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Development of an Acehnese Culture-Based Busy Book to Foster Creativity in Early Childhood

Saptia Muliana[1], Veryawan[2], Nur Balqis Mutia[3]
[1,2,3] State Islamic Institute of Langsa, Indonesia

Abstract

This study aimed to develop an Acehnese culture-based *Busy Book* as a learning medium to stimulate the creativity of children aged 5–6 years. This research employed a Research and Development (R&D) approach using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation stages. The research subjects were 24 children aged 5–6 years in Group B at RA Al-Marhamah, Langsa, Aceh, selected using total sampling. Data were collected through observation, questionnaires, and documentation. The instruments included expert validation sheets, teacher response questionnaires, and children's creativity observation sheets based on four indicators: *fluency, flexibility, originality,* and *elaboration*. The results showed that the developed *Busy Book* obtained an average media validation score of 90.48%, categorized as Highly Valid, while the material validation score was 79.17%, categorized as Valid. The teacher response obtained an average score of 96.4%, indicating a Very Practical category. Children's creativity increased from 66.5% before using the media to 92.5% after its use, representing an increase of 26 percentage points. The highest increase was found in the *elaboration* indicator, with an increase of 28 percentage points. These findings indicate that the developed Acehnese culture-based *Busy Book* is a valid and practical learning medium that integrates local cultural content with interactive activities and provides opportunities for children to express and develop their creativity.

Keywords: busy book; acehnese culture; creativity; early childhood; learning media

Corresponding Author
Saptia Muliana, State Islamic Institute of Langsa, Indonesia.
Email: saptiamulyana@gmail.com

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1. Introduction

Early Childhood Education (PAUD) plays an important role in providing a developmental foundation for children, particularly because early childhood is characterized by rapid cognitive, language, social-emotional, motor, and creative development. At this stage, children learn most effectively through direct experiences, exploration, play, and interaction with their environment (Nurlina et al., 2024). Therefore, learning in PAUD should provide opportunities for children to actively explore ideas, make choices, experiment with different ways of doing things, and express their experiences rather than merely reproduce information or imitate examples. One developmental aspect that requires such learning experiences is creativity, which is essential for supporting children's ability to think flexibly, generate ideas, and respond to problems in diverse ways (Zosh et al., 2018).

In this study, children's creativity is operationalized through four indicators: fluency, flexibility, originality, and elaboration. Fluency refers to children's ability to generate several ideas, responses, or alternatives; flexibility refers to their ability to use different strategies or approaches when completing an activity; originality refers to the ability to produce ideas or products that are distinctive or different from commonly demonstrated responses; and elaboration refers to the ability to develop an initial idea by adding details or extending it into a more complete form (Novianti & Aulina, 2026). These indicators are particularly relevant to early childhood learning because creativity at this age can be expressed not only through artistic products but also through children's exploration, problem solving, imagination, decision making, and ability to develop ideas during play. Leggett, (2024), for example, emphasizes that children's creative thinking can be observed through the processes by which children generate, explore, and develop ideas in learning activities.

However, opportunities to develop creativity in early childhood settings are not always supported by sufficiently varied learning experiences. Learning activities that rely heavily on worksheets,

imitation, or teacher-directed tasks may provide children with limited opportunities to determine their own strategies, produce alternative responses, and develop ideas independently. Recent research on Busy Book implementation likewise identifies the continued reliance on worksheets in some early childhood settings and highlights the need for engaging, hands-on, and interactive learning experiences (Handika & Rocmah, 2025). This issue is important because when children are mainly expected to complete predetermined tasks with predetermined answers, opportunities to demonstrate fluency, flexibility, originality, and elaboration may become restricted. Therefore, learning media should not merely make learning more attractive but should create situations in which children can actively manipulate materials, make decisions, explore alternatives, and communicate their own ideas.

The need for such learning media is also reflected in the preliminary condition of learning at RA Al-Marhamah Langsa, Komplek BTN Seuriget, Blok D, No. 77, Kecamatan Langsa Barat, Kota Langsa. Based on preliminary observations and interviews with teachers at the school, learning activities were still predominantly supported by worksheets, picture-based materials, and teacher-directed activities. During classroom activities, children tended to follow the examples provided by the teacher and had limited opportunities to determine their own ways of completing tasks, explore alternative solutions, or develop their own ideas. The teacher also indicated that the availability of interactive learning media specifically designed to stimulate children's creativity was still limited. Consequently, children's opportunities to demonstrate creative behaviors, such as generating different ideas, using alternative approaches, producing unique responses, and developing ideas into more detailed forms, were not yet optimally facilitated. These initial conditions indicate the need for learning media that can provide children with greater opportunities to actively explore, manipulate materials, make choices, experiment with different possibilities, and express their ideas. Therefore, the development of an interactive learning medium that is appropriate to children's developmental characteristics and provides meaningful opportunities to stimulate fluency, flexibility, originality, and elaboration is considered necessary.

