



Development of Syllable Adventure Media for Vocabulary Learning ini Grade 1 of Elementary School

Elfanni Rieka Syahputri^{1*}, Isna Khuni Mu'alimah², Widyarnes Niwangtika³

¹²³Program Studi PGSD, Universitas Nahdlatul Ulama Blitar, Jawa Timur, Indonesia

*E-mail : riekaputri26@gmail.com

ABSTRACT

The purpose of this research and development is to produce a Syllable Adventure Media that is feasible and effective in facilitating the vocabulary mastery needs of early-grade students. The time and place of this field research was conducted at UPT SDN Kalipucung 03, Sanankulon, Blitar Regency, East Java Province, within a nine-month period from October 2025 to June 2026. The research method used is Research and Development (R&D) by applying the ADDIE development model (Analyze, Design, Develop, Implement, Evaluate). The population and sample for the field testing involved 13 first-grade students of UPT SDN Kalipucung 03. The research instruments and data collection tools used included non-test instruments consisting of validation sheets from material experts, media experts, and learning practitioners, as well as test instruments in the form of oral performance tests with a pre-test and post-test scheme. The data analysis technique used a combination of descriptive statistical percentage analysis to measure product validity and inferential statistics through the calculation of the Normalized Gain (N-Gain) score assisted by SPSS software. The results showed that the Syllable Adventure Media was declared highly valid, with feasibility percentages of 100% from material experts and 92% from media experts. Furthermore, this media proved to be highly effective in significantly increasing students' vocabulary mastery, as demonstrated by a sharp increase in the total score from 970 (pr-test) to 1,255 (posttest) and an average N-Gain score of 0.86, which falls into the high category.

Keyword : syllable adventure, media, vocabulary learning

INTRODUCTION

In primary schools, Indonesian language instruction plays a crucial role in developing students' reading skills. This instruction goes beyond merely introducing letters; it guides students to understand the structure, linguistic rules, and functions of texts comprehensively and accurately (Rahmawati et al., 2023). Vocabulary mastery is one of the most vital foundations for language skills in the early grades. Vocabulary serves as a fundamental element determining the quality of students' listening, speaking, reading, and writing abilities (Tarigan, 2011). The broader a student's vocabulary mastery, the greater their

capacity to comprehend learning materials and convey ideas precisely and effectively (Keraf, 2009). Vocabulary mastery in these early grades serves as a primary asset that largely determines a student's academic success in subsequent grade levels (Hastuti, 1992).

However, in reality, the reading abilities and vocabulary mastery of children in the lower grades in Indonesia remain low (Abidin, 2021). Major obstacles often include children's difficulty in grasping concepts of pronunciation and word symbols in the absence of engaging contexts, as well as the significant impact of limited access to

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adequate educational facilities on the learning process (Niwangtika et al., 2025). Drawing on cognitive development theory, vocabulary acquisition for primary school-aged children should be approached gradually, repetitively, and contextually (Tarigan, 2015), progressing through three stages of representation: enactive (doing), iconic (viewing images), and symbolic (words) (Bruner, 1966). Primary school children find it easier to grasp concepts that are tangible and concrete. Therefore, visual activities and play serve as essential tools before students are introduced to word symbols. Success in vocabulary mastery is influenced by the selection and use of effective instructional media during the learning process.

This ideal state has not yet been fully realized in practice. Based on preliminary observations and interviews with a first-grade teacher at UPT SDN Kalipucung 03, Sanankulon, Blitar, it was found that students' vocabulary mastery and understanding of syllables remain low. This issue stems from a learning process that tends to be monotonous, dominated by lecture-style teaching, and reliant on assignments derived solely from textbooks. A lack of interactive learning media has resulted in students becoming passive, unmotivated, and easily bored. Consequently, this study focuses on developing suitable and effective learning media to enhance vocabulary mastery. The specific medium being developed is the "Syllable Adventure Media" and the study involves first-grade students from UPT SDN Kalipucung 03, Sanankulon, Blitar.

