

DEVELOPMENT OF A POCKET BOOK ON EDUCATIONAL TOOLS FOR TEACHERS OF RAUDHATUL ANFHAL IN NORTH JAKARTA

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Abstract

This study aims to develop an Educational Play Equipment Pocket Book for Raudhatul Athfal (RA) teachers in North Jakarta as a practical guide in selecting, designing, and implementing Educational Play Equipment (APE) in early childhood learning. This research follows the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). The study was conducted at Raudhatul Athfal (RA) in North Jakarta, involving 23 RA teachers as the research sample. Data were collected through interviews, observations, expert validation tests, and field practicality tests. The findings indicate that teachers still face limitations in utilizing APE due to the lack of systematic references. Expert validation from early childhood education specialists, instructional media experts, and curriculum experts confirmed that the pocket book is feasible for use, with an average score of 77% (Good category). Implementation across 23 RAs showed that the pocket book is practical for use, with an average practicality score of 73.62%. This pocket book helps teachers optimize the use of APE, enhances creative teaching strategies, and increases children's engagement in play-based learning activities. The study implies that the Educational Play Equipment Pocket Book can serve as an effective reference for improving teachers' competence in APE utilization. It is recommended that this pocket book be further developed into an interactive digital format and tested on a broader scale to enhance its effectiveness in early childhood education.

Keywords: Pocket Book, Educational Play Equipment, Play-Based Learning.

INTRODUCTION

Early childhood education (ECE) is a major focus in various global education policies because this period is the foundation for children's cognitive, social, and emotional development. A report from the United Nations Educational, Scientific and Cultural Organization (UNESCO) confirms that access to quality education at an early age contributes significantly to academic success at the next level of education. In line with this, the Organization for Economic Co-operation and Development (OECD) in its "Starting Strong" report shows that countries with high investment policies in the ECE sector tend to have better literacy and numeracy rates in the future (Cheung dkk, 2021; OECD, 2019). However, the challenge in providing educational play tools (EPD) that are appropriate to children's needs and support the learning process is still a global issue. A study by the World Bank (2021) revealed that in many developing countries,

including Indonesia, access to quality EPD is still limited due to a lack of resources, both in the form of teaching materials and usage guidelines for educators.

In Indonesia, the role of APE in early childhood education has been recognized in various policies, such as those stated in the Regulation of the Minister of Education and Culture (Permendikbud) No. 137 of 2014 concerning National PAUD Standards. This policy emphasizes the importance of using APE to support optimal child development. However, the challenges of its implementation are still quite large. The results of Fasha's (2023) study showed that around 50% of PAUD teachers in Indonesia still have difficulty in selecting and developing APE that suits children's needs (Fasha & Hibana, 2023).

In addition, the PAUD curriculum based on Merdeka Belajar requires teachers to be more creative in developing child-centered learning. Unfortunately, most RA (Raudhatul Athfal) teachers do not yet have systematic and practical guidance in utilizing APE optimally. A study conducted by the PAUD Research Center and Rosidah (2023) also showed that there are still many teachers who only rely on lecture methods and exercises without utilizing APE optimally (Rosidah dkk, 2023). This condition shows the need for the development of reference materials that can help teachers understand and apply APE in learning effectively.

In North Jakarta, especially in RA institutions, the challenges in utilizing APE are increasingly apparent. Based on the results of an initial survey conducted in several RAs in this area, it was found that most teachers had difficulty finding practical guidance related to the use of APE in daily learning. In addition, limited resources and educational facilities are also inhibiting factors in optimizing the use of APE.

Many teachers still rely on conventional teaching materials without utilizing APE creatively. The lack of training and references that are easily accessible to teachers is also a major obstacle. Data from the DKI Jakarta Education Office (2023) shows that around 55% of RA teachers in North Jakarta have not received special training related to the development and use of APE in learning. Therefore, a solution is needed that can help teachers understand, choose, and develop APE that is appropriate to the needs of early childhood.

To overcome these problems, this study aims to develop a Pocket Book of Educational Game Tools for RA teachers in North Jakarta. This pocket book is designed as a practical guide that can help teachers understand the concept, selection, and application of APE in learning. This book will be compiled using the Research and Development (R&D) method with a development model based on the needs of teachers and early childhood.

