

THE PARENTING POCKETBOOK AS A MEANS OF STIMULATING CHILDREN'S EXPRESSIVE LANGUAGE: A STUDY ON THE DEVELOPMENT OF THE ADDIE MODEL

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Parenting,
Expressive
Language, Early
Childhood.

Abstract

This research aims to develop a parenting pocket book media to enhance the expressive language skills of children aged 5-6 years at TKN Pasar Rebo 04. The research method used is research and development (R&D) with a qualitative and quantitative (mixed methods) approach based on the ADDIE development model. The process of developing this parenting pocket book involves several stages, starting from needs analysis, design, prototype creation, to limited trials. Data is collected through observations and interviews conducted with teachers, parents, and children at TKN Pasar Rebo 04. The research results indicate that the parenting pocket book media is proven to be suitable for use based on the validation results from experts, with an average total validation score of 78.63% (suitable category). The aspect of language suitability for children received the highest score with an average of 81.00% (very suitable), followed by the suitability aspect for practitioners at 80.00% (suitable), media suitability at 78.00% (suitable), and the suitability of early childhood education materials at 75.50% (suitable). Overall, the evaluation results indicate that this parenting pocketbook is very effective in providing clear and easy-to-follow guidance for parents to enhance their children's expressive language skills

INTRODUCTION

The development of expressive language in early childhood is a crucial aspect that influences their ability to communicate and interact socially. Appropriate stimulation from parents plays an important role in optimizing this development. Research by Maharani and Budiarti (2022) indicates a significant relationship between the provision of language stimulation by parents and the language development of children aged 3-5 years (Maharani & Budiarti, 2022). Other research indicates that 2.3-19% of early childhood children in Indonesia experience delays in expressive language development (Anisa Putri Alya et al., 2023; Martuti, 2023; Salsabila et al., 2023; William Surya Hartanto, 2018). This condition can have significant impacts on the cognitive, social, and academic development of children in the future.

The role of parents as the first and primary educators is crucial in stimulating the development of children's expressive language. However, a study conducted by Hotmauli Damanik et al. (2024) revealed that 68% of parents face difficulties in providing appropriate language stimulation due to limited knowledge and lack of practical guidance (Hotmauli Damanik et al., 2024). This is further supported by the findings of Hadiroh (2024), which indicate that structured family-based interventions can significantly enhance children's expressive language skills (Hadiroh, 2024). In addition, research by Faizin, Masruhim, and Palenewen (2022) reveals that the use of picture storybooks can also enhance the vocabulary and sentence structure of children aged 5-6 years (Faizin et al., 2022). Nevertheless, these studies are more focused on the stimulation provided in the context of formal education or by educators, thus there remains a research gap regarding the development of media that can be used independently by parents in the family environment.

Although there have been many studies discussing the importance of expressive language stimulation, there remains a gap in the availability of practical and easily accessible learning media for parents to stimulate their children's expressive language at home. Most existing media require intensive supervision or are not specifically designed for use by parents without a special educational background. Therefore, innovation is needed in the form of user-friendly and effective media to stimulate the development of children's expressive language.

This research aims to develop and evaluate the effectiveness of a parenting pocket book as a means of stimulating expressive language in early childhood. This pocket book is designed to assist parents in providing language stimulation based on daily activities, with practical guidance that aligns with the child's developmental stage. The development method used in this research is the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), which allows for systematic media development, from needs

analysis to the evaluation stage of product effectiveness. The ADDIE model has proven to be an effective approach in the development of learning media based on user needs (Aldoobie, 2015).

The significance of this research lies in the effort to fill the gap in the availability of language stimulation media that is not only effective but also practical and easy for parents to implement. Furthermore, the results of this study are expected to contribute to the field of early childhood education, particularly in the development of family-based strategies to enhance children's language skills. With the presence of this parenting pocketbook, it is hoped that parents can play a more active role in supporting their children's language development optimally, thereby helping to prepare them for future academic and social challenges.

METHODS

This research employs a research and development approach using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The ADDIE model was chosen because it allows for systematic media development based on user needs, in this case, a parenting pocketbook as a means of stimulating expressive language in early childhood. The stages in the ADDIE model include needs analysis, media design, product development, field implementation, and evaluation to ensure the effectiveness of the developed product (Rayanto & Sugianti, 2020; Setyosari, 2016).