One medium with potential to provide such experiences is the Busy Book. A Busy Book is an interactive learning medium generally presented as a book containing various hands-on activities, such as matching, attaching, opening and closing, sorting, arranging, threading, and manipulating objects. Previous research has demonstrated that Busy Book can provide concrete and engaging learning experiences while supporting children's motor, cognitive, and learning engagement. Rizki et al., (2021) developed a Busy Book for children aged 5–6 years at Save The Kids Kindergarten in Banda Aceh to stimulate number-concept recognition and reported that the developed medium was feasible for use. Similarly, Hayati et al., (2023) developed a Busy Book Numbering for children aged 5–6 years that incorporated activities involving matching, classification, comparison, and ordering. These findings demonstrate that Busy Book can transform learning concepts into concrete and interactive activities that children can directly manipulate and explore. More importantly, the characteristics of Busy Book provide a potential connection to the four creativity indicators used in this study. Fluency can be stimulated when a Busy Book allows children to generate more than one answer, arrangement, story, pattern, or solution. Flexibility can be encouraged when children are given opportunities to complete an activity through different strategies or to change an arrangement according to their own ideas. Originality can emerge when children are encouraged to create unique patterns, combinations, stories, or products rather than simply copy a predetermined model. Elaboration can be stimulated when children expand an initial idea by adding details, combining elements, explaining their choices, or developing a simple product into a more complete creation. Thus, the value of the Busy Book in this study does not lie merely in its tactile or fine-motor characteristics; rather, its interactive and open-ended activities are deliberately designed to create opportunities for children to demonstrate creative thinking.

The cultural dimension is another important consideration in the development of the proposed medium. Learning for young children becomes more meaningful when it is connected with their surrounding environment and cultural experiences. In Aceh, children live in an environment with rich cultural heritage that can be introduced through developmentally appropriate learning activities. Acehnese cultural heritage includes traditional architecture, performing arts, traditional crafts, musical traditions, clothing, games, and traditional foods. Several elements are particularly suitable for an interactive Busy Book because they possess recognizable visual, movement, pattern, or object characteristics that can be transformed into concrete activities. Rumoh Aceh can be used as a visual and spatial activity in which children arrange house components or construct their own simple house design. Tari Saman can be introduced through sequencing movement pictures, arranging dancers according to a pattern, or creating a simple movement sequence; Saman is an Acehnese cultural heritage associated with the Gayo community and is formally recorded as Indonesian intangible cultural heritage (Ita et al., 2025). Rapai can be represented through rhythm, matching, sequencing, or sound-related activities, allowing children to explore patterns and alternative arrangements. Rencong, as a traditional Acehnese cultural symbol, can be introduced through visual recognition and pattern activities without emphasizing its use as a weapon. Pinto Aceh is especially appropriate for creativity activities because its decorative motifs provide opportunities for children to identify, continue, combine, and create patterns; Pinto Aceh was formally designated as Indonesian intangible cultural heritage in 2015 (Patilima & Marlina, 2026).Traditional clothing can be used for matching and dressing activities, while traditional foods can be introduced through classification, sequencing, pretend-play, and storytelling activities.

The selection of these cultural elements is therefore not intended merely to increase the amount of cultural information presented in the Busy Book. Rather, each element is selected because it can be transformed into an interactive activity that corresponds to children's developmental characteristics and the four creativity indicators. Cultural objects with recognizable shapes or visual characteristics, such as Rumoh Aceh and Pinto Aceh, can support pattern-making, arranging, and elaboration activities. Performing arts such as Saman and Rapai can support sequencing, imitation followed by variation, rhythm exploration, and the creation of alternative movement or sound patterns. Traditional clothing and foods can support matching, grouping, role play, and storytelling. In this way, Acehnese culture functions not only as content to be recognized but also as a context through which children can explore and create.

