

KAKOKABA CERIA: A Learning Media to Improve Vocabulary Mastery in Elementary School Students

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ABSTRACT

This study aims to develop innovative learning media in the form of Picture Vocabulary Cards (KAKOKABA) Ceria for vocabulary mastery of grade III students at SDN Pulogebang 24 Pagi. This media is designed to attract students' interest in learning with an interactive visual approach, using attractive images and colors. The approach used is Research and Development (R&D) with 7 stages of the Borg and Gall development model from 10 stages. The feasibility results were obtained from the media expert validator test of 94%, the material expert validator test of 97.6%, and the language expert validator test of 89%. The effectiveness of the media and students is seen from the results before and after using the learning media. The results before using the media, namely the pre-test with an average of 63.66 and after using the media, namely the post-test increased with an average of 90.15. The results of the pretest and post-test show that the Ceria KAKOKABA learning media is effective for use in grade III Elementary School.



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INTRODUCTION

Education plays a crucial role in helping individuals acquire academic knowledge, shape their character and personality, and ultimately influence the quality of human resources in society (Afifah et al., 2019). Primary education serves as a fundamental foundation for the development of students' cognitive, affective, and psychomotor abilities in Indonesia. In this context, learning at the primary level must be designed in such a way that it can develop all these aspects in a balanced manner (Amalia & Maknun, 2022). One of the core subjects at the primary education level is Indonesian Language (Siki, 2019).

Indonesian language instruction emphasizes the formation of habits in using the language actively and appropriately in daily communication. Its primary objective is not merely to understand linguistic rules theoretically, but also to apply them effectively in speaking, writing, and conveying information (Intiana et al., 2023). When students are equipped with the ability to use Indonesian properly from an early age, they are better able to express themselves clearly and comprehend information presented to them (Iqbal et al., 2024). This also plays a role in building their self-confidence and social competence (Hoerudin, 2022).

However, teaching Indonesian in primary schools still faces significant challenges. One of the main issues encountered by teachers is students' limited vocabulary mastery (Cindana & Sutarini, 2022). Tarigan (2015) argues that the quality of one's language skills is highly dependent on the quantity and quality of their vocabulary. The richer one's vocabulary, the greater the likelihood of achieving fluency. This means that vocabulary mastery determines the overall quality of language proficiency. Sari et al. (2021) also emphasize that vocabulary development is essential for understanding how

language functions within social and cultural contexts. Changes in vocabulary often reflect shifts in societal values, norms, and needs. Therefore, to fully comprehend a language, one must not only learn its grammar but also the socio-cultural context in which it is used (Apriani et al., 2022).

The challenges faced by teachers are largely due to the use of monotonous and unengaging teaching methods and materials, which are often limited to lectures and repetitive assignments (Siki, 2019). As a result, students struggle to grasp the material presented by the teacher. This is due to the use of uninspiring learning media that primarily focus on delivering factual information without offering engaging or contextually relevant learning experiences. Such approaches make the learning process feel passive and less effective (Shafa et al., 2022).

Creatively and interactively designed learning media that provide a fun learning environment have been shown to increase students' learning motivation (Junaidi, 2019). A preliminary study conducted at SDN Pulogebang 24 Pagi revealed that teaching is still largely dominated by conventional methods, with minimal use of creative and innovative media. Additionally, interviews with third-grade teachers indicated that students tend to be passive during Indonesian language lessons.

Among the 27 students in a third-grade class, only 20% were actively engaged, 30% simply followed their seatmates, and 50% were unable to express their opinions or retell stories they had just read. This was due to their lack of understanding of action word vocabulary found in storybooks, textbooks, or spoken by the teacher during lessons. As a result, teachers at SDN Pulogebang 24 Pagi still need to frequently ask students to write down unfamiliar vocabulary words during learning activities. This is important because Indonesian language learning involves a great deal of listening, reading and viewing, speaking and presenting, as well as writing (Siki, 2019).

Based on these problems identified at SDN Pulogebang 24 Pagi, this study aims to offer a solution by developing Indonesian language learning media in the form of *KAKOKABA Ceria* (Cheerful Illustrated Vocabulary Cards). This media is expected to help students master action word vocabulary easily and quickly, without being boring. It also aims to broaden students' knowledge of new vocabulary, support their comprehension of learning materials, and make the learning process more enjoyable. Consequently, students' learning outcomes in Indonesian language classes are expected to improve (Cindana & Sutarini, 2022).

