serve as preparation for the next level of education. This study aims to determine the feasibility of developing Quiet Book media on the ability of early childhood to recognize the letters “b” and “d,” and to determine the effectiveness of the developed Quiet Book media on the ability of early childhood to recognize the letters “b” and “d.” The research used the Research and Development (R&D) method. The product development design in this study referred to the ADDIE model developed by Branch. The research results showed Sig. value of  $0.001 < 0.05$ , thus  $H_0$  was rejected and  $H_1$  was accepted. This means there is a significant difference between pretest and posttest results, so it can be concluded that the Quiet Book learning media is effective in

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improving early literacy skills of children aged 4–5 years, particularly in recognizing the letters “b” and “d.”

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### Introduction

Early childhood is individuals aged between 0 and 6 years and are in the stage of development and growth. The age of 0–6 years is called the golden age, during which children like to explore their environment. Through exploration activities, children learn and gain new knowledge. Therefore, this period must be utilized by parents and educators so that children’s development can reach its optimal potential (Matheos et al., 2025).

Early childhood can be categorized into three different groups: children aged 0–2 years, children aged 3–5 years, and children aged 6–8 years. This division has important implications for curriculum policy in early childhood education (Nurjani, 2019). Montessori (Dini, 2018) stated that children are constructive thinkers who need the presence of adults around them to develop optimally. In essence, early childhood carries great potential or a developmental pattern if given consistent and continuous stimulation from adults.

Regarding the language development of early childhood, Indonesian children’s language abilities can be seen in the Program for International Student Assessment (PISA) survey. Indonesia’s reading score in 2022 decreased by 12 points from 2018, from 371 to 359. Over the past five years, Indonesia’s reading scores have continued to decline. A survey conducted by Central Connecticut State University also

showed that Indonesia ranked 60th out of 61 countries, using PISA results, libraries, education systems, and computer literacy as indicators (Kemendikbud, 2019). These results show that literacy interest in Indonesia is still very low due to the lack of ability of parents and teachers to stimulate children's literacy skills. Literacy, which is directly related to language, plays an important role in individuals' lives because it facilitates daily life by managing information, expressing opinions, and making decisions (Matheos et al., 2024). From the above explanation, it can be concluded that recognizing letter shapes is the foundation of literacy skills in reading and writing. It is important to provide optimal stimulation so that children's ability to recognize letter shapes increases along with their literacy skills.

Recognizing letter shapes is the foundation of reading activities. It is important for parents and teachers to provide stimulation in recognizing letter shapes in children so that it can serve as preparation for the next level of education. This is supported by Simatupang et al. (2023), who stated that there are basic pre-reading skills in children, namely the ability to visually distinguish letter shapes and the ability to distinguish letter sounds. Furthermore, in the learning outcomes of the Merdeka Curriculum, foundation phase in the elements of basic literacy, mathematics, science, technology, engineering, and art, it is stated that at the age range of 3–6 years, children can show interest, enjoyment, and participation in pre-reading activities. Pre-reading activities include letter knowledge (distinguishing letter shapes). Likewise, in the

Minister of Education and Culture Regulation No. 7 of 2022, it is stated that the scope of material in the literacy aspect for early childhood must include alphabetic and phonemic awareness, as well as knowledge of the visual and sound relationships of alphabetic symbols. Firdaus (2019) also stated that letter recognition involves knowing and showing letter symbols.

Character education must be implemented from an early age because it has a lasting influence until adulthood. At this age, children are sensitive to various developments in their potential (Simatupang et al., 2021). This period is marked by the development of religious and moral values, physical-motor, cognitive, socio-emotional, artistic, and language aspects. One of these is language development, particularly in recognizing letters with similar shapes that are difficult for children to understand. At a glance, the shapes look the same.