The main difference between the product to be developed and the existing product is its more applicable approach and based on the needs of teachers in the field. This pocket book contains not only the theory of APE, but also a step-by-step guide in designing, using, and evaluating the effectiveness of APE in learning. In

addition, this book will also be equipped with case examples and field studies that are relevant to the conditions of education in RA North Jakarta.

The R&D method was chosen because this approach allows product development based on empirical research and direct field trials. With this method, the development of pocket books will be carried out through the stages of needs analysis, product design, validation by experts, limited trials, and revisions based on evaluation results. This approach is expected to produce products that are truly in accordance with teacher needs and can be directly applied in learning practices at RA.

The urgency of this research lies in the urgent need for practical reference sources for teachers in utilizing APE in RA. If this problem is not immediately addressed, then learning in RA is at risk of remaining dominated by conventional methods that do not support the holistic development of children. This can have an impact on the lack of stimulation that is in accordance with the developmental stages of early childhood, which ultimately affects their readiness to enter the next level of education. A study conducted by Serly Anggrai (2023) showed that children exposed to APE-based learning have better cognitive and social skills compared to children who only receive text-based learning. Therefore, the provision of this pocket book is expected to be an innovative solution for teachers in improving the quality of learning in RA, especially in optimizing the role of APE as a learning medium (Serly Anggrai, 2023).

The selection of the ADDIE development model in this study is based on its advantages as a systematic, flexible, and effectiveness-oriented approach to the product being developed. The ADDIE model consists of five main stages, namely Analysis, Design, Development, Implementation, and Evaluation, which ensure that the development of the Educational Game Tool Pocket Book for Teachers of Raudhatul Athfal North Jakarta is carried out in a structured manner and based on user needs. Compared to other development models, such as the more complex Dick and Carey or Borg and Gall which are more suitable for experimental-based research with a wide scope, the ADDIE model is more practical and can be adjusted to the needs of learning media development. In addition, this model allows evaluation at each stage, thus allowing for continuous improvement before the product is widely implemented. Thus, the ADDIE model is the right choice in the development of this pocket book so that the resulting product is truly in accordance with the needs of teachers and is effective in increasing their understanding of the use of educational game tools in early childhood learning.

With this pocket book, teachers are expected to have clear guidance in selecting and using APE that suits the needs of children. In addition, this book can also function as teaching materials that can be used in teacher training, so that the sustainability of the use of APE in learning can be maintained. This research is

expected to provide a real contribution to improving the quality of early childhood education in Indonesia, especially in the North Jakarta area.

RESEARCH METHOD

This research employs a mixed-method approach utilizing research and development methods (Research and Development) with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) (Hidayat, 2020). This approach was selected as it aligns with the main objective of the study, which is to develop an educational product in the form of a practical and applicable pocket-sized book for teachers in early childhood education to design and implement educational play activities.

This type of research is descriptive quantitative in nature accompanied by qualitative stages in the needs analysis and product evaluation phases. The ADDIE development model is used systematically through five main stages. In the Analysis stage, the researcher identifies the needs of kindergarten teachers related to the utilization of educational play tools (APE) by conducting interviews and observations in several kindergartens in North Jakarta. Subsequently, in the Design stage, the researcher begins to design the format and content of the pocket book according to the identified needs. The Development stage involves the process of creating the initial product of the pocket book, which is then validated by subject matter experts and media experts. The Implementation stage is carried out through a limited trial with kindergarten teachers in the area, while the Evaluation stage includes assessing the practicality and usefulness of the pocket book based on feedback from users.

The population in this study consists of all Raudhatul Athfal teachers in the North Jakarta area, totaling 23 individuals. Due to the relatively small population size, the sampling technique employed is total sampling, meaning that all members of the population are included as samples. The research instruments used include a questionnaire to identify the needs and responses of teachers regarding the developed product, a validation sheet from experts (subject matter experts and media experts), as well as a survey of teachers' responses to the product trial. The data collection procedure is conducted through several stages, including initial observation, distribution of the needs questionnaire, exploratory interviews, product validation by three experts, and limited trials with RA teachers as users.