This research was conducted at TKN Pasar Rebo 04, located in East Jakarta. The selection of this location was based on several considerations, including the availability of supporting educational facilities, the diversity of early childhood characteristics in the area, and the ease of access for conducting the research.

The population in this study consists of parents and children aged 5-6 years in several kindergartens that are research partners. The sample was selected using purposive sampling techniques, with criteria for parents who have children within that age range and are willing to participate in a stimulation program using parenting pocket books. The selection of subjects is based on purposive sampling techniques, which allow for the selection of subjects according to criteria relevant to the research objectives, with a total of 20 children in this study.

The research instrument consists of several measuring tools, namely an interview guide to explore the needs of parents in providing language stimulation, an expert validation questionnaire to assess the feasibility of the developed product, and a test of children's expressive language development to measure the effectiveness of the parenting pocketbook in enhancing children's language skills. Product validation is conducted through expert testing of content, media, and early childhood education practitioners, to ensure that the developed pocketbook is suitable for use by parents.

The data collection procedure is carried out through several stages. In the needs analysis stage, data is obtained through interviews and the distribution of questionnaires to parents to understand the constraints and needs in providing language stimulation for children. In the implementation stage, the parenting pocketbook is tested on a small scale with several families, followed by observation and evaluation to assess its effectiveness. Quantitative data is obtained from the results of pretests and posttests using instruments to measure children's expressive language, while qualitative data is collected through interviews and observation notes.

To ensure the validity of the research results, several steps were taken. The content validity of the measurement instrument was tested through expert judgment by specialists in the field of early childhood education and learning media development. In addition, data triangulation was conducted by combining the results of observations, interviews, and language development tests to enhance the accuracy of the research findings. The data analysis techniques used in this study include quantitative and qualitative descriptive analysis. Descriptive analysis was used to display data from expert validation and parents' responses to the developed parenting pocket book. Meanwhile, inferential statistical analysis, such as the paired sample t-test, was used to measure significant differences between pretest and posttest results to determine the effectiveness of pocket books in improving children's expressive language skills.

Tabel 1. Criteria for Decision-Making Based on Expert Judgment

Category	Validity Level	Criteria
81 -100	Very High	It can be used without revision.
61 - 80	High	It can be used with minor revisions.
41 - 60	Considerable	It can be used with major revisions.
21 - 40	Low	Review a lot and revalidate.
0 - 20	Very Low	The instrument cannot be used.

(Yudha, 2020)

The selection of this research method is deemed appropriate for the research objectives, which are to develop and test the effectiveness of a parenting pocket book in stimulating children's expressive language. The development approach using the ADDIE model allows for a systematic process based on user needs, while quantitative and qualitative analyses provide a more comprehensive understanding of the effectiveness of the developed product. Thus, this research not only produces an innovative product that can be used by

parents but also contributes to the development of family-based expressive language stimulation strategies.

RESULTS AND DISCUSSIONS

The results of this research are presented based on the stages of the ADDIE model development, which consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation.

Analysis

At this stage, a needs analysis was conducted regarding the stimulation of expressive language in early childhood children. Data collection was carried out through interviews with 20 parents of children aged 5-6 years and initial observations of the children's expressive language abilities. The interview results indicated that 75% of parents experienced difficulties in providing expressive language stimulation, particularly in developing children's spontaneous and structured speaking skills. Additionally, 85% of respondents stated that they required practical guidance in the form of a pocketbook that could be used in daily activities at home. Initial observations also showed that the majority of children tended to be passive in responding to questions, had limitations in constructing more complex sentences, and were less exposed to conversations rich in vocabulary from their parents. This finding emphasizes the need for a learning medium that can assist parents in effectively stimulating children's expressive language, leading to the development of a parenting pocketbook as a means of stimulating expressive language.

Design

The design phase is the second step in the ADDIE development model, aimed at creating a blueprint or initial prototype of a parenting pocket book. At this stage, the results of the needs analysis serve as the primary basis for developing a media design that is relevant, applicable, and capable of meeting the development objectives, which is to enhance the expressive language skills of early childhood children through active parental involvement. The designed product takes the form of a parenting pocket book focused on practical guidance for stimulating the expressive language of children aged 5-6 years. This book is designed to be user-friendly, both at home and in the school environment.