For this reason, learning media is very necessary for early childhood so that letter recognition can be more optimal. Linguistically, media comes from the word *medius*, which means middle or intermediary (Widayati et al., 2024). According to Hernik and colleagues, medium is an intermediary that delivers information between the source and the receiver. Media can be defined as a means used by humans to convey ideas so that they reach the intended audience. According to Sudjana (2007), the use of media in the learning process has values such as laying a concrete foundation to avoid verbalism, improving learning outcomes, providing real experiences,

and fostering developing thinking patterns. Therefore, Quiet Book media is very useful in introducing initial letter recognition, especially for letters that look similar.

Letter recognition here refers to the child's development from not knowing the shape or sound to knowing, understanding, and interpreting it (Etianingsih, 2016). Musfiroh (2009) explained that letter recognition means that children recognize, understand, and can use written symbols as communication tools. According to Simatupang et al. (2023), learning letters is a milestone in the kindergarten curriculum through repeated and meaningful preparation that makes children know and understand letters.

In practice, in TK Dharma Wanita Kelantingsari, particularly in Group A, several children experienced problems in letter recognition, especially in differentiating lowercase letters "b" and "d." This may be due to the less engaging learning media used in class. Letter teaching still relied on blackboards, books, and worksheets, which researchers found less appealing. This affected children's memory and interest, leading to frequent mistakes in recognizing "b" and "d."

Observations conducted by the researcher on 15 children during letter recognition activities revealed that 8 children still had difficulty differentiating "b" and "d." When the teacher pointed to "b," children often misnamed it as "d," and vice versa. Because worksheets were used too often, the percentage of children who could not yet recognize "b" and "d" was high, reaching 60%.

Considering the importance of recognizing letters, especially differentiating “b” and “d,” the solution was to use Quiet Book activities. It was expected that through this activity, children’s learning interest and memory would improve, thereby increasing their ability to recognize “b” and “d.”

The focus of this study is the lack of engaging media in the classroom learning process, especially for subjects who had difficulties recognizing letters in Group A TK Dharma Wanita Klantingsari. This issue is important to address in education, particularly because early recognition of “b” and “d” is closely tied to future reading and writing learning.

In conclusion, the above problems can be overcome by providing learning media, especially for recognizing “b” and “d,” that motivates children in class. Quiet Book media is a visual-based medium in the form of a book made of art paper with bright colors, containing interesting and simple activities to stimulate cognitive activity and teach reading through direct word recognition. The Quiet Book was designed to capture children’s attention and motivate them to engage in reading activities.

Some advantages of Quiet Book media are that it attracts and motivates children to follow the instructions inside, making learning fun. The reason for using Quiet Book is that it targets early childhood, who are naturally interested in play. This medium allows children to learn through playful activities rather than passive observation. Since

no engaging media has been used to teach “b” and “d,” especially in early reading, this study implemented Quiet Book media to test its effectiveness in improving the ability to recognize “b” and “d” among children with such difficulties at TK Dharma Wanita Klantingsari.

### Methods

The type of research used in this study is research and development (R&D). Research and Development (R&D) is a research method used to produce a particular product and test the effectiveness of that product. This research model refers to the ADDIE development model which consists of five stages, namely analysis, design, development, implementation, and evaluation. The ADDIE model was developed by Branch (2009) as a process that aims to guide the design and development of effective, dynamic, and supportive learning, both performance-based and outcome-based learning.

The trial subjects in this study were children aged 4–5 years in Group A at Dharma Wanita Klantingsari Kindergarten, Tarik District, Sidoarjo Regency, with a total of 15 children consisting of 7 boys and 8 girls. The selection of this subject was based on several considerations, namely: (1) the age of the children being in the stage of letter recognition development, (2) the phenomenon in the field showed that some children experienced difficulties in differentiating the letters “b” and “d,” and (3) the willingness of the teacher and parents to support this research.

The research procedure followed the ADDIE development model

with the following steps:

1. **Analysis**

At this stage, the researcher conducted a needs analysis through classroom observations and interviews with teachers to identify problems. It was found that many children had difficulty recognizing the letters “b” and “d.” In addition, learning media that had been used previously were still conventional, such as worksheets and blackboards.