To address the issue of vocabulary mastery, the researcher opted to use innovative learning media. Previous studies indicate that visual media and games are effective in improving language learning outcomes. Research by Safitri (2023) demonstrated that puzzle media effectively improved vocabulary mastery among first-grade elementary students. Similarly, Yanti et al. (2022) found that Wordwall anagram games successfully enhanced students' vocabulary mastery. Furthermore, Panawan (2025) confirmed that the use of word-guessing card media significantly

enriched students' vocabulary. These studies underscore that interactively designed media can capture attention, stimulate motivation, and actively engage students in observing, experimenting with, and directly solving language-related problems.

As a solution, the researcher developed a learning aid titled "Syllable Adventure Media" (Media Petualangan Suku Kata). This medium integrates game elements, engaging visuals, and interactive activities tailored to the developmental characteristics of first-grade elementary school students. Through an adventure-based concept, students are given the opportunity to recognize, read, and assemble syllables gradually through direct experience and trial-and-error (Piaget, 1970). Based on the explanation above, this research is crucial for creating an innovative and creative learning aid to support the learning process of first-grade elementary students.

Therefore, the researcher is interested in conducting a development study titled "Development of Syllable Adventure Media for Vocabulary Learning in Grade 1 Elementary School." To provide clear direction for the research operations, the following research questions were formulated:

- 1) How can the Syllable Adventure Media be produced for vocabulary mastery learning in Grade 1 elementary school?
- 2) What is the validity level of the Syllable Adventure Media for vocabulary mastery learning in Grade 1 elementary school?
- 3) What is the effectiveness level of the Syllable Adventure Media for vocabulary mastery learning in Grade 1 elementary school?

In line with these problem formulations, this development research aims to produce a Syllable Adventure Media product that meets the needs of vocabulary mastery learning in Grade 1 elementary school. Furthermore, this study aims to test the accuracy and effectiveness of the Syllable Adventure Media to ensure its suitability for



implementation in vocabulary mastery lessons for early-grade students.

The development of this innovation is grounded in a strong conceptual foundation regarding the utility of learning media and the mechanisms of reasoning development in elementary school children. Fundamentally, learning media serve as strategic tools for conveying messages and information to optimize the effectiveness of the learning process (Setiawan et al., 2023). In language education, media function to translate complex conceptual understandings into simpler forms for students. This aligns with the view of Intan (2021), who states that instructional media not only reduces boredom but also facilitates students' understanding of abstract concepts through the use of visual, audio, and audiovisual elements (Nurfadhillah, 2021). For elementary school students, the visualization of linguistic messages plays a crucial role.

Using educational games is considered an ideal approach to creating a meaningful language-learning environment. Educational games serve as a medium to stimulate cognitive abilities by combining elements of entertainment and learning (Fentari et al., 2023). Through an enjoyable game format, students are encouraged to think critically, solve problems, and independently construct their knowledge by directly manipulating objects (Lestari, 2024). The use of these visually-based educational games offers distinct advantages in fostering active engagement and supporting language development among elementary school students (Ghonim et al., 2023).

To address the needs regarding early reading skills and vocabulary mastery, the "Syllable Adventure Media" product was designed by combining two primary instruments: flashcards and "booming maps." The use of flashcards—small visual cards—has proven effective in practicing spelling skills and enriching vocabulary (Hayati, 2021). Meanwhile, the "boom map," designed as a colorful visual pathway, serves as a meaningful learning tool to guide the flow of students' learning exploration. The design of this pathway directs the

learning sequence in stages, facilitating the transition of understanding from concrete concepts to the symbols of letters and words (Hidayatulloh, 2023). Through visual-motor activities along the map's path, the focus and concentration of early-grade students—which tend to be short-lived—can be better sustained (Suroto, 2024).

