

Development of Literacy Teaching Modules in A Book-Based Project at TKIT Syekh Abdurrauf, Banda Aceh

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ABSTRACT

The improvement of literacy from an early age is one of the main focuses in early childhood education. This study aims to develop a project-based teaching module with a book-based approach to enhance the literacy skills of children at TKIT Syekh Abdurrauf, Banda Aceh. The research method used is Research and Development (R&D) with the 4D development model (Define, Design, Develop, Disseminate). The results indicate that the developed module is effective in increasing children's interest and ability to read, as evidenced by an increase in the evaluation scores of children's early literacy skills. Thus, the book-based project approach is a relevant strategy to support the strengthening of early childhood literacy.

Keywords: *Early Literacy, Book-Based Project, Teaching Module, Early Childhood*

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INTRODUCTION

Literacy skills are a fundamental capability essential for a child's future development. Literacy is not merely the ability to read and write but also includes critical thinking, information comprehension, and effective communication skills. However, early childhood literacy levels in Indonesia remain a challenge, as indicated by various national and international reports. Factors such as limited access to books, unengaging teaching methods, and low parental involvement in home learning contribute to low literacy levels among young children (Afnida & Suparno, 2020).

Early childhood education (PAUD) plays a crucial role in establishing a literacy foundation for children. Studies show that children who experience enjoyable and meaningful reading activities from an early age are more likely to develop lifelong reading habits (Solissa et al., 2024).

Freire (2020), in his *Critical Literacy* theory, emphasizes that literacy is not merely the ability to read and write but also a tool for critical consciousness. According to Freire, individuals must be able to understand, analyze, and critique texts and social realities around them. In other words, literacy is not only about technical reading skills but also involves a deep comprehension of text content and its connection to everyday life. In the

context of early childhood education, a book-based project approach can help children not only recognize letters and words but also understand the meaning behind stories and relate them to their experiences (Kurniasari, 2021).

One approach to improving children's literacy is the book-based project, which allows children to learn by exploring books that align with their interests and needs. This project not only provides an enjoyable reading experience but also helps develop holistic literacy skills, including listening, speaking, reading, and writing. The teaching module designed in this approach also encourages children to develop curiosity, enhance communication skills, and build better social relationships with peers. Additionally, this method trains children to think reflectively by connecting the stories they read to their daily experiences (Isna Fajriana, 2024). With this comprehensive approach, children are expected to gain deeper and more sustainable learning experiences.

METHOD

This research falls into the category of Research and Development (R&D). Research and Development is a process aimed at creating new products or introducing variations and modifications to existing products to enhance their quality. This process is carried out by considering validity and reliability based on specific criteria. R&D research requires a relatively long process, but its results can provide broad benefits, especially in the field of education. One of the advantages of R&D research is its ability to produce tangible products, whether in the form of systems or other innovations, that can be utilized to improve learning effectiveness (Pangesti, 2019).

Figure 1. Flow of the 4D Model Stages



This study employs the Research and Development (R&D) method with the 4D development model, which consists of four main stages:

Table 1: Stages of the 4D Development Model

| Stage | Description |
|--------------------|---|
| Define | Analyzing needs and identifying literacy issues among children at TKIT Syeikh Abdurrauf. |
| Design | Designing a project-based, book-based teaching module. |
| Develop | Creating materials, validating them with experts, conducting field trials, and revising the module. |
| Disseminate | Implementing and distributing the module to various early childhood education institutions. |

FINDING AND DISCUSSION

RESULT

The findings indicate that implementing the book-based teaching module significantly enhances early childhood literacy skills. Children who previously showed little interest in reading activities began to display a greater enthusiasm for books and literacy activities. They became more engaged in listening to stories, responding to teachers' questions, and attempting to recognize letters and simple words.

Additionally, this study found that children involved in book-based projects exhibited progress in their social and emotional development. They became more confident in speaking in front of their peers, better at expressing their understanding of book content, and more interested in discussing the stories they read.