In designing the pocketbook, various visual elements and content are considered to ensure that the product is appealing and easy to understand. The book is designed in a compact size (A6) for easy portability. The content is arranged in simple language that is easily comprehensible by parents from diverse educational backgrounds. Engaging illustrations and bright colors are used to enhance visual appeal without compromising functionality.



As an evaluation tool, each activity in this book is accompanied by a simple observation guide that allows parents to assess their child's expressive language skills. This guide is presented in a table format that includes key indicators such as the child's ability to

construct sentences, use varied vocabulary, and convey emotions or ideas verbally. The initial prototype of the pocket book is developed in the form of a digital print (mockup), with a design intended to facilitate field testing. Each section of the book is tested to ensure its suitability for user needs, both in terms of content and format. This initial design includes:

Based on the analysis results, the design stage is carried out to develop the concept of a parenting pocket book. This book is developed with attention to several key aspects, namely:

1. Alignment with the developmental stages of early childhood, focusing on stimulating speaking skills, storytelling, and social interaction.
2. Visual appeal, using engaging illustrations to attract children more in activities with parents.
3. Activity-based guidance, containing interactive activities such as role-playing, Q&A, storytelling, and simple discussions that can enhance children's expressive language skills.
4. Ease of use, designed to be utilized by parents without the need for special training.

Tabel 2. Parenting Pocket Book Model Design

NO	PAGE	PAGE DESIGN	PAGE NUMBER
1.	Cover		
2.	Foreword		ii

NO	PAGE	PAGE DESIGN	PAGE NUMBER
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4 Introduction

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5.

Language Proficiency

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6.

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7.

Expressive Language

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NO	PAGE	PAGE DESIGN	PAGE NUMBER
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8. Parenting

PARENTING

Parenting adalah pola asuh yang diterapkan orang tua kepada anak. Parenting merupakan proses interaksi antara orang tua dan anak yang melibatkan perasaan dan pola pikir. Tujuan parenting adalah untuk merawat, melindungi, dan memastikan kesehatan dan keselamatan anak. Parenting juga bertujuan untuk mempersiapkan anak menghadapi masa depannya. Pola parenting yang diterapkan orang tua dapat berpengaruh pada banyak aspek dalam kehidupan anak.

Tujuan parenting adalah meningkatkan kesadaran orang tua bahwa mengasuh anak perlu pengetahuan dan tidak boleh sembarangan, meningkatkan pengetahuan dan keterampilan orang tua dalam hal pengasuhan, mempertemukan kepentingan dan keinginan antara pihak keluarga dan pihak sekolah.

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9. The Purpose

TUJUAN

Media buku saku parenting ini dikembangkan dengan tujuan untuk memberikan panduan dan motivasi kepada orang tua atau guru dalam upaya mengembangkan kemampuan bahasa ekspresif anak melalui pantun Betawi sekaligus mengenalkan/melestarikan budaya tradisional masyarakat suku Betawi melalui kegiatan parenting yang dilakukan oleh orang tua kepada anak dirumah.

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10. Benefit

Manfaat

1. memberikan pengetahuan, materi pembelajaran serta sebagai pedoman/panduan bagi orang tua dan guru dalam mengembangkan kemampuan bahasa ekspresif anak.
2. dapat digunakan oleh orang tua dimanapun sebagai media pola asuh yang baik, sehingga orang tua termotivasi untuk mengembangkan kemampuan bahasa anak.
3. dapat meningkatkan kemampuan bahasa ekspresif anak melalui pantun Betawi yang sekaligus dapat melestarikan dan mengenalkan budaya Betawi kepada anak.

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11. Instrument

INSTRUMEN
Kisi Kisi Instrumen Kemampuan Bahasa Ekspresif
PENGEMBANGAN MEDIA BUKU SAKU PARENTING TERHADAP KEMAMPUAN BAHASA EKSPRESIF MELALUI PANTUN BETAWI

