

Developing Flashcards to Teach English Vocabulary in Junior High School

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Abstract

This study focuses on creating flashcards as learning media for junior high school students to acquire English vocabulary. The study, which involved 33 eighth-grade pupils, was carried out at SMPN 1 Sanankulon Blitar. The research and development process based on the Borg and Gall paradigm, which prioritized the development of interactive, captivating, and successful learning resources. To improve students' motivation and vocabulary retention, Augmented Reality (AR) capabilities were added to the flashcards. A total score achievement of 1,377 out of a maximum of 1,650 was obtained through a combination of qualitative and quantitative methodologies in the data collection process, yielding an 83.5% score percentage. This shows that students are responding very favorably to the flashcard medium, demonstrating how well it works to make vocabulary learning more engaging and memorable. According to the study's findings, junior high school students can benefit greatly from using flashcards as an alternate learning tool to help them memorize vocabulary.

Keywords: Flashcard; Vocabulary; Junior High School; Augmented Reality

INTRODUCTION

Education provides people with the knowledge, skills, and values they need to contribute to society. Education not only gives people the opportunity to improve their quality of life but also directly impacts the progress and stability of the country. A country can reduce poverty, improve public health, and encourage innovation. Education is the process of learning about morals, knowledge, and skills that have become a long-standing habit of a group of people to conduct teaching, observation, training, or research (Aprilyanti et al., 2024). However, access to and the quality of education remain major issues in many countries, including Indonesia. Especially in rural areas and remote villages, there is still a scarcity of educational resources, educational opportunities, and teaching quality. In building a nation and creating superior human resources, the country must certainly pay attention to fundamental matters, especially by providing access and educational facilities that support rural areas. This also requires support from cities that have superior resources. More resources are needed to ensure that all residents in Indonesian cities have the support and capacity necessary to contribute to the growth and development of their country (United Nations Children's Fund (UNICEF), 2020).

The Indonesian government, schools, and teachers continue to strive to improve English language learning. The Scientific Approach is one of the approaches expected to improve the quality of English language learning because this approach emphasizes a learning process that involves observation, questioning, information gathering, association, and communication. Learning is a scientific process, therefore learning should be conducted according to scientific methods, known in the 2013 curriculum as the scientific approach (Alberida, 2020). The 2013 Curriculum is one of several curricula that were implemented in Indonesia before the Merdeka Curriculum. This curriculum aims to enhance students' competencies through an integrative and

thematic approach, but it is considered too dense and inflexible, causing many teachers to face difficulties in applying it in the classroom. This is especially felt in remote areas that have limited educational resources. The Merdeka Curriculum is the government's effort to give schools more room to innovate in learning. Schools can adjust their curriculum by fully using the Merdeka Curriculum or integrating existing curricula. In this case, the independent curriculum is defined as an effort to renew learning with a simpler framework, more important or direct material, character development, and student knowledge (Adla & Maulida, 2023).

English is an international language that has become a compulsory subject, especially in schools, and is a foreign language taught in all schools in Indonesia (Ainaul Mardiyah et al., 2022). One of the important components in learning English is mastering English vocabulary, as speaking, reading, writing, and listening skills depend on vocabulary. Due to monotonous teaching methods and the lack of engaging media, vocabulary learning often becomes a challenge for junior high school students. However, engaging and interactive learning can increase students' interest in studying and help them remember vocabulary better. Many middle school students in Indonesia still struggle to understand English vocabulary in the current learning context. Preliminary results indicate that this is lack of innovative learning media that align with students characteristics. Text-based learning media alone often fail to capture students' attention and do not adequately support the development of their cognitive skills. Teaching materials that are designed contextually and relevant to everyday life will help students understand the importance of English in the real world. Materials that match students' ability levels also support a gradual and effective learning process. Teaching material development is the process of designing activities or learning experiences to achieve learning objectives (Makrifah & Widiarini, 2019).