2. **Design**

At the design stage, the researcher compiled the design of the Quiet Book media in accordance with the needs identified in the analysis stage. The design included selecting materials, determining the content and activities in the Quiet Book, choosing colors, and arranging page layouts.

3. **Development**

At this stage, the researcher developed the Quiet Book prototype in the form of a book made of art paper with bright colors. Each page was designed to contain activities that focused on recognizing the letters “b” and “d.”

4. **Implementation**

The developed Quiet Book was then tested on the research subjects, namely children aged 4–5 years in Group A Dharma Wanita Klantingsari Kindergarten. Children were given learning activities using the Quiet Book to recognize the letters “b” and



“d.”

## 5. Evaluation

The evaluation was carried out by analyzing the data from the pretest and posttest. Effectiveness was tested using statistical analysis, namely the Paired Sample T-Test, to see whether there were differences in children's ability to recognize the letters “b” and “d” before and after using the Quiet Book.

The data analysis technique used quantitative analysis to test the effectiveness of the Quiet Book media. The pretest and posttest results were analyzed using SPSS 22 with the Paired Sample T-Test formula.

## Results and Discussions

In the early childhood learning process, educational media plays a very important role in helping children understand basic concepts in a concrete and enjoyable way. One of the challenges often experienced by teachers is introducing letters that have similar shapes, such as the letters “b” and “d.” Many children aged 4–5 years experience difficulties in distinguishing these two letters because they are still at the prelogical cognitive development stage and have limitations in terms of visual memory and shape recognition.

The development of Quiet Book media is one form of learning innovation that combines visual activities, fine motor skills, and language reinforcement through interactive media specifically designed using Canva Pro. This Quiet Book not only contains illustrations of letters and attractive pictures, but is also designed with educational

game activities such as matching shapes, pasting letters, and opening-closing cloth flaps. The expectation is that this media can become an effective tool in improving children's ability to recognize and differentiate the letters "b" and "d."

## **The Process of Creating and Developing Quiet Book Learning Media**

### **Tools and Materials**

In the process of developing Quiet Book learning media, the researcher used tools and materials adapted to the needs of early childhood, especially those aged 4–5 years. The tools and materials used are as follows:

- **Tools:** Scissors, cutter, glue, marker, printer, and laptop (for design in Canva Pro)
- **Materials:** Art paper

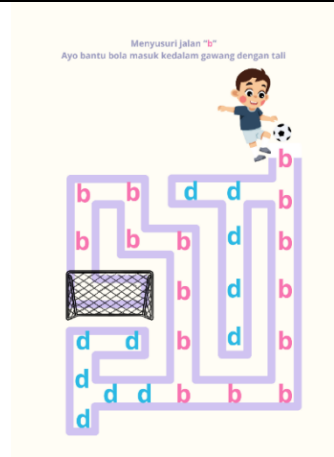
### **Product Development Process**


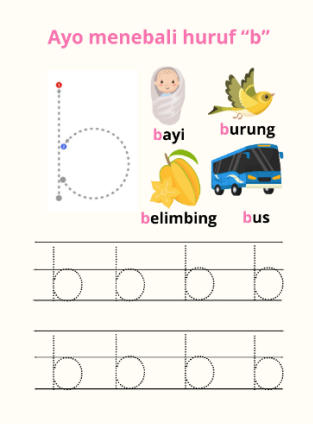
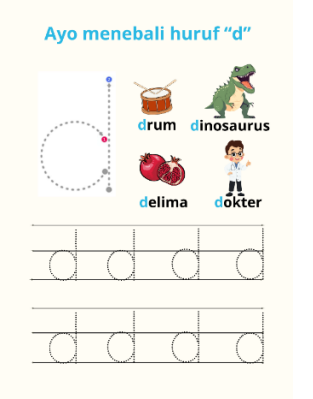
1. The researcher prepared the tools and materials that had been designed according to the needs of early childhood.
2. The visual design and layout of the Quiet Book pages were first created using Canva Pro to produce illustrations that are interesting, educational, and suitable for the characteristics of children aged 4–5 years.
3. The finished design was then printed on art paper.
4. Each page was arranged based on the theme of introducing the letters "b" and "d" with illustrations, colors, and different



interactive activities.