As stated by Robbi'atna (2019), picture cards are educational tools in the form of cards that contain both images and vocabulary. These tools help students construct sentences and eventually compose short texts. Research conducted by Elisna Huan et al. (2023) also demonstrates that the use of visual learning media such as *KAKOKABA Ceria* can enhance students' understanding of lessons and improve their memory retention. Picture cards can also create a fun and interactive learning environment. Similarly, a study by Riswiarti (2021) using classroom action research (CAR) showed that picture card media effectively improved vocabulary mastery among elementary school students.

The *KAKOKABA Ceria* learning media takes its name from the Indonesian word *ceria*, meaning cheerful. However, in this context, *ceria* is also an acronym: *cerdas* (smart), *ringkas* (concise), and *antusias* (enthusiastic). The researcher hopes that this media will not only make learning more enjoyable but also help students become smarter and more motivated in learning Indonesian in the classroom. Furthermore, it is expected to improve students' understanding of the material and make the teaching and learning process more effective and efficient, thereby helping to achieve the intended learning objectives (Sapriyah, 2019).

RESEARCH METHODS

This study employed the Research and Development (R&D) method by adapting the development model proposed by Borg and Gall. This model consists of systematically structured stages, beginning with needs analysis, followed by planning, product development, testing, and continuing to evaluation and refinement (Sugiyono, 2018).

According to Sugiyono (2019), the Borg and Gall development model follows a waterfall flow, consisting of 10 stages. However, in this study, only 7 stages were utilized, following Emzir's (2015) adaptation of Sugiyono's earlier work (2014), which recommends that research conducted for undergraduate theses, master's theses, or dissertations be limited to the small-scale testing stage. Extending research to all ten stages would require a significant amount of time and financial resources.

Moreover, the 10-stage framework is not a rigid structure that must be followed; researchers may adapt the steps based on their specific research needs (Dewi & Setyaningtyas, 2022). Thus, it is permissible for researchers to adopt or modify the stages of the research process by the study's objectives and context.

Additionally, this study draws on previous research involving the development of card-based and picture-book-based learning media. For instance, Youpika (2021) implemented a Pop-Up learning media development project using seven stages of the Borg and Gall model. Similarly, Syaiviana et al. (2023) employed a seven-step adaptation of the same model in their study on the development of learning modules.

Based on the development research conducted by the scholars above, it can be concluded that research and development may be conducted using either 7 or 10 stages, depending on factors such as time, budget, context, and the specific conditions of the school or educational setting in which the study is conducted. The seven stages used in this study are as follows:

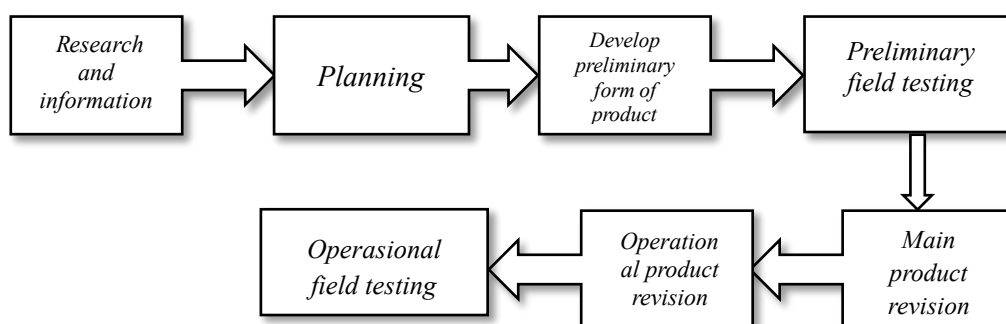


Figure 1. The Modified Steps of the Borg and Gall Development Model

This research was conducted at SDN Pulogebang 24 Pagi and involved 27 third-grade students as the main participants. Additionally, during the validation phase, the participants included a media expert, a content expert, and a language expert. Data collection was carried out using several methods, including observation, interviews, documentation, and testing. The data analysis combined both quantitative and qualitative approaches. The instruments used for data collection were questionnaires designed to gather the necessary information.