The language introduction process at this stage focuses on integrating sound structures and letters using the syllable method. Given that first-grade students require intensive guidance to transition toward independent reading, this learning approach necessitates a social environment and interactive media that support the provision of scaffolded assistance (Hidayatullah, 2023). Mastering basic Consonant-Vowel (CV) patterns—such as 'ba, bi, bu, be, bo'—and progressing to the recognition of closed syllables forms the primary foundation for word structure construction (Tarigan, 2015). Packaging these language patterns within an adventure theme ensures that students do not merely memorize text symbols but instead recognize words gradually and contextually, adhering to the principle of learning through play (Suyanto, 2005).

The urgency of developing this media is further reinforced by a review of relevant prior research published in various online scholarly journals. First, a study by Havis, Solehun & Putra (2021) in *jurnal Papeda: Jurnal Publikasi Pendidikan Dasar* demonstrated that implementing the syllable method supported by letter-card media had a significant impact on the early reading skills of first-grade students. Second, Wedham et al. (2022), writing in *Jurnal Ilmiah Mandala Education*, developed syllable puzzle media to train the reading skills of first-grade students, utilizing... leading to the conclusion that the developed product is highly suitable and practical for use in lower-grade classrooms. Thirdly, Oktaviani and Yanti (2022), writing in the journal *Belajar Bahasa*, developed a Wordwall-based anagram game that proved effective in significantly improving students' vocabulary mastery and Indonesian language learning outcomes.

Although these three studies are relevant in their use of the syllable method and their focus on enhancing the vocabulary of early-grade students, there are fundamental differences—or research gaps—compared to the product developed in the current study. The research by Havisa et al. (2021) focused on an experimental method using conventional letter cards, whereas Wedham et al. (2022) utilized puzzle-based media. Meanwhile, Oktaviani and Yanti (2022) developed a digital game (Wordwall). In contrast, the present study focuses on developing "Syllable Adventure Media" (Media Petualangan Suku Kata), which combines the strengths of tangible print media—specifically an interactive, kinesthetic "booming map"—with flashcards. These features were specifically designed to create an active and engaging learning environment for first-grade students at UPT SDN Kalipucung 03, Sanankulon, Blitar.

METHOD

This study employs a Research and Development (R&D) approach aimed at producing a valid and effective instructional media product. The development model utilized is the ADDIE model, implemented sequentially and systematically through five key stages: Analyze, Design, Develop, Implement, and Evaluate (Branch, 2009; Aziz et al., 2023). The ADDIE model was selected due to its systematic nature and the flexibility it offers for revisions at each stage, allowing for the continuous refinement of the product (Mu'alimah, 2017; Razak, 2017).

The development procedure begins with the Analyze stage to identify the gap between actual reading instruction conditions in the field and the desired ideal state, determine linguistic objectives, confirm the characteristics of the target learners (Phase A), and map out needs and project schedules. The Design stage focuses on creating the media blueprint, compiling syllable-based content, formulating development objectives, and planning assessment strategies and budgets. The Develop stage involves transforming the design

into a tangible product, compiling word content, selecting supporting instruments (such as flashcards and map paths), and conducting formative revisions leading up to a small-scale initial trial. Subsequently, the Implement stage aims to facilitate interactive classroom learning through technical preparation for teachers and first-grade elementary students. The final stage, Evaluation, is intended to comprehensively assess product quality, establish success criteria, and analyze the effectiveness of the development outcome.

This research was conducted at UPT SDN Kalipucung 03, Sanankulon, Blitar Regency, East Java Province. The entire research process—spanning the needs analysis, media draft design, expert validation, and classroom product trial implementation—took place over an eight-month period, from October 2025 to June 2026.

The subjects of this development research included expert validators, educational practitioners, and elementary school students. A theoretical evaluation of the media's feasibility was conducted by subject matter experts and instructional media experts, supported by a teacher from UPT SDN Kalipucung 03 acting as an elementary school practitioner. Meanwhile, the sample involved in field testing the product consisted of 13 first-grade students from UPT SDN Kalipucung 03, Sanankulon, Blitar. Consistent with the concrete operational stage of development, the research sample required visual and motoric stimulation to grasp linguistic symbols. An initial product trial was conducted on a limited scale with five students before implementation across the entire class.