Students in stage D or grades 7 to 9 in learning English often face various problems that can hinder the development of their skills. There are several factors that influence this, including students' lack of motivation and interest in learning English, difficulties in grammar, limited vocabulary mastery, low speaking ability, difficulties in listening comprehension, limitations in reading and writing, and lack of effective learning strategies. Weak vocabulary mastery causes students to have less understanding of English learning. Without having adequate vocabulary, students will have difficulty in achieving basic competencies in English (Parinding et al., 2024). Students at SMP Negeri 1 Sanankulon, they face some major problems in learning English. Among other things, the level of interest and attraction of students to English lessons is relatively low, namely only 23.33% of students who are very happy to learn English and 10.00% who feel very interested. In contrast, 63.33% of students felt less interested in learning English, indicating a lack of intrinsic motivation to master the language. In addition, around 50% of students admitted that they get bored easily while learning, indicating that the learning methods used have not been effective enough in maintaining their interest. In terms of comprehension, most students also have difficulties; only 20% find it easy to understand reading texts in English, while the other 50% feel less able. The same applies to vocabulary acquisition; only 16.67% of students feel they can easily determine vocabulary when speaking English, while 43.33% of students find it difficult. These limitations show that better teaching strategies and more engaging media are needed to boost students motivation and English language proficiency, particularly in the areas of vocabulary learning and text comprehension. Overcoming these challenges demands innovation in English learning media for students acquiring English vocabulary. Teachers must also increase the creativity and quality of learning media to better meet the demands of their students. According to (Yasa & Numertayasa, 2023) the role of the teacher can be expanded through a differentiation approach, where learning materials are tailored to students' learning styles and levels of understanding. One of the effective English learning media innovations for students is using of flashcards to learning English vocabulary. Flashcards are graphical aids that eligible to be utilized in the framework

of education and instruction (Astuti & Chandra, 2023). One of the advantages of flash cards according to (Arsana & Maharani, 2021) flashcards can be applied in the form of games with picture cards that can improve students' ability to read and retell stories with what was in the images on the flashcards. The use of flash card learning media can also be innovated with augmented reality (AR) technology. Augmented Reality applications have been applied in various fields, where Augmented Reality is used as an application concept that is used to combine the physical world (real objects) with the digital world, without changing the shape of the reality object (Salsabila et al., 2023).

Research from (Gea et al., 2023) The research findings also indicated that the major factors that affected that the students were difficult to memorize the learning vocabulary, and they did not apply vocabularies what they have learned at school every day. Flashcards help students improve their vocabulary by making the learning process more engaging and easier to understand. Another study from (Syamsiyah & Ma'rifatulloh, 2023) The pre-test is used to gauge students' vocabulary proficiency before a strategy or other form of intervention is introduced in class, and the post-test gauges how much the students' vocabulary proficiency has improved following the use of flashcard media. The pre-test and post-test findings revealed an improvement in vocabulary skills. The result of the study, before implementing a strategy or other type of intervention in the classroom, the pre-test is used to assess students vocabulary competency after using flashcard media, the post-test assesses how much the students vocabulary proficiency has improved.

Based on the discussion above, using flashcards to teach English vocabulary for middle school students is a promising effort to address vocabulary mastery issues. Students can acquire vocabulary in a more enjoyable, practical, and memorable way with flashcards, a visual-interactive learning medium, which can help address this issue. To support active student engagement, this media can be used with various contemporary learning approaches. Therefore, this research focuses on the creation of learning media that uses AR to teach English vocabulary to junior high school students. It is intended that by utilizing this creative strategy, the teaching and learning process would become more dynamic, engaging, and impactful. Finally, the students' English vocabulary will improve.