Data analysis techniques are conducted both qualitatively and quantitatively. Qualitative data derives from interview results and expert inputs, which are analyzed descriptively to refine the product. Meanwhile, quantitative data from the questionnaire results are analyzed by calculating the average scores and categorized to assess the feasibility and acceptance level of the developed product. This research and development method is deemed highly suitable to achieve the research

objectives, as it aims to produce applicable products that meet the needs of users in the field and can be directly tested for effectiveness and feasibility.

To ensure the validity and reliability of the research results, the researchers conducted expert validation involving two early childhood education content experts and one media expert. This validation aims to assess the content, design, and feasibility of the pocketbook. Limited trials and broader trials were conducted to determine user responses and to make continuous improvements to the product. Additionally, the questionnaire instrument used in the trials was first tested for validity and reliability before being distributed to respondents, in order to guarantee the accuracy of the obtained data.

RESULT AND DISCUSSION

Findings

1. Analysis

In the needs analysis stage of the ADDIE model for the development of the Educational Game Tool Pocket Book for Raudhatul Athfal (RA) Teachers in North Jakarta, it was found that teachers still face limitations in optimizing the use of educational game tools (APE) in the classroom. Based on the results of observations and interviews, RA teachers tend to use conventional methods in learning due to the lack of systematic references regarding the use of APE according to the developmental needs of early childhood. In addition, limitations in understanding how to select, design, and implement APE that is in accordance with the curriculum are the main challenges in daily learning practices.

The results of the curriculum analysis show that the RA Curriculum referring to the PAUD Standards emphasizes the importance of play-based learning to develop children's cognitive, social-emotional, motoric, and language aspects. However, in its implementation, teachers do not yet have practical guidance that makes it easier for them to integrate APE into learning activities that are oriented towards child development. This pocket book is designed to answer this need by providing comprehensive yet concise guidelines on the selection and use of APE in accordance with the principles of early childhood learning.

In the student analysis, it was found that children in RA have diverse characteristics, both in terms of interests, learning styles, and development levels. Therefore, teachers need to have a deep understanding of how to adjust the use of APE in order to optimally stimulate children's exploration and interaction. With this pocket book, it is hoped that teachers can more easily choose APE that is appropriate to the child's developmental stage, so that the learning experience becomes more effective and enjoyable.

Furthermore, task analysis identified that teachers have a responsibility not only in delivering learning materials, but also in creating an educational play

environment. However, the lack of skills in developing or modifying APE causes limitations in learning variations. Therefore, this pocket book is designed to provide practical solutions, including how to make APE from simple materials, implementation strategies in various activities, and evaluation techniques to measure the effectiveness of its use in improving the quality of learning. The following are the results of the pre-interview and pre-observation presented in table form to strengthen the findings of the needs analysis:

Table 1 Pre-Interview Results with Teacher RA

Question	Objective	Teacher Response
What types of educational game tools (APE) are often used in the classroom?	Identify the gaming tools that have been used.	"We often use puzzles, building blocks, and letter cards in our lessons."
What are some challenges you face in using APE in the classroom?	Exploring the problems faced by teachers regarding the use of APE.	"The main challenge is the lack of variety of APEs and some children have difficulty focusing when using them."
To what extent do existing handbooks or guides help you in choosing APE?	Assess the effectiveness of existing guidelines.	"The available pocket book is incomplete and does not provide in-depth instructions for use."
What are your hopes for the APE pocket book that will be developed?	Knowing teacher expectations for the APE pocket book.	"I wish there was a more detailed guide with concrete examples of how to use it in different learning situations."
Do you feel there is a need for additional guidance for using APE?	Assess the need for additional guidance.	"Yes, I need additional guides that are more interactive and contain innovative ideas."
What materials or activities do you think need to be included in the APE pocket book?	Knowing the relevant material to include.	"I want there to be activities that develop children's social and emotional skills, as well as project-based learning."