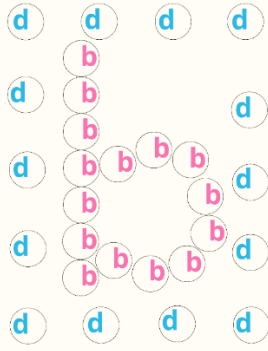
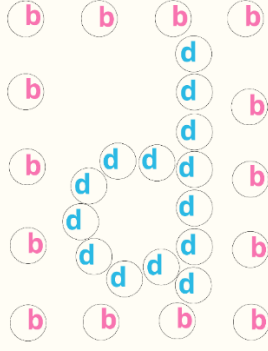

- 5. After being printed and combined with flannel fabric and dacron, the pages were bound into a book with a binder to ensure durability.
- 6. The cover of the Quiet Book was designed as attractively as possible with additional visual elements according to the theme to attract children’s attention at first sight.

The results of its creation are as follows:

No	Description	Desain Media <i>Quite Book</i>
1	<b>Activity of Following the Path of b or d:</b> This page uses a path in the shape of the letter “b” or “d” made of paper. Children follow the path with the help of a string to train fine motor coordination.	

2	<p><b>Activity Let's Circle the Letter b:</b></p> <p>The page contains various random letters. Children are asked to find and circle the correct letter "b" in the appropriate place using a marker.</p>	
3	<p><b>Activity Let's Trace the Letter b:</b></p> <p>This page provides the letter "b" with dotted lines that must be traced by the children using an erasable marker.</p>	
	<p><b>Activity Let's Trace the Letter d:</b></p> <p>This page provides the letter "d" with dotted lines that must be traced by the children using an erasable marker.</p>	

4	<p><b>Activity Let’s Paste Pictures with the Initial b:</b> Children are asked to paste pictures of objects beginning with the letter “b” along with the appropriate word.</p>	<p>Ayo menempel gambar yang berawalan “b”</p> 
	<p><b>Activity Let’s Paste Pictures with the Initial d:</b> Children are asked to paste pictures of objects beginning with the letter “d” along with the appropriate word.</p>	<p>Ayo menempel gambar yang berawalan “d”</p> 

	<p><b>Activity Pasting Pom-poms on the Letter b:</b> This page contains a picture of the letter “b” that must be filled with colored pom-poms.</p>	<p>Tempellah pom-pom pada huruf “b”</p> 
	<p><b>Activity Pasting Pom-poms on the Letter d:</b> This page contains a picture of the letters “b” and “d” that must be filled with colored pom-poms.</p>	<p>Tempellah pom-pom pada huruf “d”</p> 
9	<p><b>Activity Forming the Letter b with Pipe Cleaners:</b> Children are asked to shape pipe cleaners according to the pattern of the letter “b” or “d” provided.</p>	<p>Bentuklah kawat bulu menjadi huruf “b”</p> 

	<b>Activity Forming the Letter d with Pipe Cleaners:</b> Children are asked to shape pipe cleaners according to the pattern of the letter “d” provided.	
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### **Use of Quiet Book Media**

The use of this media was carried out directly by the teacher in learning activities. The stages of its use are as follows:

1. The teacher introduces the letters “b” and “d” through the pictures arranged in the Quiet Book.
2. The teacher guides the children to differentiate the shape of the letters through matching, pasting, and opening flap activities.
3. The teacher gives interactive instructions and conducts light questions and answers to ensure children’s understanding.
4. Children are given the opportunity to play independently with guidance, such as pasting letters in the appropriate place, mentioning object names, and distinguishing letter sounds.
5. The teacher evaluates children’s understanding through observation sheets during the activity.