Variabel	Sub Variabel	Indikator	Teknik Penilaian	Butir Soal
Kemampuan Bahasa Ekspresif	1. Berbicara secara verbal	Mampu berbicara dengan kalimat sederhana	Observasi	1,2,3
	2. Menggunakan bahasa yang pantas-sederhana	Mampu menggunakan bahasanya baik saat dan saat santai	Observasi	4,5
	3. Menggunakan sile, ketepatan, penempatan	Mampu menyempikan sile, ketepatan, penempatan melalui penyajian dengan kalimat sederhana	Observasi	6
	4. Mengetahui pernyataan yang lebih panjang	Mampu menyajikan beberapa pernyataan dan rumus pernyataan	Observasi	7,8
	5. Berbicara yang lebih lengkap	Mampu menggunakan pernyataan	Observasi	9,10
	6. Menentukan kembali cerita yang sudah didengar	Mampu menceritakan kembali cerita yang sudah didengar	Observasi	11,12
	7. Berkomunikasi secara lisan dengan anak atau orang dewasa	Mampu berkomunikasi secara aktif dengan teman sebayanya	Observasi	13,14

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12. Instrument

INSTRUMEN
Kisi Kisi Instrumen Kemampuan Bahasa Ekspresif
PENGEMBANGAN MEDIA BUKU SAKU PARENTING TERHADAP KEMAMPUAN BAHASA EKSPRESIF MELALUI PANTUN BETAWI

Variabel	Sub Variabel	Indikator	Teknik Penilaian	Butir Soal
Kemampuan Bahasa Ekspresif	8. Memiliki perbendaharaan kata	Mampu menyebutkan nama benda, kata sifat, tempat dll	Observasi	15,16
	9. Mengenal simbol-simbol untuk persiapan membaca, menulis dan berhitung	Mengenal huruf abjad, angka dan tanda baca.	Observasi	17,18
	10. Memiliki ketertarikan terhadap buku bacaan dan senang membaca	Tertarik dengan buku dan senang membaca	Observasi	19,20

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NO	PAGE	PAGE DESIGN	PAGE NUMBER
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13. Instrument

INSTRUMEN PENILAIAN KEMAMPUAN BAHASA EKSPRESIF

Membaca Buku
Tema: Keluarga
Membaca buku: Buku B.C.C. anak-keluah

Tipe: Kubah
Tempat: ...

NO	PERNYATAAN	BB MB BSH BSB			
		1	2	3	4
8	Anak dapat menjabarkan 3-5 pertanyaan yang lebih kompleks dan teman/orang tua dengan kata yang sesuai				
Bertanya yang lebih kompleks					
9	Anak dapat menguraikan jawaban yang lebih kompleks dengan kalimat sederhana				
10	Anak dapat bertanya menggunakan kata tanya seperti: apa, siapa, kapan, dimana dan mengapa?				
Mencantumkan kembali cerita yang sudah didengar					
11	Anak dapat menceritakan kembali cerita yang disampaikan guru/orang tua dengan bahasa yang sederhana				
12	Anak dapat mencantumkan kembali cerita yang disampaikan guru/orang tua dengan kalimat yang mudah diingat dan gerakan tubuh				
Berkomunikasi secara lisan dengan anak atau orang dewasa					
13	Anak dapat berinteraksi dengan orang tua/lain dengan anak atau orang tua				
14	Anak dapat berkomunikasi dengan orang tua dengan kalimat dan kosakata yang tepat				
Memiliki pengetahuan kata					
15	Anak dapat menyebutkan nama benda, tempat, kata ganti dll				
16	Anak dapat menyebutkan nama benda yang ditunjuk oleh guru/orang tua				

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14. Instrument

INSTRUMEN PENILAIAN KEMAMPUAN BAHASA EKSPRESIF

Membaca Buku
Tema: Keluarga
Membaca buku: Buku B.C.C. anak-keluah

Tipe: Kubah
Tempat: ...

NO	PERNYATAAN	BB MB BSH BSB			
		1	2	3	4
Mengenal simbol-simbol untuk petunjuk membaca, menulis dan berhitung					
17	Anak mengenal dan dapat menyebutkan simbol-simbol huruf abjad dan angka 1-10				
18	Anak dapat membaca simbol huruf dan angka 1-10				
Memiliki keterampilan terhadap buku bacaan dan mengenal membaca					
19	Anak senang dan tertarik pada buku bacaan				
20	Anak dapat membaca dengan suara lantang (suara elusif)				

Keterampilan :
 Buku: Berkebang (2002) : 1
 Mula Berkebang (2002) : 2
 Berkebang: Nenas (2002) : 3
 Berkebang: Sempit Buku (2002) : 4

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15. Scoring Rubric

RUBRIK PENILAIAN KEMAMPUAN BAHASA EKSPRESIF

A. Anak dapat berbicara secara verbalisasi (tidak menggunakan anggota tubuh)

1. Anak dapat melakukan 1. bisa melakukan dengan verbal dengan jelas dan mudah dimengerti. Tegap/nyaman terlihat seperti berbicara.
2. Anak dapat melakukan 2. bisa melakukan dengan verbal dengan bahasa yang sederhana.
3. Anak dapat melakukan 3. bisa melakukan dengan verbal dengan bahasa yang sederhana.
4. Anak dapat melakukan 4. bisa melakukan dengan verbal dengan bahasa yang sederhana.

