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## Development of KARGU Fun Games Card Media for *Unggah-ungguh Basa Jawa* Learning

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**Abstract.** Field observations show that students often experience boredom and difficulties in unggah-ungguh basa Jawa learning, so a solution is needed to overcome this problem. This study was conducted to develop interactive card-based learning media to support the unggah-ungguh basa Jawa learning. The research design used was Research & Development (R&D) through the ADDIE development model with the stages of Analysis, Design, Development, Implementation and Evaluation. Data collection techniques used questionnaires and observation, which were then analyzed descriptively through the stages of data reduction, data presentation, and verification. The result of this research is the creation of a card-based learning media called Unggah-ungguh Card (KARGU) Fun Games. This learning media consists of two levels of games that can support students' language skills. Level one is a vocabulary guessing game used to help the students proficiency in Javanese vocabulary, while level two consists of dialogue exercises to familiarize students with speaking Javanese properly and correctly. The development was adapted to the Unggah-ungguh basa Jawa outcomes of phase F to support students' speaking competence. Based on the validation test results, it was concluded that this media is suitable for use in learning.

**Keywords:** card; kargu fun games; learning media; unggah-ungguh basa Jawa

### Introduction

Instilling ethics and morals from an early age serves as a fundamental foundation for building good character and integrity. A generation that is outstanding and of strong character is one manifestation of a nation's identity (Supiyardi et al., 2024). Berkowitz (2021) notes that character education from an early age can foster prosocial behavior in children. In Javanese language instruction, the content of *unggah-ungguh basa Jawa* is essential for shaping students' character.

In the teaching of the Javanese language, the curriculum of *unggah-ungguh basa Jawa* is essential for fostering students' character and personality development. This material covers the learning of ethics or etiquette in communication, which is embodied in four main skills: listening, speaking, reading, and writing. In practice, students are expected to be able to apply their Javanese language skills in real-life situations in their daily lives.

Results from observations conducted during the Lantip program at SMA Kesatrian 1 Semarang indicate that the teaching of formal Javanese language did not go well. Students often became bored and struggled to understand the material. The students also frequently struggled to identify and distinguish the various dialects of the Javanese language. This is consistent with the findings of a study Fatmawati & Wiranti (2023) which students often had difficulty interpreting the vocabulary

and sentence structures of formal Javanese. A lack of vocabulary mastery and conceptual understanding were the primary reasons behind the students' difficulties. If students can grasp the concepts and expand their Javanese vocabulary, then the learning of Javanese formal language can be optimally achieved (Nabiilah & Subrata, 2021).

Regarding another issue, students show little interest in participating in Javanese formal language learning activities in the classroom. The perception that Javanese is difficult to learn makes students feel uncomfortable, resulting in a lack of interest in learning it (Hardono et al., 2024). Teaching of Javanese formal language remains suboptimal even though conventional teaching methods are no longer used. Previously, conventional teaching was considered unable to stimulate student engagement because it did not provide sufficient opportunities for contextual speaking practice (Sukoyo et al., 2024). In reality, as found in the study by Juárez et al. (2023), the use of digital learning devices makes it difficult for students to focus on their studies because they are distracted by other features on the devices. The digital media also tends to make students more individualistic and less interactive, resulting in a quiet classroom environment (Istiqomah et al., 2026). Unlike in previous cases, physical learning materials and gamification are more effective at capturing students' attention than conventional or digital media because they spark curiosity, thereby fostering direct student engagement in the learning process.

The implementation of game-based learning (gamification) can create an interactive and enjoyable learning atmosphere, thereby enhancing students' learning motivation (Sukoyo et al., 2023). Rahmatika et al. (2025) noted that learning through games can stimulate student engagement and motivation. This is supported by Maknun & Niswar (2025) that gamification or language games can stimulate student participation. Meanwhile, research conducted by Wati & Mahendra (2025) has proven that the use of card-based learning media is effective in stimulating student interaction and engagement. Learning using a gamification approach can be implemented because it offers many advantages, particularly its ability to capture students' attention and boost their motivation to learn.

A study Sandrina & Kurniasari (2025) suggests the use of card-based learning materials can create a more interactive and enjoyable learning environment than the use of lectures or videos. Meanwhile, another study Donasari et al. (2023) concluded that vocabulary learning can be optimized through the use of card-based learning materials such as flashcards and visual worksheets. In a study Febiyanti et al. (2022), researchers developed bilingual picture cards to introduce Javanese vocabulary to children. Similarly, the study on the development of Pakota cards by Rahmawati & Kurniawati (2020) aimed to help students memorize Javanese vocabulary. Based on the literature review regarding the development of Javanese vocabulary media, it can be concluded that card-based learning media have proven effective in helping to improve students' mastery of Javanese vocabulary.