Table 2. Pre-Observation Results in Class RA

Observed Aspects	Observation Objectives	Observation result
Types of APE used by	Identifying game tools used	Puzzles, building blocks,

teachers in learning	in class	and letter cards are often used. Other tools are rarely used.
How to use APE in learning activities	Assessing the effectiveness of APE use by teachers	Teachers tend to use APE individually, not optimally in group activities.
Readiness and diversity of APE available in the classroom	Assess the availability and diversity of APE owned	There are some APEs that are less varied and some are in less than ideal condition.
The existence of an APE usage guide or pocket book	Assess whether there are any guidelines that help teachers use APE	The existing guides are not very helpful due to the lack of detailed instructions and applicable usage examples.
Level of teacher involvement in selecting APE	Assessing teacher participation in selecting appropriate APE	Teachers only choose APE based on availability, not many have tried innovation or looked for new alternatives.
The success of learning activities that use APE	Assessing the impact of APE use on children's learning outcomes	The use of APE is quite effective in increasing children's interest in learning, but there is still a need for improvement in the variety of activities.

From the pre-interview and pre-observation data above, it can be concluded that RA teachers in North Jakarta face limitations in utilizing APE due to the lack of adequate guidance and training. Therefore, the development of the Educational Game Tool Pocket Book is a relevant solution to help teachers optimize the use of APE in learning.

2. Design

The development of the Educational Game Tool Pocket Book for RA North Jakarta Teachers refers to the principles of ease of use, effectiveness in

implementation, and relevance to the needs of teachers and PAUD curriculum. The initial design of this product includes the structure of the book, visual appearance, and product format designed in digital form.

a. Pocket Book Structure

This pocket book is arranged systematically to make it easier for teachers to understand and apply the use of APE in learning. The structure of the pocket book consists of:

- 1) **Introduction**
 - a) Background of the need for pocket books
 - b) The purpose of compiling a pocket book
 - c) Benefits for teachers and students
- 2) **Basic Concept of Educational Game Tools (APE)**
 - a) Definition and importance of APE in early childhood learning
 - b) The principle of selecting APE that is appropriate to the child's developmental stage
 - c) Types of APE based on developmental aspects
- 3) **Guide to Using APE in Learning**
 - a) APE integration strategy in play activities
 - b) APE-based classroom management techniques
 - c) How to evaluate the effectiveness of APE in increasing child engagement
- 4) **Examples of APE and How to Make It**
 - a) Each APE is presented in the following format:
 - (1) APE Name
 - (2) Stimulated Developmental Aspects
 - (3) Tools and materials
 - (4) Ways of making
 - (5) How to Play
 - (6) Illustration and Documentation of Usage
- 5) **Conclusion and Implementation Suggestions**
 - a) Summary of the benefits of APE in learning
 - b) Recommendations for the use of pocket books for teachers

b. Visual Display

The pocket book is designed with an attractive visual display that is easy for teachers to understand. The design uses a visual approach that includes:

- 1) **Color and Layout:**
 - a) Bright colors that reflect the world of early childhood (blue, green, yellow, and red)
 - b) Neat layout with clear page divisions
- 2) **Infographics and Illustrations:**

- a) Each APE is accompanied by illustrations of the steps to make and how to play
- b) Photo documentation of the results of APE implementation in class
- 3) Reader-Friendly Typography:
 - a) Use an easy-to-read font (e.g., Arial or Comic Sans for children)
 - b) The text size is large enough to be comfortable when reading.

c. Product Format: Digital Interactive e-Book

This pocket book will be developed in a digital book format (interactive e-book) so that it can be easily accessed by teachers anytime and anywhere. This digital format includes:

- 1) Interactive PDF Format:
 - a) Allows quick navigation between chapters with hyperlinks
 - b) Can be printed if required in physical form
- 2) Web or Mobile-Friendly Format:
 - a) Can be accessed via digital platforms such as Google Drive or the school website.
 - b) Integrated with video tutorials or external links for additional references

With this design, the Educational Game Tools Pocket Book is expected to be an effective practical guide for teachers in creating a more interactive and enjoyable learning experience for RA children.

3. Develop

The development of the Educational Game Tool Pocket Book for RA North Jakarta Teachers was carried out systematically through several stages based on the ADDIE model. Each stage aims to ensure that the resulting pocket book can be used effectively by teachers in supporting educational game-based learning.

The initial stage of development began by compiling materials from various trusted sources, including child development theories, PAUD curriculum, and guidelines for the selection and use of educational play tools (APE). The main references used include standards from the PAUD Directorate, research related to the effectiveness of APE, and best practices from RA teachers in North Jakarta. The collected materials were then arranged in a systematic and applicable format, emphasizing the practical aspect so that it is easy for teachers to use in their daily activities.