METHOD

This research method using research and development proposed by Sugiyono with the Borg & Gall development model. The research and development (R&D) method is chosen to create and develop a product of learning media with aims to teaching english vocabulary for students junior high school. According to (Sugiyono, 2013) Research and Development is a research method used to produce specific products and test the effectiveness of those products. The research uses qualitative and quantitative data analysis techniques. The data collection tools consist of field notes, a vocabulary test, and several questionnaires, including a student needs analysis questionnaire, an instrument validation questionnaire, a material validation questionnaire, a media validation questionnaire, and a student response questionnaire.

The development research model by Borg and Gall has ten steps, including: Research and Information Colletion, Planning, Develop Preliminary Form of Product, Preliminary Field Testing, Main Product Revision, Main Field Testing, Operational Product Revision, Final Product Revision, Dissemination and Implementation (Assyauqi, 2020). This model is commonly used in the development of educational products such as learning media, modules, curricula, and instructional technology. Borg & Gall believe that R&D's goal is to produce effective and practical products for use in the classroom, which are then evaluated and improved through rigorous processes.

A research process is a set of defined stages or processes that are followed when conducting research to ensure dependability, validity, and systematic progression. These procedures vary according to the type and aim of the research, but they typically include planning, data gathering, analysis, and reporting. This learning media only developed for students, tested, and used at SMPN 1 Sanankulon. This study involved 8th grade students attending SMPN 1 Sanankulon as the subjects. In this study limiting the research steps to eight steps of the development procedure due to time and budget constraints, this study focuses on the main components of model development without involving all stages of the process that require more time and resources. In addition, by reducing the number of steps, the research can still be conducted using a scientific approach that is adequate but simpler without losing the essence of development.