Furthermore, the understanding of Javanese language concepts and structure can also be aided by the use of card games. As concluded in a study conducted by Lestari (2017), contextual card games can improve the students' speaking skills by allowing them to practice while playing. These findings are supported by research by Zahro & Wiranti (2025) which states that role-playing/contextual cards have proven effective and can be used as a learning medium for formal Javanese language. Based on previous literature reviews, it can be concluded that the use of card-based learning media is effective in helping to improve students' Javanese language skills. However, most researchers still focus on the development and use of card-based media separately; therefore, the development of integrated card-based media is an interesting area to explore, as previous studies have not specifically combined the two types of card-based learning media into a single,

comprehensive instructional design. Students require learning media that can progressively assist in mastering vocabulary and speaking skills.

This development research was conducted to help address the challenges students face in learning Javanese etiquette. The primary objective of this study is to develop a card-based learning medium for Javanese etiquette named “KARGU Fun Games,” where the word “KARGU” itself is an acronym for “Kartu” (card) and “*unggah-ungguh*” (etiquette). The development of this medium is based on the curriculum and learning outcomes for the speaking element in the Javanese etiquette material for Phase F. Referring to the research objectives, the research questions in this study include: 1) What are the needs of high school students regarding Javanese etiquette learning media? 2) What is the prototype of KARGU Fun Games? 3) What is the expert validation of KARGU Fun Games? 4) What are the final results of KARGU Fun Games?

The practical benefits of this development research include benefits for researchers, students, teachers, and schools. For researchers, this serves as a contribution to the development of educational media for formal Javanese. For teachers, this research can serve as a reference and encourage educators to be more creative and innovative in improving learning retention. For students, the development of this media can help overcome difficulties in understanding and applying the material in daily life. Meanwhile, for schools, this research helps provide solutions to the needs experienced by both teachers and students.

## Methods

To produce and develop KARGU Fun Games learning media, the type of research design used is R&D (Research and Development). The design model used in the development of KARGU Fun Games learning media is ADDIE (picture 1). This development model is used to create systematic and structured learning media through the stages of analysis, design, development, implementation, and evaluation (Branch, 2009). Due to existing limitations, this development research is limited to the development stages without the implementation stage or direct testing on students.



Figure 1. Model Penelitian ADDIE

Source: (Branch, 2009)

The first stage is the analysis stage, which outlines the needs, desires, and problems experienced by students at High School Kesatrian 1 Semarang regarding *unggah-ungguh basa Jawa* learning. The second stage is to determine the initial design of KARGU Fun Games based on the existing needs analysis. After that, the development stage of KARGU Fun Games as a medium for *unggah-ungguh basa Jawa* learning was carried out. Product validity tests were also conducted by experts, then evaluated, revised, and refined. The percentage of validity and practicality of this medium was calculated using the formula (picture 2):

$$Sp = \frac{Sr}{Sm} \times 100\%$$

Figure 2. Validity and Practicality Formula

Source: (Syafudin & Sujarwo, 2019)

Decription:

*Sp* : Assessment percentage

*Sr* : Total score  
*Sm* : Maximum score

The assessment results were used to determine the level of suitability and practicality of the media with reference (Table 1).

**Tabel 1.** The Suitable Criteria of Media

| Percentage | Criteria        |
|------------|-----------------|
| 76% - 100% | Highly Suitable |
| 51% - 75%  | Suitable        |
| 26% - 50%  | Less Suitable   |
| <25%       | Not Suitable    |

Source: (Febriyanti, 2022)

Based on the above assessment percentage, the KARGU Fun Games for a *Unggah-ungguh basa Jawa* learning media is considered practical and feasible if it receives a percentage of  $\geq 51\%$ , meaning it can be implemented in learning activities.

As primary data for analyzing the need for learning media, this study involved 41 students from Kesatrian 1 Semarang High School, phase-F, grades XI-4 and XII-3, in the 2025/2026 academic year. This sample was selected based on the phase-F Javanese language curriculum and learning outcomes, namely that in the speaking element, students are expected to be able to communicate with their conversation partners using good and correct linguistic rules. The data collection techniques used were observation during learning activities, student needs questionnaires, and expert validation questionnaires. The questionnaire analyzing student needs for *Unggah-ungguh basa Jawa* media referred to Macalister & Nation (2019) theory, which consists of aspects of needs, desires, and weaknesses. The results of the analysis were then explained in detail in the form of narratives and tables. The data obtained from the observations and student needs questionnaires was then used as the main material for analysis.