This pocket book is designed with a clear structure, covering the definition of APE, its benefits in learning, how to choose the right APE, and practical guidance in making and using it. In addition, each APE example is equipped with illustrative images and easy-to-follow steps.

The following are the validation results obtained from three experts, namely Early Childhood Education (PAUD) Experts, Learning Media Experts, and PAUD

Curriculum Experts. The assessment was carried out based on a scale of 1 (Very Unsuitable) - 5 (Very Suitable) for each aspect assessed.

Table 3 Expert Validation Results

Rated aspect	Assessment Indicators	PAUD Expert	Media Expert	Curriculum Expert	Average	Category
Unity of Content with Learning Objectives	Suitability of materials with PAUD competencies	4	4	4	4.00	Good
	The relationship between APE and learning activities	4	4	3	3.67	Good
	Completeness of information in the pocket book	4	4	4	4.00	Good
	Alignment of APE with children's cognitive development	3	4	3	3.33	Good
Compatibility with Child Development Theory	Support for children's physical, motor and social development	3	4	4	3.67	Good
	Compliance with the child's psychological needs	4	4	4	4.00	Good
Ease of Use	Clarity of instructions for using APE	4	4	5	4.33	Good

Visual Design	Ease of accessing information in a pocket book	3	4	4	3.67	Good
	Time required to prepare APE	4	4	3	3.67	Good
	The appearance of the pocket book is attractive and not boring	4	4	4	4.00	Good
	Design suitability to the child's age	4	4	4	4.00	Good
	Clarity of illustrations and pictures in the pocket book	4	4	4	4.00	Good
Total Score		75%	80%	77%	77%	Good

Based on the validation results from three experts, the Educational Game Tools Pocket Book obtained an average score of 77%, which is included in the "Good" category (according to the validation criteria). This shows that this pocket book can be used with minor revisions to improve its effectiveness.

Based on the validation results by Early Childhood Education (PAUD) Experts, Learning Media Experts, and PAUD Curriculum Experts, several inputs were obtained for the improvement of the Educational Game Tool Pocket Book for RA North Jakarta Teachers. This revision aims to improve the quality of the pocket book to be more effective in supporting teachers in integrating educational game tools (APE) in learning.

a. Revision Suggestions from PAUD Experts

PAUD experts highlighted the importance of the book's content being appropriate to the developmental needs of early childhood. Some of the revision suggestions provided include:

- 1) Simplification of technical terms to make it easier to understand for teachers with various educational backgrounds. Several terms in child development theory are proposed to be explained with concrete examples to be more applicable.
- 2) Addition of examples of APE implementation in project-based learning, so that teachers have broader references in implementing APE in the classroom.

b. Revision Suggestions from Learning Media Experts

Learning media experts provided input on visual design and clarity of navigation in the digital version. Some suggested revisions are:

- 1) Use of more contrasting colors to improve readability, especially for users reading in digital format. Some text sections with too bright or low contrast colors need to be adjusted.
- 2) Adding navigation icons or symbols in the digital pocket book to make it easier for users to find specific information, such as icons for the table of contents, APE creation instructions, and application examples.
- 3) The illustration of the steps for making APE needs to be clarified, for example by adding sequence numbers or more detailed images for each stage.

c. Revision Suggestions from PAUD Curriculum Experts

Curriculum experts provided several inputs to ensure that this pocketbook is truly in line with PAUD curriculum standards. The suggestions provided include:

- 1) Adjusting some parts to the target achievement of child development in the latest PAUD curriculum, especially in cognitive, social-emotional, and motor aspects.
- 2) Clarifying the relationship between each APE and aspects of early childhood development, by adding a table showing how each APE can stimulate different aspects of child development.
- 3) Adding recommendations for simple assessment methods for teachers to evaluate the effectiveness of using APE in learning, such as observing children's involvement while playing.

After this revision is implemented, the pocket book will enter a trial phase in several RA North Jakarta to ensure that the revisions made have increased the effectiveness of its use in the field. With this revision, it is hoped that the pocket book of educational game tools can be a more comprehensive, practical, and interesting guide for teachers in optimizing educational game-based learning.