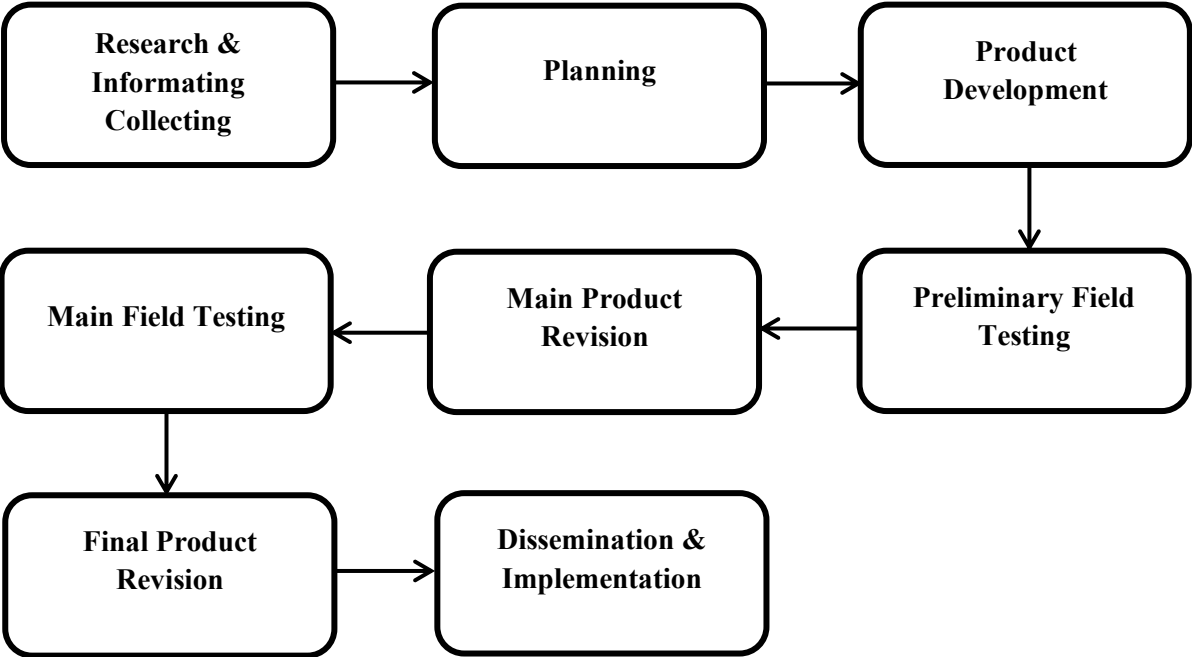


Figure 1. Borg & Gall research procedure

This research used purposive sampling technique with type of homogenous sampling, taken from 33 students in one class used as the object of media development research. This technique is used because research involving new technology may only be feasible with a small group of early adopters. According to Sugiyono (2013) purposive sampling is applied when researcher select samples based on certain considerations that are considered relevant and significant for the research objectives being carried out. Explain that researchers often select a homogeneous sample when their study focuses on a particular group with shared characteristics, allowing for an in-depth exploration of that specific population (Rai & Thapa, 2019).

Data analysis in this study was conducted using a mixed approach, combining qualitative and quantitative methods. The qualitative method is based on the postpositivism paradigm and is used to examine objects in a natural context, with the researcher functioning as the main instrument. Data collection techniques are carried out through triangulation (combination), data analysis is inductive/qualitative in nature, and qualitative research results emphasize meaning rather than generalization (Sugiyono, 2013). The purpose of this method is to explore the meanings, perspectives, and perceptions that arise in a particular context. The results of qualitative research are usually presented in the form of detailed descriptions or narratives, providing deep insights that cannot be obtained through a quantitative approach. Quantitative methods are research methods that focus on objective measurement and analyzing specific

phenomena with numerical or statistical data. This method is often used to test hypotheses or relationships between variables using statistical tools. According to (Sugiyono, 2013), Quantitative research methods can be defined as research methods based on positivist philosophy, used to study a specific population or sample, data collection using research instruments, data analysis being quantitative/statistical in nature, with the aim of testing established hypotheses.

$$\Sigma = \frac{X}{N} \times 100\%$$

Note:

Σ = Percentage result

X = Total Score Obtained

N = Maximum Score

Table 1. Product Validity Criteria

No.	Percentage	Validity Category
1.	85% - 100%	Very Valid
2.	70% - 84%	Valid
3.	55% - 69%	Quite Valid
4.	40% - 54%	Less Valid
5.	0% - 39%	Invalid

According to Arikunto (2010), product validity is assessed in various categories, to ensure that the product meets the required standards and is in line with the expected educational goals. To ensure that research results can be effectively implemented and make a significant contribution in their field, the validation of instruments, media, and materials ensures that every part of the research and development research aligns with the research objectives, is relevant to end users, and is of high quality.

RESULTS AND DISCUSSION

Results

This research aims to develop learning media in the form of vocabulary flashcards to teach English vocabulary for students of SMP Negeri 1 Sanankulon. The development process was carried out using the Borg & Gall model. Flashcards focus on everyday vocabulary and are aligned with the 8th-grade junior high school English curriculum. Specification of the product flashcard made of glossy photo paper with a size 7 x 10 cm, flashcard have a picture with the name of the picture and has a color, flashcard has a QR code that contains an AR image. This product contains learning materials in the form of vocabulary that be studied by students. The materials are accessed using a QR code through the Assmblr Edu application.