B. Anak dapat berbicara dengan pengucapan yang jelas dan benar

1. Anak dapat melakukan 1. bisa melakukan dengan pengucapan yang jelas dan benar.
2. Anak dapat melakukan 2. bisa melakukan dengan pengucapan yang jelas dan benar dengan bahasa yang sederhana.
3. Anak dapat melakukan 3. bisa melakukan dengan pengucapan yang jelas dan benar dengan bahasa yang sederhana.
4. Anak dapat melakukan 4. bisa melakukan dengan pengucapan yang jelas dan benar dengan bahasa yang sederhana.

C. Anak dapat berbicara dengan intonasi kalimat yang lengkap

1. Anak dapat melakukan 1. bisa melakukan dengan intonasi kalimat yang lengkap yang terlihat.
2. Anak dapat melakukan 2. bisa melakukan dengan intonasi kalimat yang lengkap yang terlihat dengan bahasa yang sederhana.
3. Anak dapat melakukan 3. bisa melakukan dengan intonasi kalimat yang lengkap dengan bahasa yang sederhana.
4. Anak dapat melakukan 4. bisa melakukan dengan intonasi kalimat yang lengkap dengan bahasa yang sederhana.

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16. Scoring Rubric

RUBRIK PENILAIAN KEMAMPUAN BAHASA EKSPRESIF

D. Anak dapat menggunakan cara penalaran dengan benar dan jelas (tidak verbal)

1. Anak dapat melakukan 1. bisa melakukan dengan menggunakan cara penalaran dengan benar dan jelas dan mudah dimengerti.
2. Anak dapat melakukan 2. bisa melakukan dengan menggunakan cara penalaran dengan benar dan jelas dan mudah dimengerti.
3. Anak dapat melakukan 3. bisa melakukan dengan menggunakan cara penalaran dengan benar dan jelas dan mudah dimengerti.
4. Anak dapat melakukan 4. bisa melakukan dengan menggunakan cara penalaran dengan benar dan jelas dan mudah dimengerti.

E. Anak dapat menggunakan cara penalaran dengan benar dan jelas (tidak verbal)

1. Anak dapat melakukan 1. bisa melakukan dengan menggunakan cara penalaran dengan benar dan jelas dan mudah dimengerti.
2. Anak dapat melakukan 2. bisa melakukan dengan menggunakan cara penalaran dengan benar dan jelas dan mudah dimengerti.
3. Anak dapat melakukan 3. bisa melakukan dengan menggunakan cara penalaran dengan benar dan jelas dan mudah dimengerti.
4. Anak dapat melakukan 4. bisa melakukan dengan menggunakan cara penalaran dengan benar dan jelas dan mudah dimengerti.

F. Anak dapat menggunakan cara penalaran dengan benar dan jelas (tidak verbal)

1. Anak dapat melakukan 1. bisa melakukan dengan menggunakan cara penalaran dengan benar dan jelas dan mudah dimengerti.
2. Anak dapat melakukan 2. bisa melakukan dengan menggunakan cara penalaran dengan benar dan jelas dan mudah dimengerti.
3. Anak dapat melakukan 3. bisa melakukan dengan menggunakan cara penalaran dengan benar dan jelas dan mudah dimengerti.
4. Anak dapat melakukan 4. bisa melakukan dengan menggunakan cara penalaran dengan benar dan jelas dan mudah dimengerti.