Descriptive data analysis techniques were used in this study to explain qualitative data based on the data analysis model from Miles et al. (2019) through the stages of data reduction, data presentation, conclusion drawing, or verification.

## Result and Discussion

### Analysis of Student Needs for *Unggah-ungguh basa Jawa* Media

A questionnaire on the need for *Unggah-ungguh basa Jawa* media was given to students in grades XI-4 and XII-3 of SMA Kesatrian 1 Semarang in the 2025/2026 academic year. The results of the analysis covered aspects of the needs, desires, and weaknesses experienced by students (Table 2).

**Table 2.** The Analysis of Student Needs for Learning Media

| Aspect   | Question  | Question Item  | Percentage |          |
|----------|---|--|------------|----------|
|          |   |  | Agree      | Disagree |
| Urgency  | The Urgency of <i>unggah-ungguh basa Jawa</i> learning.                                       | The <i>unggah-ungguh basa Jawa</i> material is important for maintaining cultural identity and preserving the Javanese language. | 41         | 0        |
|          |   | <i>Unggah-ungguh basa Jawa</i> learning are used to instill ethical values.  | 41         | 0        |
|          |   | <i>Unggah-ungguh basa Jawa</i> teaches students to communicate properly and correctly in everyday life.                          | 41         | 0        |
| Wants    | Students desire for <i>Unggah-ungguh basa Jawa</i> media.                                     | I am more enthusiastic when learning with game-based learning media.   | 38         | 3        |
|          |   | I prefer learning that is combined with fun activities such as games or play.  | 39         | 2        |
|          |   | I feel that game-based learning media helps me understand the material better.   | 39         | 2        |
|          |   | I prefer games that are played together rather than individually.  | 35         | 6        |
|          |   | I understand the material better when I practice it directly.  | 41         | 0        |
|          |   | I like games that have a point system, levels, or rewards.   | 36         | 5        |
| Weakness | Weaknesses or obstacles experienced by students when <i>unggah-ungguh basa Jawa</i> learning. | Do you find the <i>unggah-ungguh basa Jawa</i> learning is difficult to understand?  | 24         | 17       |
|          |   | Do you have trouble remembering or memorizing Javanese words?  | 33         | 8        |
|          |   | Have you ever felt bored during <i>unggah-ungguh basa Jawa</i> learning?   | 29         | 12       |
|          |   | I have difficulty practicing Javanese language in my daily life.   | 34         | 7        |
|          |   | I have difficulty putting Javanese vocabulary together into sentences.   | 31         | 10       |
|          |   | I understand the material, but I have difficulty applying it because I don't know some Javanese vocabulary.                      | 38         | 3        |

Source: (Writer, 2026)

*Analysis of learning urgency*

Based on the results of the student needs analysis, 100% of students agreed that *unggah-ungguh basa Jawa* learning is important to preserve the Javanese language and can be a medium for instilling ethics in students. In addition, 100% of students also agreed that *unggah-ungguh basa Jawa* learning can help improve students' Javanese language skills.

*Analysis of student preferences*

The survey results show that 92.7% of students are more enthusiastic about learning when using game-based learning media. As many as 98.1% of students prefer learning to be combined with fun activities such as games. A total of 95.1% of students feel that game-based learning media helps them understand the material. Furthermore, 85.4% of students prefer games that can be played together, and 87.8% of students like game systems with points, levels, penalties, or rewards. In addition, all students feel that hands-on practice helps them understand the material better.

*Analysis of student weaknesses*

Students often feel bored when *unggah-ungguh basa Jawa* learning. This is due to the difficulties they experience, such as difficulty in memorizing and remembering Javanese vocabulary, difficulty in stringing words together to form coherent Javanese sentences, and difficulty in understanding the various types of Javanese language that exist. As a result, students find *unggah-ungguh basa Jawa* learning uninteresting and difficult to learn.

### **Prototype of KARGU Fun Games Learning Media**

KARGU Fun Games is a card-based learning media developed to help the students learn *unggah-ungguh basa Jawa* material. Based on the data obtained, card games were chosen as the learning media because they have many advantages over conventional and digital media.