Table 4. Reliability Results

Model	ICC Value	95% Interval	Confidence	Interpretation
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Two-Way Measures	Mixed, Average	0.921	0.785 – 0.980	Very High Reliability
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The ICC value of 0.921 indicates that there is a very high level of agreement among experts in assessing the developed product. Based on the interpretation of the ICC value according to Koo and Li (2016), a value above 0.90 is categorized as "very good" (excellent reliability). This means that the assessment instrument used for expert validation is reliable and consistent.

Thus, it can be concluded that the assessment of the three experts on the quality of the APE pocket book is consistent and reliable. This supports that the developed product has met the quality standards substantially and technically according to the experts' perspective.

4. Implementation

This implementation stage aims to determine the level of practicality and ease of use of the Educational Game Tool Pocket Book in real learning situations in the RA North Jakarta environment. The implementation process is carried out in several steps, namely teacher training, field trials, and collecting feedback from teachers.

a. Teacher Training

Teacher training was conducted to provide an in-depth understanding of the contents of the pocket book and how to use it in learning. This training was attended by 23 RA teachers from various regions in North Jakarta and took place in two sessions, namely a theory session and a practice session.

1) Theory Session

In this session, the speaker explained:

- a) The purpose and benefits of pocket books in increasing the use of educational game tools (APE) in the classroom.
- b) Pocket book structure, including the categories of APE available, instructions for use, and their benefits in supporting child development.
- c) Techniques for selecting and adapting APE according to the child's age and PAUD curriculum.

Teachers are given time to explore the contents of the pocket book independently before entering the practical session.

2) Practice Session

In this session, teachers are asked to choose one APE from the pocket book and simulate its use in small groups. Each group demonstrates:

- a) How to make APE with simple ingredients.
- b) How to introduce APE to children.
- c) Techniques for utilizing APE in various play-while-learning activities.

Teachers were also given the opportunity to discuss and share experiences in using APE in their respective classes. The results of the training showed that teachers felt more confident and had a better understanding in utilizing APE as part of their learning strategies.

b. Trials

After attending the training session, 23 teachers from various RA in North Jakarta were asked to implement the Educational Game Tool Pocket Book in their classroom learning activities for two weeks. The main objective of this field trial was to measure the level of practicality and ease of use of the pocket book in real learning situations, as well as to find out to what extent this book helps teachers in selecting and implementing educational game tools (APE) that are appropriate to child development.

1) Distribution of Pocket Books and Initial Briefing

Before teachers started using the pocket books, they were given time to read and understand the contents of the books. Each teacher was given two copies of the pocket books (printed and digital formats) so that they could easily access the materials at any time. Teachers were also given directions on how they should document their experiences during the trial, including noting the obstacles faced, the advantages of the books, and the impact of using APE on children's engagement in learning.

2) Selection and Implementation of APE in the Classroom

- a) Each teacher chooses at least two types of APE that are appropriate to the learning theme and age of their students.
- b) Teachers follow the instructions for using APE in the pocket book, starting from making APE, techniques for introducing games to children, to a simple evaluation process of the effectiveness of APE in play activities.
- c) Teachers are expected to observe children's reactions while playing and note whether the children appear more active, enthusiastic, or have difficulty understanding the game.

3) Observation of Child Engagement and Ease of Use for Teachers

- a) The teacher directly observes the child's response in play activities using APE that has been selected from the pocket book.
- b) Teachers also noted whether the pocket book made it easier for them to design play activities or whether there were still obstacles that needed to be fixed.
- c) In some cases, teachers are asked to adapt the APE in the pocket book with the resources available in their school, for example by using used materials or materials that are easier to find.

4) Teacher Documentation and Daily Report

- a) Teachers filled out observation sheets that included ease in understanding APE instructions, child involvement, and the extent to which the pocketbook helped them in planning learning.
- b) Some teachers also took photos and videos of documentation to show how APE was implemented in the classroom. This documentation was used for further analysis regarding the effectiveness of the pocket book in improving the quality of APE-based learning.