The relevance of culturally responsive learning for early childhood is supported by recent research in Aceh. Veryawan et al., (2025) found that integrating Acehnese local wisdom into early childhood art learning can contribute to children's understanding of local culture, cultural pride, social-emotional development, and creativity. More recent research by Veryawan et al., (2025) developed Acehnese local-wisdom-based visual art worksheets specifically to enhance creativity among children aged 4–6 years, demonstrating the potential of Acehnese cultural content as a context for creativity-oriented learning. These findings strengthen the rationale for integrating Acehnese cultural elements into learning media while also indicating that culturally based learning can be designed around children's creative processes rather than cultural recognition alone.

Several previous studies have developed Busy Book media for particular learning purposes. Rizki et al., (2021) developed a Busy Book to stimulate number-concept recognition among children aged 5–6 years at Save The Kids Kindergarten in Banda Aceh and found the product feasible for use. Hayati et al., (2023) developed a Busy Book Numbering using used materials to introduce mathematical concepts to children aged 5–6 years, with activities involving matching, classification, comparison, and ordering. Patilima & Marlina, (2026) developed a Busy Book as a learning medium for early childhood numeracy, further demonstrating the use of Busy Book for specific cognitive skills. Meanwhile, (Imbanop et al., 2025) developed a Busy Book based on Papuan local wisdom to improve early reading skills among

young children. Their findings demonstrate the feasibility of combining local cultural content with Busy Book media, although the developmental target was early literacy rather than creativity.

Although these studies demonstrate the flexibility of Busy Book, three research gaps remain. First, previous Busy Book studies have predominantly targeted specific developmental or academic competencies, such as numeracy, number recognition, fine motor skills, sex education, and early literacy, while comparatively limited attention has been given to Busy Book specifically designed to stimulate children's creativity through the four indicators of fluency, flexibility, originality, and elaboration. Second, although local wisdom has been incorporated into some Busy Book media, such as the Papuan culture-based Busy Book developed by Imbanop et al., (2025), studies specifically integrating Acehnese cultural heritage into Busy Book media remain limited. Third, research combining an interactive Busy Book, Acehnese cultural content, and a clearly defined creativity framework for children aged 5–6 years remains limited. These gaps provide a rationale for developing a culturally contextualized learning medium that simultaneously supports creative development and introduces local cultural heritage.

Based on these gaps, this study proposes the development of an Acehnese culture-based Busy Book designed to stimulate the creativity of children aged 5–6 years. The proposed medium integrates selected Acehnese cultural elements such as Rumoh Aceh, Tari Saman, Rapai, Rencong, Pinto Aceh motifs, traditional clothing, traditional games, and traditional foods into developmentally appropriate interactive activities. The activities are designed not simply for recognition or recall but to provide opportunities for children to generate alternatives, use different strategies, create distinctive combinations, and elaborate their ideas. Accordingly, the development of the media is guided by four creativity indicators: fluency, flexibility, originality, and elaboration.

The contribution of this study therefore lies in the integration of three dimensions within one learning medium: interactive Busy Book, Acehnese cultural heritage, and creativity development. While existing studies have established the feasibility of Busy Book for various learning purposes and recent research has demonstrated the potential of Acehnese local wisdom for supporting children's creativity, limited studies have combined these three dimensions in a Busy Book specifically designed for children aged 5–6 years. Rather than claiming that no previous study has ever addressed this combination, the present study positions its novelty more cautiously as an attempt to develop a culturally contextualized Busy Book in which Acehnese cultural content is transformed into interactive activities explicitly aligned with fluency, flexibility, originality, and elaboration. This approach is expected to provide an alternative learning medium that supports children's creative development while simultaneously introducing and strengthening awareness of Acehnese cultural heritage from an early age.

2. Methods

This study employed a Research and Development (R&D) method aimed at developing an Acehnese culture-based *Busy Book* as a learning medium to stimulate the creativity of children aged 5–6 years. The development model used was ADDIE, which consists of five stages: *Analysis, Design, Development, Implementation,* and *Evaluation*. The study focused on the product development process and product feasibility. Product quality was assessed through media expert and material expert validation, while the practicality of the media was assessed through teacher response questionnaires, and children's engagement was observed using a creativity observation sheet.

