

ABSTRAK

Rendahnya kemampuan literasi di Indonesia menunjukkan pentingnya penyediaan media pembelajaran yang sesuai dengan karakteristik perkembangan kognitif anak usia dini. Salah satu media yang dapat dimanfaatkan adalah *board book* yang mengintegrasikan unsur visual dan verbal untuk membantu anak memahami cerita. Penelitian ini bertujuan menerapkan prinsip *Cognitive Theory of Multimedia Learning* (CTML) dalam desain *board book* anak berjudul Petualangan Juni Mencari Bola Pelangi melalui penerapan tujuh prinsip, yaitu *Multimedia*, *coherence*, *signalling*, *spatial contiguity*, *redundancy*, *personalization*, dan *segmenting*. Penelitian dibatasi pada perancangan media *board book* fisik untuk anak usia 4–6 tahun dan tidak menguji efektivitas media terhadap peningkatan kemampuan membaca secara eksperimen. Metode yang digunakan adalah penelitian dan pengembangan (*Research and Development*) dengan model Four-D (4D) yang meliputi tahap *Define*, *Design*, *Develop*, dan *Disseminate*. Data diperoleh melalui studi pustaka, observasi, dokumentasi, serta evaluasi produk menggunakan kuesioner yang diisi oleh tiga guru taman kanak-kanak. Hasil penelitian menunjukkan bahwa penerapan ketujuh prinsip CTML berhasil diintegrasikan pada elemen ilustrasi, tipografi, warna, tata letak, dan narasi sehingga menghasilkan *board book* yang sesuai dengan karakteristik anak usia dini. Hasil evaluasi memperoleh nilai rata-rata **80,95%** dengan kategori **Baik**, sehingga produk dinilai layak sebagai media literasi anak usia dini. Penelitian ini menghasilkan *board book* berbasis CTML yang dapat menjadi alternatif media pendukung pemahaman cerita bagi anak usia dini.

Kata kunci: *board book*, *Cognitive Theory of Multimedia Learning*, literasi anak usia dini, desain komunikasi visual, model 4D.

ABSTRACT

Indonesia's low literacy achievement highlights the need for Learning media that are appropriate to the Cognitive characteristics of early childhood. One medium that can be utilized is a board book, which integrates visual and verbal elements to support children's story comprehension. This study aims to apply the principles of the Cognitive Theory of Multimedia Learning (CTML) in Designing a children's board book entitled *Petualangan Juni Mencari Bola Pelangi* by implementing seven principles: Multimedia, coherence, signalling, spatial contiguity, redundancy, personalization, and segmenting. This study is limited to the Design of a physical board book for children aged 4–6 years and does not examine its effectiveness in improving reading skills through experimental methods. The research employed a Research and Development (R&D) approach using the Four-D (4D) Development model, consisting of the Define, Design, Develop, and Disseminate stages. Data were collected through literature review, observation, documentation, and product evaluation using questionnaires completed by three kindergarten teachers. The results indicate that the seven CTML principles were successfully integrated into the illustrations, typography, colors, layout, and narrative, resulting in a board book that is appropriate for the Cognitive characteristics of early childhood. The product evaluation achieved an average score of 80.95%, categorized as **Good**, indicating that the Developed board book is feasible as an early childhood literacy medium. This study produced a CTML-based board book that can serve as an alternative literacy medium to support story comprehension among young children.

Keywords: board book, Cognitive Theory of Multimedia Learning, early childhood literacy, visual communication Design, Four-D model.