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17. Child Documentation



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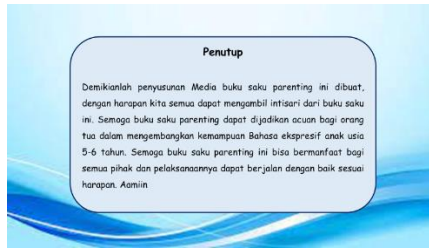
NO	PAGE	PAGE DESIGN	PAGE NUMBER
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18 Parent documentation



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19 Cover



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20 Reference



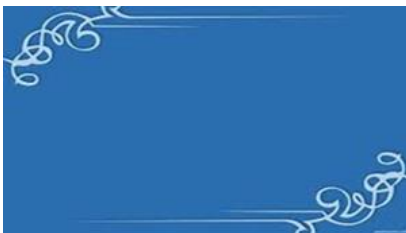
17

21 Author Bio



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22 Back Cover



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The design stage results in an initial design of a parenting pocket book that is structured, attractive, and applicable. This blueprint is the basis for further development at the development stage, where the prototype will be refined based on expert input and the results of initial trials. This design is expected to be able to answer the problems that have been identified and have a positive impact on early childhood expressive language skills.

Develop

The development stage in the ADDIE model aims to realize the initial design of the parenting pocket book into a product that is ready to be tested and used. This development process involves the preparation of an initial prototype based on the blueprint that has been designed at the design stage, validation by experts, revision based on feedback, and producing a final prototype that is worthy of testing.

Early prototypes of parenting pocketbooks were made in both print and digital formats. The design includes page layouts, the selection of reader-friendly fonts, and the addition of relevant and attractive illustrations. The pocket book material consists of five main parts: (1) introduction, (2) basic information, (3) language stimulation activities, (4) parenting tips and strategies, and (5) evaluation and monitoring.

Each stimulation activity is equipped with practical steps, aids, and observation guides. The book also features a simple language guide that is easy for parents from various educational backgrounds to understand. The smart window media that has been created will then be assessed and validated by media experts. The validation of the smart window media is carried out by media expert lecturers and early childhood education specialists. The results of the assessment and validation provided by media experts on the smart window media are as follows:

Tabel 3. Expert Validation Results

Assessment Aspects	Early Childhood Materials Expert	Learning Media Expert	Child Linguist	Educational Practitioner	Average (%)	Category
Eligibility of Material	80%	71%	73%	78%	75.50%	Feasible
Media Eligibility	72%	80%	78%	82%	78.00%	Feasible
Eligibility of Children's Language	82%	84%	76%	82%	81.00%	Feasible

Eligibility of Practitioners	82%	84%	76%	78%	80.00%	Feasible
Total Average (%)	79.00%	79.75%	75.75%	80.00%	78.63%	Feasible
Validation Category	High	High	High	High	High	

Based on the validation results, the parenting pocketbook as a whole falls into the Eligible category, with an average total validation score of 78.63%. Among the four assessment aspects, the aspect of children's language eligibility received the highest score with an average of 81.00%, placing it in the Very Eligible category. This indicates that the language used in the parenting pocketbook is appropriate for the language development of early childhood, easy to understand, and capable of stimulating children's speaking abilities. The media feasibility aspect ranks second with an average score of 78.00%, indicating that the visual design, illustrations, and layout of the book are considered attractive and suitable for the needs of children aged 5-6 years. The feasibility aspect of early childhood education materials has an average score of 75.50%, indicating that the presented materials are relevant to the early childhood education curriculum, although some improvements are needed to enhance their quality. Meanwhile, the feasibility aspect for practitioners received an average score of 80.00%, affirming that this book is deemed practical and can be utilized by both teachers and parents to support the development of children's expressive language in home and school environments.

In the development of this research product, the involvement of experts and practitioners is a crucial part to ensure the quality and relevance of the product to the needs of early childhood education. The validation process is carried out by involving four categories of experts, namely Early Childhood Education Material Experts, Learning Media Experts, Child Language Experts, and Education Practitioners. Each expert also provides an assessment of the feasibility aspects of the material, media, language, and the application of the product in the following descriptive form along with several suggestions from the experts:

1. Validator 1: a) The material in the pocketbook should be enriched with concrete examples of daily activities that can be directly applied by parents, such as simple interactive games or storytelling activities. b) It would be beneficial to include a more detailed explanation regarding the stages of expressive language development in children aged 5-6 years as a primary reference for parents.
2. Validator 2: a) The design of the pocketbook is recommended to be more interactive by adding visual elements, such as colorful illustrations and icons that attract the attention of both parents and children. b) The text size in several sections needs to be

enlarged to facilitate reading, especially for parents who are not accustomed to reading small text.