Evaluation results show that children's early literacy skills improved after implementing this module. Most children showed progress in recognizing letters, understanding story content, and connecting texts to their everyday experiences. Through project-based activities, children also became more motivated to read and more enthusiastic about exploring various books. Previous studies also support these findings, as the book-based approach has been proven to enhance children's critical thinking skills and enrich their vocabulary (Luthfia et al., 2024).

Table 2: Comparison of Literacy Skills Before and After Implementation

| Literacy Skill | Before (%) | After (%) |
|----------------------------|------------|-----------|
| Letter recognition | 45% | 80% |
| Story comprehension | 50% | 85% |
| Vocabulary usage | 40% | 78% |
| Reading Interest | 55% | 88% |

Table 3: Expert Validation and Trial Results

| Validation Aspect Average Score (%) | Validation Aspect Average Score (%) |
|-------------------------------------|-------------------------------------|
| Material Validation 90% | Material Validation 90% |
| Media Validation 87.5% | Media Validation 87.5% |
| Teacher Trial 85% | Teacher Trial 85% |
| Student Trial 82% | Student Trial 82% |

Feasibility Test of the Material

The feasibility test of the material was conducted by two experts with assessment indicators covering the module content material.

Table 4.1. Result of Material Expert Validation on Module Content

| No | Content Indicator | Score (Validator 1) | Score (Validator 2) |
|--------------------|--|------------------------|------------------------|
| 1 | Structured sequentially and continuously between materials | 4 | 5 |
| 2 | Relate to children's daily experiences | 5 | 4 |
| 3 | Appropriate for children's | 4 | 5 |
| 4 | Encourages active participation of students | 4 | 5 |
| 5 | Activity variations support children's development | 3 | 5 |
| 6 | Learning objectives are clear | 5 | 5 |
| 7 | Encourages participation and engagement of children | 4 | 5 |
| 8 | Adaptive to student's needs | 4 | 5 |
| total Score | | 32 | 39 |
| Average (%) | | 80% | 97,5% |
| Category | | Feasible | Highly Feasible |

Average material validation score:

$$Presentase = \frac{(80\% + 97.5\%)}{2} = 88.75\%$$

Media Expert

The feasibility test was conducted by a media expert who evaluated the design and appearance of the teaching module.

Table 4.2. Results of Media Expert Validation

| No | Module Design Display Indicator | Score (Validator 1) | Score (Validator 2) |
|--------------------|--|---------------------|---------------------|
| 1 | Accuracy of background selection with the material | 4 | 4 |
| 2 | Accuracy of layout proportion | 4 | 5 |
| 3 | Accuracy of font size | 4 | 5 |
| 4 | Accuracy of font selection | 4 | 5 |
| 5 | Accuracy of text color selection | 4 | 5 |
| 6 | Suitability of image selection with the material | 4 | 4 |
| 7 | Quality of image display | 4 | 5 |
| 8 | Suitability of display with content | 4 | 5 |
| Total Score | | 32 | 38 |
| Average (%) | | 80% | 95% |
| Category | | Feasible | Highly Feasible |

Percentase of perfection:

$$Presentase = \frac{(80\% + 95\%)}{2} = 87.5\%$$

Table 4.3. Teaching Module Trial Instrument

| No | Instrument | Measured Aspect | Score (1) | Score (2) | Score (3) | Average |
|----|------------------------------------|---|-----------|-----------|-----------|---------|
| 1 | Observation of Learning Activities | Teacher's activity in preparing and implementing learning | 5 | 5 | 5 | 100% |
| | | Student's engagement in learning | 5 | 5 | 5 | 100% |
| | | Use of learning media in activities | 4 | 4 | 5 | 100% |
| 2 | Children's Literacy Test | Reading ability (letter and word recognition) | 5 | 5 | 5 | 100% |