The development of this educational game is an adaptation of a family board game that is currently trending among the public, called "KARGU Fun Games." It is named "KARGU" because it is a combination of the words "*kartu*" (card) and "*Unggah-ungguh*" (manners). This game consists of two levels, namely guessing Javanese vocabulary and practicing dialogue, which are tailored to the needs analysis and *unggah-ungguh basa Jawa* outcomes for phase F in the speaking element, where students are expected to be able to communicate in accordance with *undha-usuk basa Jawa* or good and correct linguistic rules.

Each level of KARGU Fun Games has a different concept. The concept of KARGU Fun Games level 1 is a vocabulary guessing game to help students master Javanese vocabulary. The types of vocabulary used in KARGU Fun Games level 1 are 24 *ngoko* words, 24 *krama* words, and 24 *krama inggil* words that are used in everyday life. Meanwhile, the concept of KARGU Fun Games level 2 is practicing dialogue while paying attention to good and correct linguistic rules. The practice must also be in accordance with the context of the sentences provided. A total of 24 sentences are arranged according to the students' real lives and take into account the suitability of the material in the Javanese language phase-F curriculum.

### **Evaluation of Expert Validation of KARGU Fun Games Learning Media**

There are two stages in the validation test, namely media expert validation and material expert validation. Each stage is differentiated so that the data obtained in the media testing stage is more valid and detailed. The KARGU Fun Games media prototype was reviewed to obtain input and assessment from experts, which was then used as a reference in improving the KARGU Fun Games learning media prototype.

The material validation test was conducted by Mujimin, M.Pd., Lecturer at the Department of Javanese Language and Literature Education, Semarang State University. This material validation test was conducted to determine the level of suitability of the content or material contained in KARGU Fun Games. The assessment aspects included the suitability of the material with basic competencies, the accuracy and correctness of concepts, the completeness and depth of the material, the clarity of language use, and the suitability of the material with the context of *unggah-ungguh basa Jawa*. The assessment results also showed that the material presented in KARGU Fun Games was relevant to the learning objectives and supported the achievement of student competencies.

In terms of material suitability, the learning content was assessed to be in line with the *unggah-ungguh basa Jawa* learning competency phase-F. The material was systematically organized to make it easier for students to understand the concept of *unggah-ungguh* in various communication situations. In terms of conceptual accuracy, language, and presentation, the material presented is clear, communicative, uses appropriate rules, and is scientifically accountable. The presentation of material through the KARGU Fun Games media supports interactive and enjoyable learning.

In the material validation test stage, It was concluded that the material in KARGU Fun Games met the existing assessment criteria. However, as a revision, the validator experts noted that the vocabulary used in KARGU Fun Games level 1 should be adjusted based on the *ngoko* vocabulary pattern (verbs, pronouns & nouns), both attached and not attached to the person being spoken to/discussed, and frequently used in everyday life. while the context used in KARGU Fun Games level

2 follows sentence patterns themed around the home environment, school environment, and community environment.

The KARGU Fun Games media validation test was conducted by Sungging Widagdo, S.Pd., M.Pd. Lecturer in the Department of Javanese Language and Literature Education, Semarang State University. The purpose of this media validation was to measure the suitability of the KARGU Fun Games media before conducting a trial. The assessment of the KARGU Fun Games media covered several aspects, namely the practicality of the media, the appearance of the media, the suitability of the graphics, and the safety of the media.

The results of validation in terms of practicality, KARGU Fun Games is considered flexible to use, can be used repeatedly, and can be used as a means of student practice in *unggah-ungguh basa Jawa* learning to support active and participatory learning. In terms of appearance, the design of KARGU Fun Games is considered attractive, the use of font types and sizes is in accordance with the layout, and the illustrations used are relevant to the context of the material. The visual appearance of the media is in line with the characteristics of the students' age and is able to attract their interest in learning.

Furthermore, in terms of graphic design, it is considered to have fairly good readability, attractive use of color, and a proportional layout of images that supports understanding of the material. In terms of safety, the materials used are considered safe for students and are durable for long-term use. The results of the KARGU Fun Games media validation test were declared feasible for trial use, with the suggestion that in the future, the media development could be converted into a digital version so that the media could be used more widely and effectively in line with developments in learning technology.

The percentage of the expert material validation test results was 96.2%, while the media validation test results obtained a percentage of 81%. In this case, the average score for the KARGU Fun Games learning media feasibility test was 88.5% and was classified as very feasible (Table 3).