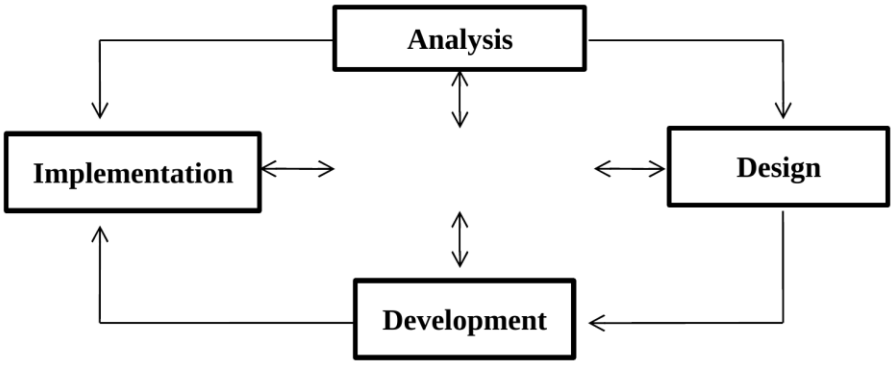


Figure 1
Stages of Development Research with ADDIE Model (Sugiyono, 2019)

2.1 Analysis

The analysis stage was conducted to identify learning needs, children's characteristics, the use of learning media, teachers' needs, and the potential integration of Acehnese culture into learning activities. The analysis was carried out through initial observations and interviews with the Group B teacher at RA Al-Marhamah Langsa, located at Komplek BTN Seuriget, Blok D, No. 77, Langsa Barat District, Langsa City, Aceh.

The needs analysis showed that learning activities still relied heavily on worksheets, image-based media, and teacher-directed activities. Children tended to follow the examples provided, so opportunities to choose different approaches, try alternatives, and develop ideas independently were still limited. Teachers also needed more interactive learning media that could provide children with opportunities to explore, manipulate objects, make choices, and develop their creativity.

The analysis also considered the characteristics of children aged 5–6 years and the materials appropriate to their developmental stage. Based on the analysis, several elements of Acehnese culture were selected for integration into the *Busy Book* activities, including Rumoh Aceh, Saman Dance, Rapai, Rencong, Pinto Aceh motifs, traditional clothing, traditional games, traditional Acehnese foods, and Acehnese folklore. The results of the analysis served as the basis for determining the content, activities, and design of the developed product.

2.2 Design

The design stage was conducted based on the results of the needs analysis. At this stage, the researcher developed the initial product design, determined the themes and materials, designed the layout of each page, selected the activities, determined the media materials, and prepared the research instruments.

The *Busy Book* was designed as an interactive activity book that requires children to engage directly in the activities. The activities included matching, pairing, grouping, arranging patterns, arranging pictures, choosing alternatives, coloring, cutting, and developing stories.

Each activity was designed by connecting the learning activity, Acehnese cultural elements, and creativity indicators. For example, the activity of arranging Pinto Aceh motifs provides opportunities for children to produce various combinations of shapes and patterns related to *fluency, flexibility,* and *originality*. The activity of arranging parts of a *Rumoh Aceh* allows children to choose and organize the parts of the house, while the activity of continuing an Acehnese folk story provides opportunities for children to develop ideas and add details according to their imagination. The relationship between the activities, cultural elements, and creativity indicators was systematically organized in the activity design table.

Table 1
Busy Book Activity Design Based on Acehnese Culture

No	Elements of Acehnese Culture	Activities	Creativity Indicator
1	Rumoh Aceh	Putting Together the House Parts	Flexibility
2	Saman Dance	Putting Together the Sequence of Movements	Fluency
3	Rapai	Matching Forms and Functions	Flexibility
4	Rencong	Recognizing and Structuring Shapes	Originality
5	Pinto Aceh	Creating Pattern Combinations	Originality dan Elaboration
6	Traditional Clothing	Matching Clothing Attributes	Flexibility
7	Typical Foods	Grouping Images	Fluency
8	Traditional Games	Determining Game Alternatives	Fluency dan Flexibility
9	Baiturahman Grand Mosque	Putting Together a Puzzle	Elaboration
10	Aceh Folklore	Continuing the Story	Fluency dan Originality

With this design, Acehnese cultural elements serve not only as learning content but also as a context for the activities, providing children with opportunities to explore and develop their creativity.

2.3 Development

At the development stage, the initial design was developed into a printed *Busy Book* product. The product was then validated by media and material experts. Media validation covered media design, visual quality, interactivity, suitability for early childhood characteristics, creativity stimulation, practicality, and quality and safety. Material validation covered suitability with children's development, learning objectives, accuracy of traditional and cultural content, breadth and depth of the material, creativity stimulation, educational and cultural values, and language and presentation.