Data collection employed a combination of non-test and test instruments constructed based on a structured grid, utilizing a rating scale of 1 to 5 (Strongly Disagree to Strongly Agree). The non-test data collection tools consisted of: (1) a subject matter expert validation sheet measuring curriculum alignment, content relevance, material scope, and presentation accuracy; (2) a media



expert validation sheet measuring visual appearance, clarity of instructions, functional design, and media durability; and (3) a practitioner validation sheet measuring the product's usability for classroom teachers.

Meanwhile, vocabulary mastery was assessed using an oral performance test. This test instrument was designed using a pre-test (prior to instruction using the media) and post-test (following instruction using the media) scheme. Through this oral test, students were asked to read a short story and identify simple vocabulary words representing their immediate environment, family members, and daily activities, aided by visual stimuli provided by the media.

Data analysis techniques for this development research involved a combination of descriptive and simple inferential statistical analyses, processed using SPSS software. Descriptive statistical analysis was applied to process quantitative data obtained from the validation questionnaire rating sheets (completed by subject matter experts, media experts, and practitioners). The decision regarding the product's validity level is based on the calculation of the percentage of the actual score relative to the maximum score (Razak et al., 2020).

Product validity criteria are classified into five percentage ranges: highly valid (>81%–100%), valid (>61%–80%), less valid (>41%–60%), invalid (>21%–40%), and highly invalid (0%–20%). The product is deemed suitable for field implementation if the descriptive results exceed the minimum threshold of the "valid" category (>61%). Furthermore, to measure the product's effectiveness in improving students' vocabulary mastery—comparing pre- and post-treatment performance—descriptive statistical analysis is employed using normalized gain (N-Gain) score calculations.

The effectiveness of improving student abilities is categorized into three interpretation criteria: "high" if the N-Gain value is >0.70, "medium" if the value falls within the 0.30–0.69 range, and "low" if the value is <0.30. The

"Syllable Adventure" (Petualangan Suku Kata) media is deemed effective in supporting basic literacy if the sample's average N-Gain score reaches at least the "medium" category.

RESULTS

The development process for the "Syllable Adventure" media, utilizing the ADDIE model (Analyze, Design, Development, Implementation, Evaluation), was carried out systematically. Based on the established problem formulation, empirical data regarding product quality are presented through the following findings:

1. Validity of Research Instruments as Assessed by Experts

Before being used to measure product quality, all data collection instruments underwent a validity test conducted by expert validators. Descriptive analysis revealed that the subject matter expert questionnaire achieved a total score of 50 out of a maximum of 50, resulting in a feasibility percentage of 100% (Highly Valid). Meanwhile, the media expert questionnaire achieved a total score of 46 out of a maximum of 50, resulting in a feasibility percentage of 92% (Highly Valid). These results demonstrate that all instruments met the requirements for content validity, readability, indicator clarity, and the appropriate use of standard language, making them suitable for use as measurement tools in this development research.

2. Media Design and Development Process Based on the ADDIE Model

Product development using the ADDIE model resulted in a game-based, interactive visual medium with specific characteristics. During the "Analyze" phase, a performance gap was identified—specifically, low reading ability and limited vocabulary mastery—stemming from abstract and monotonous instruction in the first-grade classroom. In the "Design" phase, an initial draft (blueprint) of the media was created, integrating syllable-based content into an

adventure-themed narrative. During the development phase, the draft was transformed into a physical product combining two main components—flashcards and a visual path (a "booming map")—and subsequently validated by experts, achieving approval ratings of 90% from media experts, 96% from subject matter experts, and 100% from educational practitioners. Based on formative feedback from practitioners, the product was refined by modifying the path indicators—using arrow icons to clarify the students' adventure route—and enlarging the physical map to better accommodate group use in lower-grade classrooms. The implementation phase involved preparing the teachers and instructing students on how to navigate the game stages at each station. Finally, the evaluation phase was conducted to process all feedback gathered from the limited-scale field trial.