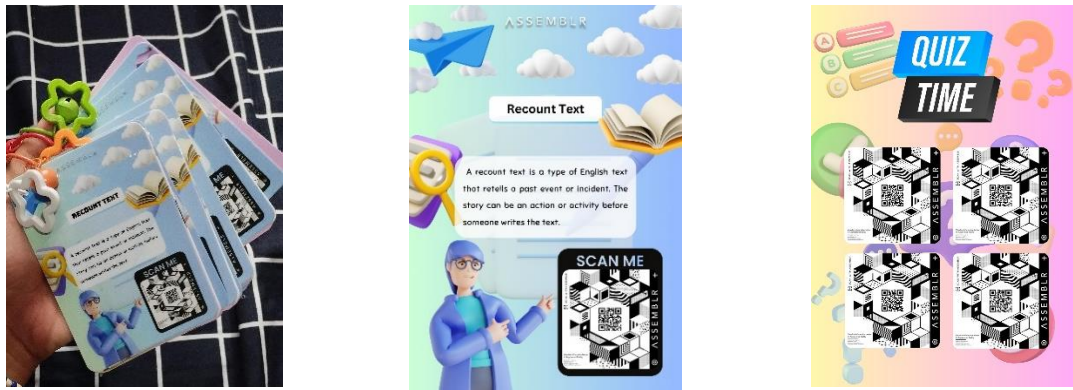


Figure 2. Image Media

After the process of developing flashcard based learning media to teach English vocabulary to junior high school students is completed, the next stage is the implementation or application of the product. This implementation took place with 33 students in grade 8 of SMPN 1 Sanankulon Blitar. The research results during the implementation process show that the use of flashcards can increase students' participation in learning. Most students enjoy participating in the games, answering questions, and trying to write the learned vocabulary. This media-based learning activity encourages small group work and discussion, which improves student interaction. The following a table of the questionnaire results on students responses to the flashcard learning media.

Table 2. Student Response Questionnaire Results

RESPONDE	NO BUTIR										TOTAL SCORE
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
A1	3	4	3	4	5	2	5	5	5	5	41
A2	4	4	4	5	5	4	4	4	4	4	42
A3	1	2	3	4	5	5	4	3	2	1	30
A4	2	3	1	3	2	5	3	4	2	3	28
A5	5	5	4	5	5	3	4	4	4	4	43
A6	3	2	2	5	5	5	5	5	3	5	40
A7	5	5	5	5	5	4	4	4	4	5	46
A8	4	4	4	4	3	4	4	3	3	4	37
A9	5	3	4	2	3	3	4	5	3	3	35
A10	4	3	4	5	5	5	5	5	5	5	46
A11	4	5	5	5	5	5	5	5	5	5	49
A12	4	5	5	5	5	5	5	5	5	5	49
A13	4	5	5	5	5	5	5	5	5	5	49
A14	5	4	4	4	4	4	4	4	4	4	41
A15	5	5	5	5	5	5	5	5	5	5	50
A16	3	4	5	5	5	5	4	3	3	3	40
A17	4	4	5	4	5	4	5	5	4	4	44
A18	3	3	3	4	4	4	3	3	3	3	33
A19	4	3	4	5	5	1	5	4	3	2	36
A20	5	5	4	5	5	5	4	5	5	4	47
A21	5	5	5	4	5	5	5	5	4	4	47

A22	3	5	2	4	1	3	2	5	4	1	30
A23	5	5	5	5	4	4	4	3	3	3	41
A24	3	5	4	5	5	4	3	3	3	3	38
A25	4	4	5	5	5	4	3	4	4	5	43
A26	5	5	5	4	4	3	5	5	5	5	46
A27	3	3	4	4	4	5	5	5	5	5	43
A28	4	4	4	4	4	5	5	5	5	5	45
A29	4	4	4	5	5	4	4	4	5	5	44
A30	4	4	4	4	5	5	5	5	4	4	44
A31	3	3	4	4	5	5	5	5	4	4	42
A32	3	4	4	5	5	5	5	5	5	5	46
A33	3	3	4	3	5	5	5	5	4	5	42

TOTAL SCORE	1.377
TOTAL MAXIMAL SCORE	1.650
PRESENTASE	83,5 %

The results of the questionnaire above show that 83.5% of students have used flashcards for learning sessions, they stated that using flashcards makes the vocabulary learning process more interesting and fun, and by looking at the pictures and writing on the cards makes it easier for them to remember new vocabulary.