### **Validation of Quiet Book Product**

Product validation is an important stage in the development process of learning media to determine the feasibility of the content and appearance of the media before it is further tested. In this study, validation of the Quiet Book product was carried out by two validators,

namely a material expert and a media expert, and was supplemented with validation of the observation instrument.

### **Validation by Material Expert**

Material validation was carried out by Dra. Nurfenti Dorintha Simatupang, M.Sn., from PG-PAUD UNESA. This validation aimed to assess the suitability of the content with aspects of early childhood development, especially in terms of the ability to recognize the letters “b” and “d.” Based on the assessment sheet provided, there were six main aspects assessed, namely: accuracy of content with learning objectives, suitability of content with child development aspects, clarity of instructions, relevance of activities, educational value, and suitability of the material with the active learning approach of early childhood. Of all these aspects, the majority of indicators received a score of 3 (good) and 4 (very good).

The material presented has taken into account the language development aspects of children aged 4–5 years and has been adjusted to the early childhood education curriculum. This media has also presented concrete activities that encourage children’s activeness in directly recognizing letter shapes, such as matching letters, opening flaps, or playing while mentioning letters. The validator concluded that the Quiet Book media is feasible to use without major revisions, only giving minor notes such as improving the letter colors to make the contrast clearer when displayed in learning activities.

### **Data Analysis**



### **Product Feasibility Aspects**

The feasibility analysis of the learning media was conducted to evaluate the extent to which the Quiet Book media is suitable for use as a learning aid, especially to improve the early literacy skills of children aged 4–5 years in recognizing the letters “b” and “d.” The feasibility of the media was analyzed based on the validation results by material experts, media experts, and observation sheets compiled in the form of an observation instrument. The feasibility assessment used a 4-point Likert scale, where the highest score is 4 (very good) and the lowest score is 1 (not good). The assessment was carried out on several aspects such as content/material quality, visual design, practicality of use, and effectiveness in increasing children’s engagement in learning.

- **Feasibility According to Material Expert**

The results of the validation from the material expert showed that the Quiet Book media obtained a score of 56 out of a total maximum score of 60 (15 indicators × 4 maximum points). Thus, the percentage of feasibility of the media based on the material expert is:

$$P = 56/60 \times 100 = 93.3\%$$

According to the feasibility assessment criteria, this percentage falls into the “Very Good” category, which means the media is very feasible to use and does not require substantial revision.

The material expert also provided minor input to improve the contrast of letter colors to make them more attractive to children.

- **Feasibility According to Media Expert**

The results of the validation from the media expert showed that all aspects assessed obtained a full score, namely 12 out of a total maximum score of 12 (3 indicators × 4 points). The percentage of feasibility is:

$$P = 12/12 \times 100 = 100\%$$

This score falls into the “Very Good” category, which indicates that the media is considered very feasible in terms of visual design, neatness, and attractiveness for early childhood. No shortcomings or revision needs were found from the media aspect.

- **Feasibility Based on Observation Instrument**

Validation of the observation instrument was also conducted to assess whether the indicators used in the learning observation were appropriate and representative. From a total maximum score of 24 (6 indicators × 4 points), a score of 23 was obtained. The percentage is:

$$P = 23/24 \times 100 = 95.8\%$$

This assessment category falls into “Very Good,” which means that the indicators in the observation are relevant, detailed, and can be effectively used to observe children’s activities during the use of the media.

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## **Validity and Reliability Test**

The observation instrument was used to measure the extent to which the use of Quiet Book media can improve the early literacy skills of early childhood, especially in recognizing the letters “b” and “d.” Before being used in data collection, this instrument needed to be tested for validity and reliability to ensure that each item truly measured the intended indicators and produced consistent data.