| | | | | | | |
|---------------------------------|----------------------|---|------------------|----|----|------|
| | | Writing ability (writing letters and simple sentences) | 5 | 5 | 5 | 100% |
| | | Text comprehension (answering questions related to the text) | 5 | 5 | 5 | 100% |
| 3 | Teacher Interview | Preparation and implementation of learning | 5 | 5 | 5 | 100% |
| | | Student's engagement in learning | 5 | 5 | 5 | 100% |
| | | Effectiveness of media use in learning | 5 | 5 | 5 | 100% |
| 4 | Parent Questionnaire | Parental involvement in literacy activities | 5 | 5 | 5 | 100% |
| | | Impact of the teaching module on children's interest in reading and writing | 5 | 5 | 5 | 100% |
| Total Score | | | 54 | 54 | 55 | |
| Percentage of perfection | | $100\%+91\%/3=97\%$ | Very Good | | | |

Based on the evaluation conducted by material and media experts on literacy, feedback and assessments were obtained to improve the quality of the developed product. The literacy teaching module for the book-based project at TKIT Syeikh Abdurrauf was declared **theoretically highly feasible** for use in the learning process at TKIT Syeikh Abdurrauf to enhance early childhood literacy skills.

After making revisions based on expert feedback, the teaching module was tested. Furthermore, the results of the literacy teaching module trial during the implementation of the book-based project conducted by three Group B teachers showed **very good results**, making it suitable for application at **TKIT Syeikh Abdurrauf, Banda Aceh**.

DISCUSSION

Beyond academic aspects, this research also found that children using this module demonstrated improvements in independent learning and creativity. They became more engaged in creating their own stories based on the books they read and showed greater interest in participating in group reading activities. Teachers also reported increased social interaction in the classroom, where children more frequently shared stories with their friends and discussed the contents of the books they had read.

These research findings align with previous studies, which indicate that a book-based approach effectively increases early childhood reading interest. The designed teaching module not only focuses on letter and word recognition but also fosters a love for reading through enjoyable and meaningful activities. The program's success is also influenced by the involvement of teachers and parents in supporting children's reading habits at home and in school.

The literacy teaching module in this book-based project has several advantages. It is contextual, designed based on children's daily activities, making it relevant and easy to understand. This module is also participatory, actively involving children in each stage of the project activities, and project-based, encouraging deep learning through idea exploration and collaboration. Additionally, the module is creatively and innovatively designed with engaging activities, such as creating simple storybooks from daily activities during the project, role-playing, and group discussions.

The development of this module is expected to enhance early childhood literacy skills, particularly in reading, writing, and text comprehension. Furthermore, this module aims to foster children's creativity, independence, and collaboration skills.

CONCLUSION

Based on the research findings, the following conclusions were obtained:

1. This study has been able to improve children's literacy skills.
2. The module has proven effective in enhancing early childhood literacy skills while also supporting character development in line with the values of the Pancasila Student Profile, such as cooperation, curiosity, and communication skills.
3. Assessment results indicate that the developed literacy teaching module meets feasibility criteria, receiving a "highly feasible" category from experts. The trial implementation also yielded "excellent" results, making the module suitable as a learning guide at TKIT Syeikh Abdurrauf.

The development of a book-based teaching module in this project has proven to be effective in enhancing early childhood literacy skills. This module not only provides an engaging learning experience but also fosters sustainable reading habits. Through interactive activities, storytelling sessions, and hands-on engagement with books, children develop a deeper connection with literacy, making reading an enjoyable and meaningful part of their daily lives.

Furthermore, this module supports holistic child development by integrating cognitive, social, and emotional learning aspects. The collaborative nature of book-based

projects encourages teamwork, communication, and critical thinking skills, preparing children for future learning challenges. Teachers also benefit from this structured approach, as it offers a well-organized framework for delivering literacy instruction effectively and creatively.

The success of this module highlights the importance of combining structured literacy instruction with experiential and play-based learning methodologies. By incorporating books as central tools in early childhood education, children not only learn to read but also develop comprehension, creativity, and a lifelong love for learning.

It is hoped that this study can serve as a reference for the broader development of literacy strategies in various early childhood education institutions. Future research can further explore the long-term impact of book-based learning and expand the implementation of similar literacy modules in different educational contexts to maximize their benefits for young learners.

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