3. Validator 3: a) The language used is sufficiently simple, but it is necessary to avoid technical terms that may be difficult for some parents to understand. If necessary, these terms can be accompanied by a glossary or brief explanation. b) There are several sentences that are considered too long; it is recommended to break the sentences into shorter ones for clarity and to avoid confusion.
4. Validator 4: a) The pocketbook can be equipped with practical guidelines to engage children directly in each suggested activity, such as two-way conversation guides or open-ended questions. b) It is recommended to have a reflection column or a small note section for parents to record the child's expressive language development, so that this book can also serve as a simple monitoring tool.

Implementation

After the initial prototype has been completed, an initial trial of the product is conducted. The trial is carried out together with teachers, parents, and students to ensure that the product can be used safely, comfortably, and in accordance with the learning objectives of the students involved in this trial, which includes 20 children from group B TKN Pasar Rebo 04. The results of the measurement of children's expressive language abilities before and after the use of the pocketbook are presented in the following Table 3:

Tabel 3. Comparison of Pretest and Posttest Scores of Children's Expressive Language Ability

Child ID	Pretest	Posttest	Increased (%)
A1	43.89	81.67	37.78
A2	44.44	81.67	37.22
A3	43.33	86.67	43.33
A4	42.22	75.00	32.78
A5	36.11	62.78	26.67
A6	45.00	78.89	33.89
A7	50.56	76.67	26.11
A8	32.78	77.22	44.44
A9	45.56	92.78	47.22
A10	41.11	82.22	41.11
A11	46.67	98.33	51.67
A12	37.78	85.56	47.78
A13	42.22	96.67	54.44
A14	42.22	98.33	56.11
A15	41.11	68.33	27.22

A16	48.33	85.56	37.22
A17	36.67	84.44	47.78
A18	46.11	75.00	28.89
A19	51.11	97.78	46.67
A20	46.11	83.33	37.22
Average Increase			40.28

Before the use of parenting pocketbook media, the majority of children were in the "Still Developing" (SD) category regarding their expressive language abilities. Out of 20 observed children, 16 children fell into the SD category with pretest scores ranging from 41.11 to 51.11. Meanwhile, the remaining 4 children were in the "Not Yet Developing" (NYD) category with the lowest pretest score of 32.78. This indicates that the children's expressive language abilities still require further stimulation and development.

After the intervention using parenting pocket books, a significant improvement was observed in the children's expressive language skills. From the post-test results, 16 children achieved the "Very Good Development" (BSB) category with scores ranging from 76.67 to 98.33. The highest achievement was attained by A11 and A14 with a score of 98.33. Meanwhile, 4 other children reached the "Development as Expected" (BSH) category with the lowest score of 62.78. What is interesting to note is the transformation of children who were previously in the BB category. For instance, A08, which initially had a pretest score of 32.78 dramatically improved to a score of 77.22 and entered the very good category. Similarly, A12 and A17 successfully reached the BSB category from their initial very low position. From the results, there is an average increase of 40.28%. This increase indicates that the use of parenting pocket books has a substantial positive impact on the development of children's expressive language skills. All children showed significant progress, with none remaining in the very low or low categories after the intervention. This indicates that parenting pocket books are effective in stimulating and developing the expressive language skills of children aged 5-6 years.

Overall, this data indicates that the use of parenting pocket media has a significant positive impact on the development of expressive language skills in children aged 5-6 years. This is evidenced by the absence of children in the very low or low categories after the intervention, and the majority of children (80%) achieving the highest category, which is developing very well.

Evaluation

In the evaluation stage, measurements were conducted on the effectiveness of the parenting pocketbook through feedback from parents who participated in the implementation of the pocketbook usage over 4 weeks. This evaluation aims to assess the

extent to which the pocketbook has successfully enhanced children's expressive language stimulation and to measure parents' satisfaction with the media used.

Additionally, the evaluation was also conducted to determine whether the pocketbook met the expectations and needs of the parents, as well as whether they felt the pocketbook made a tangible contribution to the child's language development. Feedback from parents was obtained through a questionnaire that included questions about ease of use, clarity of instructions, and the effectiveness of the pocketbook in improving children's expressive language.