3. Improvement of Vocabulary Mastery Skills (Effectiveness Test)

A field trial was conducted in Class 01 at UPT SDN Kalipucung 03. The effectiveness of the media was measured by comparing oral reading performance before (pre-test) and after (post-test) its use. Quantitative evaluation data showed an average student pre-test score of 74.6, indicating that the students' initial ability to distinguish and combine letters was still low.

Following instruction using the "Syllable Adventure" (Petualangan Suku Kata) media, the students' average post-test score rose sharply to 96.5. To assess the magnitude of this improvement, a normalized gain (N-Gain) test was conducted using SPSS. The calculation yielded an average N-Gain score of 0.86. Based on data interpretation criteria, this score falls into the "High" category, indicating effectiveness. These statistical data demonstrate that the developed media is highly effective in significantly enhancing the vocabulary mastery of first-grade elementary school students.

DISCUSSION

Product Development Stages

The analysis stage revealed that the students' low proficiency in early reading and vocabulary mastery was linked to a lack of engaging instructional media. Interactive instructional media, however, can boost active student participation and facilitate a more meaningful understanding of the material (Nurrita, 2023). The design stage involved structuring ideas into a systematic product framework prior to further development. In lessons utilizing the "Syllable Adventure" media, students were guided to construct simple words derived from their exploration of the media. This aligns with the view that instructional media designs tailored to learners' characteristics can enhance learning motivation, simplify concept comprehension, and support the development of early literacy skills (Rahmawati & Suryani, 2024).

During the development stage, the completed media underwent validation by subject matter experts, media experts, and educational practitioners. After receiving input from the validators, the researcher revised specific sections of the media to optimize its content, visual presentation, and language. This aligns with the principle that the development stage aims to produce valid, practical, and effective instructional products through expert validation and revisions based on feedback (Sugiyono, 2023). The subsequent phase was implementation, involving the actual use of the "Syllable Adventure" media for syllable-based instruction in the classroom. Throughout the learning process, students appeared more active and enthusiastic, and found it easier to construct simple words. This aligns with the views of Wulandari and Prasetyo (2024), who state that the use of interactive learning media can enhance student engagement, learning motivation, and basic literacy skills among elementary school students.



The final stage is evaluation, which involves assessing the entire development process of the Petualangan Suku Kata media. This evaluation was conducted to determine the media's feasibility and effectiveness in improving the vocabulary mastery of first-grade elementary students. Research results indicate that the Petualangan Suku Kata media was rated as "highly valid" by all validators and deemed suitable for use in instruction. Furthermore, evaluation results showed an improvement in students' vocabulary mastery after using the media. These findings align with Nieveen (2023), who asserts that an educational product is considered high-quality if it meets the criteria of validity, practicality, and effectiveness in achieving established learning objectives.

Discussion on the Validity of the Developed Product

The Petualangan Suku Kata media was declared highly valid and suitable for use based on validation results from subject matter experts, media experts, and educational practitioners. Regarding content, the media aligns with basic competencies and learning objectives, and it effectively supports the improvement of vocabulary mastery for first-grade elementary students. This is consistent with Pratiwi et al. (2023), who state that content validity aims to ensure that learning material aligns with learning objectives, is conceptually accurate, and is relevant to the learners' needs.

From the perspectives of media experts and educators, the "syllable adventure" learning aid is considered engaging, user-friendly, and effective for classroom instruction. The appealing design of the letter cards, picture cards, and map paths helps boost student engagement during lessons. This aligns with the views of Fernando and Sarkity (2023), who state that validity testing ensures the media meets standards regarding content, construction, and visual presentation, making it suitable for use as a learning tool. Furthermore, Putri et al. (2024) explain that learning aids

receiving positive feedback from teachers and demonstrating high practicality are classified as highly practical for classroom use. Consequently, the syllable adventure learning aid is deemed highly valid, practical, and effective for teaching vocabulary mastery to first-grade elementary students.