The results of the two-week trial revealed several key findings:

a. Positive Aspects:

- 1) Most teachers find the pocket books very helpful in providing innovative ideas related to the use of APE in the classroom.
- 2) Children are more active and enthusiastic in play activities that use APE that they choose from the pocket book.
- 3) Pocket book is easy to use and not confusing, because each APE is accompanied by clear instructions and illustrations of the manufacturing steps.

b. Problems Found:

- 1) Some APEs require materials that are not always available at school, so teachers must improvise with alternative materials.
- 2) Teachers with limited experience using APE still need some additional practice to understand how best to implement game tools in learning.
- 3) There is a suggestion to provide a more interactive digital version, including links to demonstration videos of the use of the APE to make it easier to understand.

Overall field trials showed that the Educational Game Tools Pocket Book has a high level of practicality and helps teachers in implementing play-based learning more effectively. The results of this trial are the basis for improving the pocket book before the final version is published and disseminated more widely to other RAs in North Jakarta.

The evaluation stage in the development of the Educational Game Tool Pocket Book (APE) for RA Teachers in Tanjung Priok District was carried out to assess the practicality, ease of use, and effectiveness of the product in improving teacher skills in utilizing APE in the classroom. This evaluation was carried out after the pocket book was tested in the field for two weeks, involving 23 teachers who had used the pocket book in the learning process in their classrooms.

The practicality test was conducted to assess the extent to which the Educational Game Tool Pocket Book can be used effectively and efficiently by teachers in classroom learning. This evaluation involved 23 RA teachers in Tanjung Priok District who had used the pocket book for two weeks. The assessment was based on four

main aspects, namely ease of access and use, clarity of instructions for using APE, completeness of information, and convenience in use.

Table 4.1 Pocket Book Practicality Test Results

Practical Aspects	Indicator	Average Score (1-5)	Category
Ease of Access and Use	Pocket books are easy to find and use when needed.	72.17	Practical
	Information in the pocket book can be accessed quickly.	73.91	Practical
	It doesn't take long to find information.	71.30	Practical
Clarity of Instructions for Use of APE	The instructions are easy to understand and not confusing.	72.17	Practical
	Instructions according to the steps to be followed.	70.43	Practical
	Instructions are supplemented with real examples in learning.	72.17	Practical
Completeness of Information	The pocket book covers a wide range of relevant APE types.	73.91	Practical
	Information about the benefits and how to use APE is clear.	76.52	Practical
	The pocket book provides a variety of APE for various learning activities.	75.65	Practical
Convenience in Use	The pocket book size is practical and easy to carry to class.	75.65	Practical
	The pocket book is light and does not interfere with teacher mobility.	75.65	Practical
	The book design is	73.91	Practical

ergonomic and easy to open when in use.

Overall Average	73.62	Practical
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a. Ease of Access and Use

This aspect measures how easy the pocket book can be accessed and used by teachers when needed in learning. The test results showed that teachers did not experience difficulties in finding and using the pocket book when needed, with an average score of 72.17% which was categorized as practical. In addition, information in the pocket book can also be accessed quickly (73.91%), and teachers do not need a long time to find the information needed (71.30%). These findings indicate that the pocket book has a clear structure and easy navigation, making it easy for teachers to use it when teaching.

b. Clarity of Instructions for Use of APE

The pocket book provides systematic and easy-to-understand instructions for each educational game tool (EGA) presented. Teachers assessed that the instructions for using EGA in the pocket book were not confusing and received an average score of 72.17%, indicating that the book was quite clear in providing guidance. The instructions given were also in accordance with the steps to be followed (70.43%), and each instruction was accompanied by real examples in learning (72.17%). This shows that teachers can easily understand and apply EGA in classroom play activities without experiencing significant difficulties.

c. Completeness of Information

One of the main strengths of the pocket book is the completeness of its information covering various types of APE according to learning needs. The test results show that the pocket book provides APE that is relevant to the curriculum with a score of 73.91%, and information on the benefits and how to use APE is presented clearly (76.52%). In addition, this book also provides a variety of APE for various learning activities (75.65%), so that teachers have many choices in developing play-based learning.

d. Convenience in Use

Pocket books are also considered practical in terms of size and design, making them easy to carry to class and use in daily activities. Teachers consider the size of the pocket book to be quite practical and does not interfere with their mobility when teaching (75.65%). In addition, the book is light and ergonomic, with a design that makes it easy for teachers to open and use it when teaching (73.91%).