During the initial validation, the media experts provided several suggestions, including simplifying overly crowded illustrations, enlarging the font size, adding cutting and coloring activities, strengthening activities that stimulate creativity, making the instructions shorter and clearer, and ensuring that the materials were safe for children. The material experts suggested simplifying the content, adjusting the materials to children's characteristics, improving the accuracy of cultural elements, using age-appropriate language, adding color, and providing larger illustrations. The product was then revised based on the experts' suggestions and revalidated.

2.4 Implementation

The implementation stage was conducted by using the *Busy Book* in learning activities involving children aged 5–6 years. The children used the media directly to complete various activities provided in the *Busy Book*. During the activities, the researcher observed the children's creativity using the prepared observation sheet based on the predetermined creativity indicators.

The teacher was also given a response questionnaire to assess the ease of use, material suitability, media attractiveness, safety, and learning benefits of the developed *Busy Book*. The results of the teacher's response were used to assess the practicality of the developed learning media.

2.5 Evaluation

The evaluation stage was conducted to assess and improve the quality of the product based on the results obtained from each development stage. Formative evaluation was conducted throughout the development process through feedback from the validators and teacher, as well as observations of the use of the media. The final evaluation was conducted after the product had undergone validation, revision, and implementation.

Product quality was assessed in terms of validity, practicality, and implementation of the media. Validity was determined through assessments by media and material experts. Practicality was assessed through the teacher response questionnaire, while children's activities and creativity were observed

using an observation sheet. The evaluation results were used as a basis for determining the validity and practicality of the product and identifying aspects that still required improvement.

2.6 Research Subjects

The research subjects consisted of 24 children aged 5–6 years in Group B, one classroom teacher, and expert validators. The children were selected using total sampling, in which all children in Group B who met the predetermined age criteria were involved in the implementation of the developed *Busy Book*. The children were involved to observe their creativity during the learning activities using the developed media. The classroom teacher was involved in providing a response to the practicality and usability of the learning media. The expert validators were involved in assessing the feasibility of the developed product in terms of media, material, and Acehnese cultural content. The research was conducted at RA Al-Marhamah, Langsa, Aceh.

2.7 Research Instruments

The instruments used consisted of interview guidelines, initial observation sheets, media expert validation sheets, material expert validation sheets, Aceh cultural expert validation sheets, teacher response questionnaires, and children's creativity observation sheets.

The creativity observation sheet was developed based on four indicators, namely:

Table 2
Creativity Observation Sheet

No.	Indicator	Observable Child Behavior
1	Fluency	Children are able to provide more than one idea, answer, or choice when completing an activity.
2	Flexibility	Children are able to use different methods or strategies to complete an activity when the initial method does not work.
3	Originality	Children are able to produce arrangements, patterns, colors, or forms that are different from the examples provided.
4	Elaboration	Children are able to add details or additional elements to their work based on their own ideas.

2.8 Data Collection Techniques

Data were collected through observation, questionnaires and documentation. Observations were conducted to assess children's creativity during activities using the Acehnese culture-based *Busy Book*, based on four indicators: *fluency, flexibility, originality,* and *elaboration*. Questionnaires were used to assess product feasibility by media, material, and Acehnese cultural experts, as well as teacher responses. The questionnaires used a five-point Likert scale, ranging from 1 (very inappropriate) to 5 (very appropriate). Documentation included photographs of learning activities, children's work, and expert validation sheets to support the research data.

2.9 Data Analysis Techniques

The research data were analyzed using quantitative descriptive and qualitative descriptive approaches. Quantitative data were obtained from expert validation, teacher responses, and observations of children's creativity. The data were converted into percentages to determine the feasibility of the developed *Busy Book*, teacher responses, and children's creativity. The percentage was calculated using the following formula:

$$P = (\Sigma X / \Sigma Xi) \times 100\%$$

Description:

P = percentage score;

ΣX = total score obtained;
ΣXi = maximum possible scores.

Table 3
Media Eligibility Criteria

Percentage	Category
81-100%	Highly Valid
61-80%	Valid
41-60%	Fairly Valid
21-40%	Less Valid
0-20%	Invalid

The percentage results were interpreted according to the predetermined criteria. Qualitative data in the form of comments, criticisms, and suggestions from the validators were analyzed descriptively and used as a basis for revising and improving the developed *Busy Book*. Children's creativity data were analyzed descriptively based on four indicators: *fluency, flexibility, originality,* and *elaboration*.