**Table 3.** The Eligibility Test Score

| Evaluator         | Sr | Sm | Sp(%) |
|-------------------|----|----|-------|
| Content Validator | 50 | 52 | 96,2  |
| Media Validator   | 42 | 52 | 80,8  |
| rata-rata         |    |    | 88,5  |

Based on the scores obtained from the validation of subject matter experts and media, the KARGU Fun Games learning media was deemed highly feasible and ready for testing.

### **Final Product after the Validation Test Stage**

After the validation stage, revisions were made to improve the product in accordance with the suggestions provided by experts and the needs in the field. The appearance and design of the cards were made as attractive as possible to grab students' attention using the Canva digital platform. The size of each KARGU Fun Games level 1 & 2 card is 2.9 cm x 4 cm and is printed on 260 gsm ivory paper. After the printing process, the cards are inserted into the card slots on the 25.5 cm x 25.5 cm game board.

#### *KARGU Fun Games level 1*

The concept of KARGU Fun Games level 1 is to guess Javanese vocabulary or words consisting of 3 game card boards, namely the ngoko board, the krama board, and the krama inggil board. Each board has 24 cards containing Javanese vocabulary/words. The appearance of each card is differentiated by color: green for ngoko words, blue for krama words, and orange for krama inggil

words. In addition, KARGU Fun Games Level 1 comes with coins painted to resemble gold coins as a reward for correctly guessing the vocabulary.

This game is played by 2 to 3 people. Each player has a different card board. Before the game begins, the players first agree on the consequences of winning or losing the game. In this game, if a player wins, they can take the gold coins placed in the middle of the players. However, if they lose, the players get nothing. At the end of the game, the player with the most coins is the winner.



Figure 3. KARGU Fun Games level 1

Source: (Writer, 2026)

Next, divide the cards among the players and agree on who will ask the first question. Once the cards have been distributed, the game can begin. The order of play can be decided by drawing lots, then asking the opposing player a question to answer. The player who answers the question correctly takes one coin placed in the middle of the players. Cards that have been played and answered must be covered, and so on. The game is played in turns until all of one player's cards are covered. At the end of the game, the player with the most coins is the winner.

#### *KARGU Fun Games level 2*

The second level of KARGU Fun Games is an advanced level of KARGU Fun Games level 1. Although both use board cards, the appearance and concept of the game in KARGU Fun Games level 2 are different. The concept of this game is to practice dialogue in order to train students' speaking skills in accordance with the rules of proper and correct *unggah-ungguh basa Jawa*.



Figure 4. KARGU Fun Games level 2

Source: (Writer, 2026)

This game consists of 1 game board and 24 context cards. The cards contain context clues regarding the time, place, characters, and activities that players must practice. The cards consist of themes related to the home environment, school environment, and community environment. There are 8 context cards for the home environment, 8 for the school environment, and 8 for the community environment, which are placed randomly.

The game can be played in groups. The way the game works is that each student takes turns picking up cards, then practices conversation in front of their classmates, paying attention to the context of the conversation on the card. After finishing the dialogue practice, the card board is closed and the next player continues in the same way.

The results of the development of the KARGU Fun Games learning media show that the product has met the feasibility aspects and is in line with the achievements of the *unggah-ungguh basa Jawa* learning phase-F material. This suitability is evident in the game concepts used in KARGU Fun Games levels 1 and 2. This supports the statement by Donasari et al. (2023) that this game helps improve students' Javanese language skills gradually, starting from increasing vocabulary mastery to practicing dialogue using good and correct linguistic rules and *undha-usuk basa*. The selection of content in the media is also adapted to the real situations of students so that it can be easily implemented in their daily lives. This research is still in the development and validity testing stages, therefore further research on implementation testing is needed to determine the effectiveness of the media in improving the learning outcomes of *unggah-ungguh basa Jawa* phase-F.

## Conclusion

The result of this development study is the creation of the KARGU Fun Games learning medium, which was deemed suitable for pilot testing based on expert validation results, with an average score of 88.5% and a rating of "highly suitable". The development of the KARGU Fun Games media is able to support learning activities because it has been aligned with the learning outcomes of the *unggah-ungguh basa Jawa* learning phase-F. This research also contributes to the literature review on the development of *unggah-ungguh basa Jawa* media. The limitations of this research are that the development was only carried out up to the development stage and the media is still manual in nature, so it is recommended that future researchers test the effectiveness of the KARGU Fun Games learning media and link it to digital-based technology.

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