Tabel 4. Parental Satisfaction with the Parenting Pocket Book

Aspect	Very Satisfied (%)	Satisfied (%)	Quite Satisfied (%)	Dissatisfied (%)
Ease of use	80%	15%	5%	0%
Clarity of instructions	85%	10%	5%	0%
Effectiveness on children	75%	20%	5%	0%
Total Average	80%	15%	5%	0%

Out of 20 parents involved, 80% expressed high satisfaction with the ease of use of the pocket book, indicating that the material presented is quite simple and easy to understand. Additionally, 85% of parents felt that the instructions in the pocket book were very clear and easy to follow in daily activities. In terms of effectiveness, 75% of parents reported a significant improvement in their children's expressive language skills after using the pocket book. Feedback also included suggestions and inputs that are very useful for further product development, such as the addition of more varied activities and the use of more engaging images. A small portion of parents (5%) who rated it as adequate indicated that there were some parts of the pocket book that they felt were less varied or too repetitive for their children.

Overall, the evaluation results indicate that this parenting pocketbook is very effective in providing clear and easy-to-follow guidance for parents to enhance their children's expressive language skills. With a high level of satisfaction, this pocketbook is deemed successful in achieving the research objectives by providing practical and applicable language stimulation resources for parents.

The results of this study indicate that the use of parenting pocket books to enhance the expressive language skills of children aged 5-6 years has a positive impact, with significant improvements in aspects such as vocabulary usage, proper sentence construction, storytelling ability, expression of ideas and feelings, as well as clarity of children's

pronunciation. This is in line with findings from previous research that demonstrate that the use of activity-based media involving parents can support the development of children's expressive language (Magfirah et al., 2024; Pradita et al., 2024a; Santrock, 2018). These studies emphasize the importance of parental involvement in language stimulation at home and show that engaging learning media, such as storybooks or pocket books, can stimulate children's speaking abilities.

Previous research, such as that conducted by Setyawan (2016), has also shown that the use of activity-based learning media with parents can enhance the language skills of early childhood children (Setyawan, 2016). However, the results of this study add an important contribution by demonstrating that a parenting pocketbook designed with a focus on interactive activities can have a direct impact on improving children's expressive language skills, particularly in boosting their confidence in speaking. This research also reinforces the findings of previous studies regarding the importance of parental involvement in children's language development. Prior research has shown that children who receive rich language support from their parents tend to have better expressive language skills (Mulqiah et al., 2017; Pradita et al., 2024b; Suciati, 2018). However, this study makes a unique contribution by using parenting pocket books as a structured medium to guide parent-child interactions.

The impact of using parenting pocket books on the improvement of learning quality is very positive. This product not only enhances children's expressive language skills but also strengthens collaboration between parents and teachers in the learning process. In schools, this pocket book assists teachers in creating a more interactive and enjoyable learning atmosphere, while at home, parents can directly accompany their children to reinforce their language skills. This book meets parents' needs for practical guidance that can be used to support children's language development at home, which has previously been a challenge for many parents.

This pocketbook also contributes to creating a more supportive environment for children in developing their language skills. Children feel more confident speaking, expressing their feelings, and interacting with their peers and adults around them. Furthermore, the integrated evaluation allows parents and teachers to monitor the child's progress and provide appropriate feedback.

CONCLUSION

This research successfully developed a parenting pocketbook as a means of stimulating the expressive language of early childhood using the ADDIE model. The results indicate that the developed pocketbook significantly enhances children's expressive language abilities, with an average score increase of 40.8% after four weeks of use. Parental evaluations also demonstrate a high level of satisfaction regarding the ease of use and clarity

of instructions provided in the pocketbook, as well as its effectiveness in supporting children's language development.

The contribution of this research lies in the development of practical and easily applicable family-based media, providing useful alternatives for parents in delivering expressive language stimulation to children. This pocketbook serves as an effective means of strengthening the role of parents in children's language development, considering the time constraints often faced by parents in formal learning activities for their children. Furthermore, this research also offers new insights into how simple media can become powerful tools in early childhood education, particularly in the context of expressive language stimulation.

Based on the results of this research, it is recommended that the parenting pocketbook be applied more widely in various family and early childhood education environments. For further development, it is suggested that this pocketbook be supplemented with a wider variety of activities that are more engaging to better meet the dynamically developing needs of children. Further research is also needed to test the sustainability of the effects of expressive language stimulation in the long term and to adapt this pocketbook for other age groups.

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