**Validity Test**

The validity test was conducted to determine the extent to which the items in the observation instrument were able to measure the predetermined indicators. This test used the Pearson Product Moment correlation technique, with a sample of 15 children.

**Table 4.1** Validity Test

No	Assessment Indicator	r-count	r-table	Information
1	Item 1	0.730	0.514	Valid
2	Item 2	0.715	0.514	Valid
3	Item 3	0.697	0.514	Valid
4	Item 4	0.741	0.514	Valid
5	Item 5	0.705	0.514	Valid
6	Item 6	0.722	0.514	Valid

All items in the observation instrument had an r-count > r-table, so all items were declared valid and suitable for measuring early literacy skills of children using the Quiet Book media.

**Reliability Test**

The reliability test was conducted to determine the consistency of the instrument when used repeatedly under the same conditions. The technique used was Cronbach's Alpha. The criteria for testing reliability are as follows:

- If the Cronbach's Alpha value  $> 0.60$  then the instrument is reliable.
- If the Cronbach's Alpha value  $< 0.60$  then the instrument is not reliable.

**Table 4.2** Reliability Test

Number of Items	Cronbach's Alpha
6	0.891

The Cronbach's Alpha value of 0.891 indicates that the observation instrument has high internal consistency, so it is very reliable for use in data collection.

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### **Effectiveness Aspects of the Product**

The effectiveness analysis aimed to assess the impact of using Quiet Book learning media on improving the early literacy skills of children aged 4–5 years, especially in recognizing the letters “b” and “d.” Effectiveness was analyzed through a comparison of pretest and posttest scores given to children before and after using the media in learning activities. The research subjects consisted of 15 children from TK Dharma Wanita Klantingsari. Because the sample size was small ( $n < 30$ ) and the data was ordinal scale, the analysis was conducted using

the Wilcoxon Signed Ranks Test, which is a non-parametric statistical test suitable for comparing two paired values (pretest and posttest) in non-normal conditions.

**Table 4.3 Wilcoxon Test**

Test Statistic	Value
N (number of children)	15
Mean Rank (Positive Ranks)	8.50
Sum of Ranks	127.50
Asymp. Sig. (2-tailed)	0.001

Based on the table above, the Asymp. Sig. value of  $0.001 < 0.05$ , so  $H_0$  is rejected and  $H_1$  is accepted. This means that there is a significant difference between the pretest and posttest results, so it can be concluded that the Quiet Book learning media is effective in improving the early literacy skills of children aged 4–5 years, especially in recognizing the letters “b” and “d.”

### **Discussion**

This study aimed to develop learning media in the form of a Quiet Book designed to improve the abilities of early childhood, especially in recognizing the letters “b” and “d.” The problem often encountered in the field is that many children aged 4–5 years still find it difficult to distinguish these two letters because of their similar shapes. Through the development of the Quiet Book, this media is expected to provide children with concrete, enjoyable, and meaningful learning experiences through integrated fine motor and visual activities.

### **Feasibility of the Quiet Book Product**

Based on the validation results conducted by material experts and media experts, as well as through the validation of the observation instrument, the Quiet Book media was declared very feasible for use in the learning process. The material expert assessed that the content and activities presented in this media were relevant to the developmental stage of early childhood and supported the achievement of early literacy skill indicators. This is evident from the validation score of 93.3%, which falls into the “very good” category.

From the perspective of design and visual appearance, the media expert gave a score of 100%, which means this media is very attractive, easy to use, and has graphic quality suitable for early childhood. The validation of the observation instrument also obtained a score of 95.8%, indicating that the measurement tool used to assess children’s activities during learning was able to provide accurate and structured information. With these feasibility scores, the Quiet Book product was assessed as highly feasible to support early childhood learning activities, especially in introducing the letters “b” and “d.”

When linked with language acquisition theories, the use of the Quiet Book is considered consistent (linear) with the theoretical approaches put forward by experts.