The subjects involved in the product validation stage of this development research consisted of a media expert, a content expert, and a language expert. The data collected were quantitative and represented the quality of the product, encompassing both content aspects and instructional guidelines for using the learning media. In the descriptive analysis, the quantitative data were processed by calculating the average score and then converted using a Likert scale table. The data collection instrument served as a tool for the researcher to gather relevant information. The instrument used in this study was a questionnaire containing questions related to the KAKOKABA Ceria learning media (Parnabhakti et al., 2021).

This study gathered data on the feasibility of the developed product through assessments by media, content, and language experts. The information obtained served as the foundation for a comprehensive evaluation of the quality of the learning media (Phafiandita & Permadiani, 2022). To determine the feasibility of using the KAKOKABA Ceria learning media, expert evaluation was considered necessary.

The validation tests conducted by the experts showed that the instruments were suitable for assessing the outcomes of developing and using the KAKOKABA Ceria learning media for third-grade students at SDN Pulogebang 24 Pagi and that they were ready for further testing. This research used a descriptive quantitative analysis method to describe the development results of the KAKOKABA Ceria learning media. The product validation test was used to evaluate the development of the KAKOKABA Ceria learning media in Indonesian language instruction at the elementary school level, with a focus on its suitability for improving third-grade students' mastery of verb vocabulary.

RESULTS AND DISCUSSION

RESULTS

This study created a learning medium called KAKOKABA Ceria for Indonesian language teaching in elementary school, specifically aimed at improving third-grade students' mastery of action word vocabulary at SDN Pulogebang 24 Pagi, Class III-B. The development followed the Borg & Gall model. The initial research and information collection showed that many students in Class III-B lacked confidence in expressing opinions or retelling stories they had read. This was mainly due to limited understanding of vocabulary, especially action words. As a result, 10 of the 27 students could only follow their seatmates' lead, while 7 students remained silent during classroom activities, unable to express their thoughts.

The classroom teacher relied only on the textbook and had not yet used any innovative media to boost students' enthusiasm for learning, particularly in mastering action word vocabulary. This highlighted the need for engaging learning media to support vocabulary acquisition. The planning phase started with designing illustrated vocabulary cards suited to third-grade students. During development, an initial prototype was made using Canva. A preliminary evaluation was done through a questionnaire involving six students to check if the product met their needs and characteristics. Based on the results, the product was reviewed by expert validators in media, content, and language to assess the feasibility of KAKOKABA Ceria media. After this expert validation, the effectiveness of KAKOKABA Ceria was tested using pre-test and post-test evaluations.

Feasibility Test Results

The feasibility test was conducted by consulting the results of a questionnaire administered to six third-grade students with expert validators in media, content, and language. The researcher provided evaluation instruments regarding the KAKOKABA Ceria learning media, which were completed by experts in media, content, and language. After completing their assessments, the expert validators provided constructive feedback and suggestions that served as the basis for revising the KAKOKABA Ceria media. The product revisions based on their input are presented in Table 1 below:

Table 1. Product Before and After Revision

Number	Before Revision	After Revision
1.		
2.		
3.		

The results of the feasibility validity test of the *KAKOKABA Ceria* learning media, as evaluated by expert validators in media, content, and language, indicate that the media is suitable for use, with revisions made based on the suggestions provided by the validators. The assessment results from the media, content, and language experts are presented in Table 2 below:

Table 2. Expert Validation Results

Number	Expert	Validity Result	Skala Likert
1.	Media	94%	Very Good
2.	Material	97,6%	Very Good
3.	Linguists	89%	Very Good

Effectiveness Test Results

After the validity testing phase, the *KAKOKABA Ceria* media was implemented in Indonesian language instruction for third-grade students at SDN Pulogebang 24 Pagi. The researcher administered a pre-test prior to the implementation of the media and a post-test afterward to assess the effectiveness of *KAKOKABA Ceria* in improving students' mastery of action word vocabulary.

Based on the results of the pre-test and post-test conducted with 27 third-grade students, there was a noticeable improvement. The average pre-test score was 63.66, while the average post-test score increased to 90.15. These results indicate that the *KAKOKABA Ceria* learning media is effective for use in third-grade Indonesian language instruction, particularly in enhancing students' mastery of verb vocabulary. The following is a diagram showing the results of the pre-test and post-test for third-grade students:

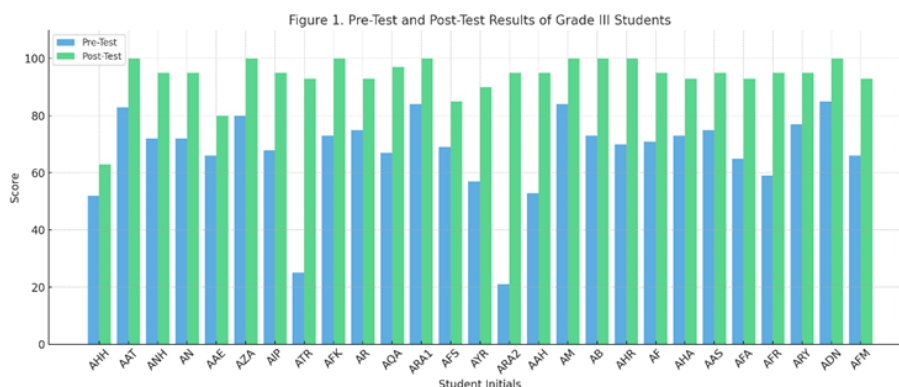


Figure 1. Pre-Test and Post-Test Results of Third-Grade Students

DISCUSSION

The learning media developed in this study is *KAKOKABA Ceria*, specifically designed to support Indonesian language instruction for third-grade students in elementary school. The media was created using Canva and tailored to meet the needs and characteristics of third-grade learners. It features vivid colors, engaging illustrations, and a larger-than-usual card size. The vocabulary cards include verbs with corresponding images and meanings, along with follow-up questions on the reverse side of each card.

To increase student engagement during group activities, supporting materials such as a “Road Map” and dice were also developed. These elements aim to create a more enjoyable and interactive learning experience (Isnaini Nugrahanti, 2022). As noted by Kurniawati and Karsana (2020), third-grade students benefit from learning media that are both visually appealing and capable of helping them better understand unfamiliar words. To identify field needs, a preliminary study was conducted through classroom observation and interviews with the homeroom teacher (Mrs. Devi Prihardianti, S.Pd.) and

the students of Class III-B at SDN Pulogebang 24 Pagi. The findings indicated that many students struggled to grasp the meaning of vocabulary words, especially verbs. Consequently, they lacked confidence in expressing their opinions during class discussions.

Further observation revealed that the teacher primarily relied on textbooks and storybooks brought by students, without utilizing additional innovative media. This caused class activities to become monotonous, limiting student engagement and vocabulary learning (Hariyani et al., 2021; Kurniawati & Karsana, 2020).

Out of 27 students, only 10 demonstrated strong vocabulary mastery, confidence in sharing ideas, and active participation. The other 17 students struggled to articulate thoughts, had limited vocabulary knowledge, and found it difficult to categorize words (e.g., verbs, adjectives, etc.). These findings reinforced the need to develop media that enhances vocabulary understanding through a fun and interactive approach.

To assess students' vocabulary mastery, the researcher developed assessment tools including a pre-test and post-test to measure the effectiveness of KAKOKABA Ceria. Pre-tests were administered before implementing the media, and post-tests were conducted afterward. This method aligns with recommendations from Iskandar et al. (2021) and Mardhiyana et al. (2022), who emphasize that pre- and post-testing effectively measure students' progress after exposure to new teaching methods or media. After the post-test, students completed a reflection sheet with questions about their learning experiences and perceived vocabulary improvements. This activity aimed to raise students' awareness of how the learning media influenced their understanding and confidence in using new vocabulary.

This developmental research had several limitations. First, the study involved only third-grade students at SDN Pulogebang 24 Pagi, which may affect how broadly the findings can be applied. Second, only 7 of the 10 stages in the Borg and Gall development model were implemented. The final three stages — main field testing, final product revision, and dissemination and implementation — were not carried out due to limited time, institutional constraints, and financial resources (Sugiyono, 2014). Finally, KAKOKABA Ceria was specifically developed to enhance students' mastery of verb vocabulary, and further development may be needed to expand its scope to other vocabulary types or language skills.

CONCLUSION

The development of the KAKOKABA Ceria learning media was based on the Research and Development (R&D) model proposed by Borg & Gall. This model includes ten stages in the product development process. However, due to time constraints and specific conditions at the research site, the researcher only completed seven of the ten stages. The result of this development process is an engaging learning media called KAKOKABA Ceria, which features attractive colors, font styles, and illustrations. The media also includes a "Road Map" and an implementation guidebook, both serving as tools to help facilitate the effective use of KAKOKABA Ceria in improving students' mastery of action word vocabulary.

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