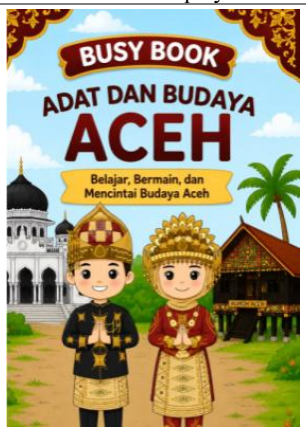
3. Results

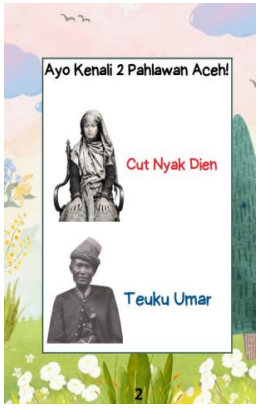
The development research produced an Acehnese culture-based *Busy Book* for children aged 5–6 years. The product was developed using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation stages. The developed *Busy Book* is a printed learning medium containing interactive activities that integrate Acehnese cultural elements and allow children to explore, choose, arrange, and develop ideas.

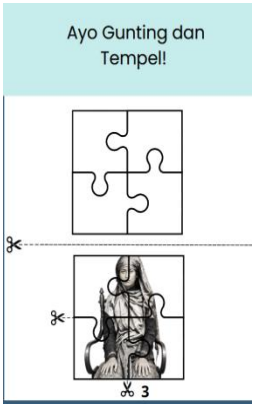
At the analysis stage, observations and interviews were conducted to identify the learning needs of children and teachers. The results showed a need for interactive learning media that could be used directly by children through play activities. The analysis also identified the need to incorporate Acehnese cultural elements into learning activities. Based on these results, the *Busy Book* was developed with activities that involve exploring, trying, choosing, arranging, and developing ideas.

At the design stage, the *Busy Book* was designed into several activity pages containing Acehnese cultural elements. The materials included Rumoh Aceh, Saman Dance, Rapai, Rencong, Pinto Aceh motifs, traditional clothing, traditional games, Acehnese traditional foods, and Acehnese folklore. Each cultural element was presented through activities adapted to the characteristics of children aged 5–6 years.

Table 4
Display of the Acehnese Culture-Based Busy Book

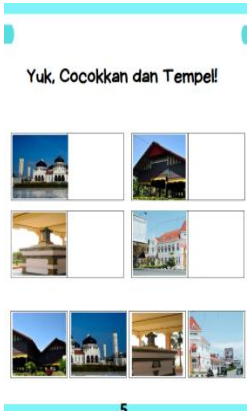
Product Displays	Description
	The cover features the title “Busy Book of Acehnese Culture” and illustrations of Acehnese cultural elements, including Rumoh Aceh, Saman Dance, Rencong, Rapai, Baiturrahman Grand Mosque, and traditional Acehnese clothing. The colorful design represents the cultural identity of Aceh.



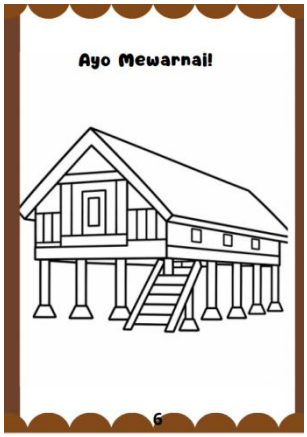


This page features several Acehnese heroes, including Cut Nyak Dhien, Teuku Umar, Cut Meutia, and Panglima Polem. Children match the pictures of the heroes with their corresponding names.



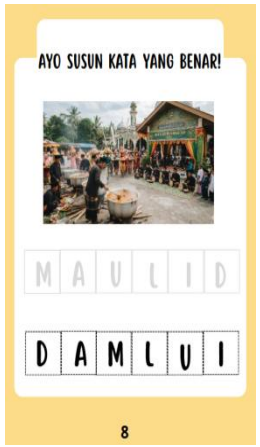


This page presents several historical places and cultural icons of Aceh, including Baiturrahman Grand Mosque, Indrapatra Fortress, Cut Nyak Dhien House, and Taman Sari Gunongan. Children match each picture with its corresponding name.



This page features an illustration of Rumoh Aceh, a traditional Acehnese house. Children color the picture according to their preferences.





This page introduces Acehnese traditions through pictures and word-arranging activities. Children arrange the letters or words into the correct order.