- **First, from the perspective of behaviorism theory**, which emphasizes the importance of environment and stimulus in language acquisition, the Quiet Book clearly provides concrete

and observable learning experiences, such as matching letters, opening flaps, and mentioning letters under adult guidance. This is in line with the views of Santrock and Widayati that interaction with the environment is the key to children's language development.

- **Second, according to nativism theory**, children already have an innate device for language (Language Acquisition Device/LAD), and the role of media such as the Quiet Book is to facilitate children's language exploration. This media does not impose but provides flexible space for children to recognize letters independently according to their internal development.
- **Furthermore, cognitivism theory** developed by Piaget and Vygotsky states that language development is closely related to children's cognitive maturity and the presence of adult assistance (scaffolding). The Quiet Book creates contextual and visual learning situations that are able to stimulate children's cognition and open opportunities for interaction between children and teachers or parents during its use.
- **Finally, interactionism theory** combines cognitive and environmental aspects in language acquisition. The Quiet Book supports this approach because it integrates children's innate potential with social activities and external stimuli, both through interaction with the media and with learning companions.

This is also consistent with research by Maruzi (2024) which stated

that learning media based on concrete and interactive activities, such as the Quiet Book, can stimulate language intelligence and other developmental aspects simultaneously. Thus, all theories of language acquisition—behaviorism, nativism, cognitivism, and interactionism—support the use of the Quiet Book as effective and appropriate media for stimulating the language skills of early childhood.

After being declared feasible, this media was then tested for its effectiveness through direct classroom learning. Pretest and posttest data were obtained from 15 children at TK Dharma Wanita Klantingsari, before and after using the Quiet Book media. The test results using the Wilcoxon Test showed an Asymp. Sig value of 0.001, which means there is a significant difference between children's abilities before and after using the media.

This change shows that the children experienced improvement in recognizing, mentioning, and differentiating the letters "b" and "d." This happened because the Quiet Book media facilitated children to learn in ways suited to their characteristics, namely learning through play activities such as pasting, matching, opening flaps, and dialoguing. Thus, this media was proven effective in improving children's early literacy skills, especially in recognizing letters with similar shapes.

These findings are consistent with the research conducted by Fitriyah et al. (2021) which stated that learning media that are concrete and activity-based can improve children's basic skills, because they match the developmental characteristics of children who tend to learn



through direct experience and play activities. Therefore, the use of interactive media becomes an effective approach in early childhood education.

In addition, research conducted by Koesmadi et al. (2021) on the development of Busy Book media also showed similar results, namely that activity-based learning media such as pasting, matching, and opening flaps can significantly improve children's literacy and cognitive skills. Both studies emphasize that media designed with consideration of children's characteristics and the principle of learning through play can have a positive impact on children's development, especially in language and literacy aspects.

Thus, the results of this study are linearly related to and strengthen previous findings, where interactive learning media such as the Quiet Book were proven effective in supporting the early childhood learning process, especially in introducing letters with similar shapes.

### **Conclusion**

Based on the results of the research and discussion, it can be concluded that the development of Quiet Book learning media to improve children's ability to recognize the letters "b" and "d" at TK Dharma Wanita Klantingsari has met the criteria of being feasible and effective to use in the learning process. The feasibility of the media is shown through the validation results by the material expert with a score of 93.3% (very good), the media expert with a score of 100% (very good), and the observation instrument with a score of 95.8% (very good). These

results indicate that the Quiet Book media is very feasible to be implemented in early childhood learning.

In addition, the results of the effectiveness test using the Wilcoxon Signed Ranks Test obtained a significance value of  $0.001 < 0.05$ , which means there is a significant difference between the pretest and posttest results. This shows that the Quiet Book media is effective in improving the early literacy skills of children aged 4–5 years, especially in recognizing and differentiating the letters “b” and “d”. Then, the Quiet Book media can be an alternative solution for teachers in providing innovative and interactive learning experiences, which not only help children recognize letters but also stimulate fine motor skills, creativity, and meaningful interaction in the learning process.

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