Discussion on Vocabulary Mastery

Improvements in students' vocabulary mastery are evident from the comparison of pretest and posttest scores following the use of the syllable adventure learning aid. The students' average score rose from 74.6 on the pretest to 96.5 on the posttest. An N-gain analysis result of 0.86—falling into the "high" category—demonstrates that the syllable adventure learning aid is effective in enhancing vocabulary mastery among first-grade elementary students. This improvement stems from the aid's provision of a scaffolded learning process, ranging from recognizing letter types and arranging scrambled letters into simple words to matching them with corresponding images.

Beyond contributing to learning outcomes, the implementation of the syllable adventure learning aid transforms the learning environment into a more stimulating, interactive, and dynamic space; this, in turn, accelerates student activity and enthusiasm throughout the instructional process. Integrating a game-based approach into the learning aid facilitates students in identifying letter symbols, building an understanding of phonetic patterns, and formulating new vocabulary more intuitively. This phenomenon confirms the thesis proposed by Lestari (2024), asserting that game-based learning tactics stimulate active student engagement, present distinct cognitive challenges, and foster critical thinking skills as well as the ability to articulate problem-solving processes. These findings empirically demonstrate the effectiveness of the "Syllable Adventure" (Petualangan Suku Kata) media in optimizing active participation and vocabulary mastery among first-grade elementary school students.

Analysis of the Article's Strengths and Weaknesses

This study possesses several strengths that enhance the quality of its contribution. One notable strength lies in its methodology; the full implementation of the ADDIE development model—extending through to the final evaluation stage—ensures that the resulting product underwent rigorous formative testing based on real-world feedback from classroom practitioners. Furthermore, the article excels in analytical depth through the use of multi-layered data analysis instruments, combining descriptive percentage-based validity assessments for product feasibility with the quantitative Normalized Gain (N-Gain) formula (calculated using SPSS) to accurately measure the effectiveness of learning outcomes. Another equally important strength is the product's practicality; the combination of a physical, motor-engaging map and flashcards offers a concrete solution that is affordable, durable, and easily replicable by elementary school teachers, particularly in areas with limited access to digital devices.

This study has a limitation regarding the sample size employed. The field research involved only a limited sample consisting of 13 first-grade students from a single elementary school, UPT SDN Kalipucung 03. This relatively small sample size means that the findings regarding the product's effectiveness cannot be broadly generalized to students in other regions who may possess different characteristics or levels of literacy readiness. Consequently, further research on a larger experimental scale is required to comprehensively test the consistency of the media's effectiveness.

CONCLUSION

Three main conclusions have been formulated to address the research's significance regarding the creation of learning innovations for Phase A of elementary education. First, the production of the "Syllable Adventure Media" (Media Petualangan

Suku Kata) was carried out methodologically following the five stages of the ADDIE framework, integrating print-based interactive-kinesthetic path maps with flashcard components. Second, the feasibility and theoretical validity of this early literacy support medium were rated as highly valid. This conclusion is based on expert reviews, which yielded an achievement score of 100% for content and 92% for the instructional media aspect. Third, the use of the Syllable Adventure Media demonstrated a clear impact on the vocabulary mastery of first-grade students at UPT SDN Kalipucung 03, Sanankulon, Blitar. This impact was evidenced by a significant rise in evaluation scores, with the average increasing from 74.6 in the pre-test to 96.5 in the post-test. Success was further confirmed by a Normalized Gain (N-Gain) index of 0.86 (high category). These data support the argument that a "play-while-learning" paradigm incorporating scaffolding techniques is effective in stimulating young children to distinguish letter types, blend phonemes, and expand their vocabulary through activities that are contextual, active, and educational.

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