Overall, the results of the practicality test show that the Educational Game Tool Pocket Book has a high level of practicality, with an average score of 73.62, which is included in the "practical" category. This shows that the pocket book can be easily

used by teachers in learning activities, provides clear guidance in the use of APE, and presents complete and useful information.

Teachers gave positive feedback regarding the easy-to-understand structure of the book, the variety of APEs, and the clarity of the instructions for use. However, some teachers suggested that the pocket book be equipped with a list of alternative materials for APEs, as well as larger and more detailed illustrations to facilitate understanding.

Based on the research findings, the development of the Pocket Book of Educational Play Tools for Raudhatul Athfal (RA) teachers in North Jakarta was carried out through the ADDIE model stages, which include analysis, design, development, implementation, and evaluation. The main finding of this research indicates that there is a high demand for practical guidance in the utilization of educational play tools (APE) among RA teachers. Teachers still face limitations in selecting, designing, and optimizing APE in learning activities. This aligns with previous research results that highlight the importance of adequate training and resources to support the implementation of play-based learning (Mashoedah, 2015; Sodik & Nur Sasongko, 2021).

In the needs analysis phase, it was found that the majority of RA teachers rely on conventional methods in teaching due to a lack of systematic references regarding Educational Play Tools (APE). The results of interviews and observations indicate that teachers only use the APE available at the school without any innovation or adaptation to meet the needs of the children. This is in line with research by Piaget, which states that educational play should be adapted to the child's stage of cognitive development to provide optimal benefits (Billingham, 2019; Dasen, 2022; Marinda, 2020). Therefore, this handbook is developed to address these issues by providing a practical guide in the selection, creation, and use of APE that aligns with the Early Childhood Education curriculum.

The practicality test demonstrates that this pocket book has a high level of practicality with an average score of 73.62%, placing it in the 'practical' category. This pocket book facilitates access to information, provides clear guidelines for the use of APE (Teaching Aids), and features an ergonomic design that meets the needs of teachers. These results are consistent with previous research, which emphasizes that supporting materials for teachers should be applicable, easily accessible, and relevant to classroom learning practices (Danggu dkk, 2023; Lohnmann dkk, 2018; Zan, 2005).

Overall, the development of this Pocket Book of Educational Game Tools has successfully addressed the challenges faced by early childhood education teachers in North Jakarta regarding the utilization of Educational Play Equipment (APE). This pocket book is not only suitable and practical for use but also has the potential to enhance the quality of play-based learning at the early childhood education level. For future research, it is recommended that this pocket book be tested on a larger scale

and developed into a more interactive format, such as a digital application or tutorial video, to improve its effectiveness and ease of use in the field.

CONCLUSION

The research development of a pocket book of educational tools for Raudhatul Athfal teachers in North Jakarta has yielded several important findings. Firstly, the developed pocket book has proven to be effective as a practical guide that can enhance teachers' competence in using educational tools appropriate for early childhood learning characteristics. Secondly, the compact and portable format of the pocket book allows teachers to access information whenever needed, thus supporting flexibility in the learning process. Thirdly, the content of the pocket book tailored to the specific needs of Raudhatul Athfal demonstrates a high relevance to the context of Islamic education for early childhood.

The contribution of this research to the field of early childhood Islamic education studies lies in the provision of practical learning media that can bridge the gap between educational theory and field practice. This pocket book offers concrete solutions to the issue of teachers' limited access to appropriate educational resources. Furthermore, this research also provides a model for the development of learning media that can be adapted to other contexts of Islamic education.

Based on the research results, several recommendations can be proposed. First, it is necessary to conduct ongoing socialization and training for Raudhatul Athfal teachers regarding the optimal use of this pocket book. Second, it is suggested to develop a digital version of the pocket book to be accessible via mobile devices, facilitating content updates. Third, periodic evaluations should be carried out to assess the effectiveness of the pocket book in enhancing the quality of learning. Fourth, the development model of this pocket book can be replicated in other regions with content adjustments according to local needs. Lastly, cooperation among educational institutions, the government, and education practitioners is required to support the wider distribution and utilization of this pocket book to improve the quality of early childhood education in Indonesia.

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