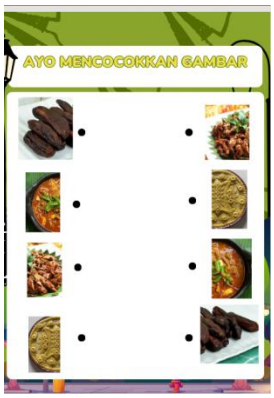
This page features illustrations of traditional Acehnese dance. Children count the number of figures shown in the activity.





This page presents traditional Acehnese musical instruments, including Rapai, Serune Kalee, and Seurune Meseukat. Children match and arrange the instrument pictures in the designated spaces.





This page presents several traditional Acehnese foods. Children match each food picture with its corresponding name or picture.

The Aceh culture busy book is an interactive learning medium designed to introduce local culture to early childhood through play-and-learn activities. Each page contains activities that develop the child's cognitive, language, fine motor, social-emotional, and creative aspects. The materials presented included traditional clothing, traditional dances, musical instruments, special foods, cultural motifs, historical places, and Acehnese cultural values. Thus, this media not only functions as a means of learning, but also as an effort to preserve Acehnese culture from an early age.

3.1 Product Validation Results

After the initial product was developed, validation was conducted by media and material experts to determine the feasibility of the Busy Book before implementation. The validation was conducted in two stages, namely before and after product revision. The media expert assessment covered media design, visual quality, interactivity, suitability for early childhood characteristics, creativity stimulation, practicality, and quality and safety. The material expert assessment covered suitability with children's development, learning objectives, accuracy of traditional and cultural materials, breadth and depth of materials, creativity stimulation, educational and cultural values, and language and presentation.

The first-stage media validation resulted in an average percentage of 61.90%, categorized as Feasible, while the material validation resulted in an average percentage of 60.12%, categorized as Fairly Feasible. The validators provided suggestions for improving the product, including simplifying the visual design, enlarging text and objects, adding interactive activities, strengthening activities that stimulate creativity, improving instructions, ensuring the safety of materials, correcting spelling, maintaining consistency in the Acehnese cultural theme, and replacing non-Acehnese food illustrations with traditional Acehnese foods.

After the product was revised according to the validators' suggestions, the second-stage media validation obtained an average percentage of 90.48%, categorized as Highly Feasible, while the material validation obtained an average percentage of 79.17%, categorized as Feasible. Based on Table 5, the validation results indicate that the revised Busy Book met the predetermined feasibility criteria and was suitable for implementation.

Table 5
Product Validation Results

No.	Type of Validation	Expert 1	Expert 2	Average Percentage	Category
1	Media Validation	91.67%	89.29%	90.48%	Highly Valid
2	Material Validation	83.33%	75.00%	79.17%	Valid

3.2 Teacher's Response Results

After revision based on the validation results, the Busy Book is implemented in learning activities. Teachers are given a questionnaire to find out the practicality of the product in terms of ease of use, attractiveness, suitability of activities, safety, and the benefits of media for learning.

Table 6
Teacher’s Response to the Acehnese Culture-Based Busy Book

Assessment Aspects	Score	Maximum Score	Percentage
Ease of Use	48	50	96%
Material Suitability	47	50	94%
Daya Tarik Media	49	50	98%
Media Security	48	50	96%
Benefits of Learning	49	50	98%
Average	241	250	96. 4%

The results of the teacher's response showed that Busy Book obtained a percentage of 96.4% in the Very Practical category. Teachers respond to the media, especially on the aspects of Learning Benefits and Media Attractiveness. The findings show that the use of interactive media can provide an alternative for teachers in presenting more concrete and interesting learning activities for children.

3.3 Results of Children's Creativity Development

Children’s creativity was observed before and after the use of the Acehnese culture-based *Busy Book*. The assessment was based on four creativity indicators: *fluency, flexibility, originality,* and *elaboration*. The results of the observations are presented in Table 7.

Table 7
Results of Observation of Children's Creativity

Indicator	Before Use	After Use	Improvement
Fluency	68%	93%	25 percentage points

Flexibility	67%	92%	25 percentage points
Originality	65%	91%	26 percentage points
Elaboration	66%	94%	28 percentage points
Average	66.5%	92.5%	26 percentagepoints

Based on Table 7, the average creativity score increased from 66.5% before the use of the *Busy Book* to 92.5% after its use, representing an increase of 26 percentage points. The highest increase was observed in the *elaboration* indicator, with an increase of 28 percentage points, while the lowest increases were observed in *fluency* and *flexibility*, each with 25 percentage points.