Table 3. Result of Accumulated Validation

No.	Aspect	Percentage	Category
1.	Instrument Validity	98%	Very Valid
2.	Media Validity	90%	Very Valid
3.	Material Validity	96%	Very Valid
4.	Students Response	83,5%	Very Valid

The results of the analysis from table 2 that filled out by 33 respondents, a total score of 1,377 was obtained from a maximum score of 1,650, resulting in a score achievement percentage of 83,5%. These results show that overall, the respondents gave a very positive response to the development of flashcards to teach English vocabulary to junior high school students. The high number of evaluations is evenly distributed across each section of the questions, indicating that the flashcards are engaging, effective, and help students understand and remember new vocabulary. The high number of ratings is evenly distributed across each section of the questions, indicating that flashcards are engaging, effective, and help students understand and remember new vocabulary. Therefore, the development of flashcards can be considered feasible and effective for use as an alternative learning tool in junior high school English classes. These results also support the research hypothesis that the use of flashcards can increase students' motivation to learn more.

Discussion

The teaching and learning process is greatly aided by educational media, especially in language instruction. Good media not only makes learning easier for pupils, but it also makes them more motivated and involved. When learning vocabulary, which is essential to language proficiency, choosing the right media becomes even more crucial. Students frequently find it difficult to understand English texts and successfully express their views when they lack a suitable vocabulary. Learning media might include physical objects, technology, or a combination of the two. According to (Fadilah, 2006) Learning media can be said to be anything that can be used to convey or deliver material from the teacher in a planned manner so that students can learn effectively and efficiently. Learning media functions as an aid used in the learning process to enhance student understanding, facilitate the achievement of learning objectives, and help convey information. In addition, learning media also serves to facilitate communication for both the communicator and the recipient (Wulandari et al., 2023). The main function of learning, among other things, can also attract students' attention to study the material. According to (Saleh & Syahrudin, 2023) the main function of teaching media is to create conditions for students to accurately and deeply grasp knowledge, develop cognitive capacities, and shape students personalities.

Based on the aforementioned issue, the researcher observed learning materials and, following a number of literature reviews, created flashcard learning materials utilizing augmented reality technology. Field conditions, literature reviews, and a number of earlier experiments were taken into consideration while selecting this media. With the creation of this learning resource, the researcher anticipates that SMPN 1 Sanankulon Blitar will be able to use it to teach English vocabulary. These constraints indicate the need for improvements in teaching methods and using more engaging media to enhance students motivation and English language skills, particularly in vocabulary mastery and text comprehension. Teaching vocabulary to young learners is a critical component of language acquisition that lays the foundation for effective communication and literacy skills (Qizi, 2024). Learning vocabulary in junior high school helps students succeed academically and continue learning throughout their lives. Additionally, Panjaitan et al. (2021), state that the use of varied and engaging methods and techniques by EFL teachers, along with a supportive and enjoyable classroom environment, fosters learners' enthusiasm and openness to absorbing the material delivered during the learning process.

Flashcards are a highly recognized learning tool because they are easy to use, portable and effective in teaching vocabulary. Flashcards, which provide visual and textual cues through active recall and repeated exposure, can help students remember better. Students reinforce their vocabulary recognition and production with these cards, which allow them to associate words with pictures. Flashcards are a form of instructional media consisting of image-based cards that present explanations related to the learning material (Krisdiyanti & Susilo, 2024). Flashcards also improve students memory in learning English vocabulary. According to Ningsih (2021) the goal is to train the right brain to remember images and words, thereby increasing the vocabulary. According to Le & Luong (2023), the use of flashcard-based techniques offers various benefits, including increased student confidence, enhanced imagination, improved cooperative skills, reduced tension, smoother interaction in the target language, and better understanding of pronunciation.

CONCLUSION

Based on the results of this study, it can be concluded that flashcards as learning media have met the eligibility criteria and are effectively used in the teaching and learning process. This

research found that students interesting learning vocabulary with flashcards, easy to use, and helpful in improving their English vocabulary acquisition. Therefore, these flashcards are worth using as one of the alternative learning media at the junior high school level to help students improve their mastery of foreign languages, especially in terms of vocabulary.

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