4. Discussion

The development of the Acehnese culture-based *Busy Book* demonstrates that learning media can integrate cultural content with activities that actively involve children. The integration of Acehnese culture provides children with opportunities to interact with familiar cultural objects, symbols, activities, and stories while participating in play-based learning. This contextual presentation can make learning experiences more meaningful because the cultural content is connected to the children's social and cultural environment (Veryawan et al., 2024). The developed product therefore has an advantage in combining manipulative activities, local cultural content, and opportunities for children to express their ideas rather than presenting cultural information only through pictures or explanations.

The use of a *Busy Book* as a manipulative learning medium also provides opportunities for children to interact directly with the learning materials. Activities such as matching, arranging, coloring, cutting, and pasting require children to make choices and complete tasks through direct manipulation. This characteristic is consistent with the use of *Busy Book* media in early childhood learning, which can accommodate concrete and activity-based learning experiences (Febrisia & Hadiyanto, 2023). The present study extends this approach by incorporating Acehnese cultural content into the activities, so that the media serves not only as a learning aid but also as a medium for introducing local cultural identity.

The integration of local culture is also relevant to the need for contextual learning in early childhood. Cultural elements that are close to children's environment can provide concrete references for children when they participate in learning activities. Khadijah et al., (2025) explain that local culture can be integrated into children's learning experiences to make learning more contextual and connected to their social environment. In the present study, Acehnese cultural elements such as traditional clothing, Saman Dance, traditional musical instruments, traditional foods, historical places, cultural values, and Acehnese heroes were presented through activities that children could directly manipulate and complete. This integration distinguishes the developed media from learning media that introduces culture only as informational content.

The development of creativity through the *Busy Book* can be understood from the types of activities provided. Activities that require children to choose patterns, arrange objects, produce different combinations, and develop ideas provide opportunities for children to demonstrate *fluency, flexibility, originality,* and *elaboration*. For example, arranging Pinto Aceh motifs allows children to make choices about patterns and their arrangement, while activities involving Acehnese stories provide opportunities for children to develop ideas based on their imagination. These activities create opportunities for children to generate and develop ideas rather than simply reproduce a predetermined answer. This is in

line with Ningsih, (2021), who emphasizes the importance of learning activities that provide opportunities for children to express and develop their ideas in supporting creativity.

The findings are also relevant to research on *Busy Book* media based on local wisdom. Haris et al., (2022) showed that local wisdom can be incorporated into *Busy Book* media as part of early childhood learning content. However, the present study specifically integrates Acehnese cultural elements into a *Busy Book* designed to stimulate the creativity of children aged 5–6 years. Thus, the distinctive feature of this study lies in the combination of a manipulative learning medium, Acehnese cultural content, and the four creativity indicators of *fluency, flexibility, originality,* and *elaboration*.

The novelty of this study therefore lies in the integration of three components: the *Busy Book* as a manipulative learning medium, Acehnese culture as a contextual source of learning content, and children's creativity as the developmental aspect being observed. The combination of these components provides an alternative form of early childhood learning media that connects children's learning activities with their local cultural environment. The findings from expert validation, teacher responses, and observations of children's creativity provide empirical information regarding the quality and implementation of the developed product. However, the observed increase in children's creativity should be interpreted as a descriptive change in the research data and not as evidence of causal effectiveness, because this study did not employ an inferential statistical test to establish that the change was caused by the use of the *Busy Book*.

5. Conclusion

The development of the Acehnese culture-based *Busy Book* using the ADDIE model resulted in a printed learning medium that integrates Acehnese cultural content with interactive activities for children aged 5–6 years. The developed media includes various Acehnese cultural elements, such as traditional clothing, traditional dances, traditional musical instruments, traditional foods, cultural motifs, historical places, Acehnese heroes, and cultural values. The validation results showed that the *Busy Book* obtained an average score of 90.48% from media experts, categorized as Highly Valid, and 79.17% from material experts, categorized as Valid. The teacher response obtained an average score of 96.4%, indicating a very positive response to the practicality of the media. In addition, children's creativity increased descriptively from 66.5% before using the media to 92.5% after its use, representing an increase of 26 percentage points. The highest increase occurred in the *elaboration* indicator, at 28 percentage points. These findings indicate that the developed *Busy Book* is a valid and practical learning medium that provides opportunities for children to engage in activities related to Acehnese culture while expressing and developing their creative ideas.

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