



THE COCOKI BOARD AS A DEVELOPMENT OF JAVANESE SCRIPT FLASHCARD LEARNING MEDIA FOR GRADE VII STUDENTS AT SMP NEGERI 2 SIDOHARJO SRAGEN

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Abstract

This research is about learning media which has quite important meaning in the learning process, especially learning Javanese. Learning will be better assisted by presenting creative and innovative learning media. This research discusses flashcard learning media with the development of the "COCOKI" board as an intermediary in the Javanese script learning process. This learning media was designed with the aim of improving the ability to read Javanese script in class VII students of SMP Negeri 2 Sidoharjo Sragen for the 2024/2025 academic year. This research was carried out using an R&D design with the ADDIE model, namely analysis, design, development, implementation and evaluation. Data collection techniques in this research used interviews, validation sheets, and response questionnaires. The media board "COCOKI" received a response from class VII students of SMP Negeri 2 Sidoharjo Sragen for the 2024/2025 academic year as users, namely 99% which fell into the "very good" criteria. This research shows that flashcard learning media with the "COCOKI" board is easy to use and effective for introducing Javanese script to students. Provides benefits in increasing children's motivation to learn Javanese script. It has the advantages of portability (easy to carry) and ease of use by teachers and parents without special skills.

Keywords: ADDIE; flashcard; COCOKI board; Javanese script

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INTRODUCTION

Learning is a process or effort undertaken by each individual to achieve behavioral changes, whether in the form of knowledge, skills, attitudes, or positive values, as a result of the experience gained from various materials studied. The goal of learning is to develop better adaptability. Learning activities can broaden one's horizons and provide broader perspectives and ideas. This will be very useful in facing various changes that will occur in the future.

Learning and teaching are a series of activities undertaken to increase the knowledge

and skills of an individual, whether an educator, student, or anyone involved in their environment to enhance their knowledge and skills. Learning is an activity consciously undertaken by an individual to achieve behavioral changes in their environment. Learning is an activity that seeks to teach an individual or group of people to acquire knowledge, skills, and attitudes by utilizing various resources in their environment.

Currently, education is required to fulfill its role as a foundation and bulwark that will protect and strengthen the nation. Education is a medium for socializing noble values (Idana &

Insani, 2024). The quality of education is significantly influenced by the quality of the teaching and learning process, and this is determined by various interrelated components, including students, curriculum, educators and education personnel, infrastructure, funding, management, and the environment (Khasani 2019). Learning achievement is the culmination of all learning activities. To achieve learning objectives, teachers should carefully consider the various factors that can influence or determine the achievement of learning objectives (Kholiq & Sukoyo, 2023).

In the learning process, the presence of learning media is quite crucial. Therefore, unclear material presented by teachers can be addressed by using learning media as an intermediary (Sholahunnisa & Insani, 2025). Pakpahan et al. (2020:8) state that learning media is an intermediary used to convey material to students using specific tools so that students can quickly understand and absorb knowledge from the teacher. The application of media during learning activities can provide meaningful experiences for students. The use of media can facilitate understanding from the abstract into the concrete (Permana, 2021). Media can also help teachers communicate more easily during lessons when teaching subject matter (Nina Indriani et al., 2023).

Understanding and applying learning principles will enable teachers to manage the learning process appropriately, tailored to student characteristics and learning objectives (Kholifaturrohman & Insani, 2025). Based on interviews, observations, and documentation, several challenges were identified in the Javanese language course, particularly in the seventh-grade Javanese script at SMP Negeri 2 Sidoharjo,

Sragen. According to the Javanese language teacher, seventh-grade students often experience difficulty reading and writing Javanese script due to the lack of teaching aids or learning media. This finding is in line with the findings of Insani & Fuadhiyah (2025), Kholiq et al., (2024) and Rinata et al., (2023) who also revealed that the problems in learning Javanese script were largely caused by the minimal use of learning media.

Flashcard learning media will enhance learning through its immersive visuals, developed through the development of the "COCOKI" board. Flashcards are easy to use and practical. They stimulate the brain to retain information longer and are portable (Ari Winangun, 2020). This collaboration with the "COCOKI" board, which has three rows, starting from the top for the sandhangan (sandhangan), the second row for the nglegena script, and the third row for the sandhangan (pairing). This media is expected to facilitate students' understanding of the Javanese language course, particularly the Javanese script.

Flashcard Media Aspects: Traditional Media Definition: Picture or text cards displaying characters (or parts of characters, such as sandhangan), used as interactive visual aids. Teaching methods include lectures, whiteboard demonstrations, textbook exercises, and memorization, without much variety in interactive visual media. Interactivity: Students can actively answer, choose, compare cards, or participate in games. Interaction is more passive (the teacher explains, students listen/copy).

Motivation and Interest in Learning: Tend to increase due to elements of play, visuals, and variety (Insani et al., 2024). Often considered monotonous if lectures and paper exercises are dominant, which can diminish interest (Kholiq, Utami, et al., 2024). Recognition Speed and

Retention: Potential for faster recognition and better retention due to repetition and involvement of the visual/tactile senses. Can be effective if the teacher is highly skilled, but the risk of forgetting is greater if there is no variety in repetition or reinforcing media. Cognitive and Emotional Engagement: Students actively choose, play, and react; elements of competition and collaboration can be incorporated (Rahmawati et al., 2024). Usually focused on formal cognitive aspects without much emotional variation or physical activity.

Previous research related to the Javanese script COCOKI board has been conducted previously. Insani & Kholiq (2025) Lestari et al., (2024) and Hakim & Yulianasari (2021) focused more on the problems, application of methods and media in Javanese script. That research differs from this research because it will develop the COCOKI board as a medium for learning Javanese script. Therefore, this study aims to develop COCOKI board learning media.

METHODS

This research is a Research and Development (R&D) study aimed at producing a flashcard-shaped learning media product with a "COCOKI" board. The development model used is ADDIE (Analysis, Design, Development, Implementation, and Evaluation) developed by Reiser & Mollenda. The ADDIE model was chosen because its steps are systematic, easy to understand, and capable of producing validated learning media in terms of both material and media (Dewi & Insani, 2024).

The steps of the ADDIE model used in this study are summarized in Table 1.

Table 1. Steps of the ADDIE model

ADDIE Stage	Description
Analysis	Identified teacher and student needs for pacelathon learning media through interviews and questionnaires at SMP Negeri 2 Sidoharjo, Sragen.
Design	Designed the structure, appearance, usage guidelines, and classroom application plan for the "COCOKI" flashcard media.
Development	Developed and revised the flashcard prototype based on validation and expert feedback until it became feasible for trial use.
Implementation	Implemented the media in a limited trial with Grade VII students to examine its usability and learning practicality.
Evaluation	Collected feedback from experts and students to optimize the quality and presentation of the "COCOKI" flashcard media.

Data were collected through interviews and questionnaires. Interviews were conducted with seventh-grade Javanese language teachers at SMP Negeri 2 Sidoharjo, Sragen, to obtain information on learning media needs. The needs questionnaires were then distributed to teachers and students to strengthen data regarding needs and expectations for the media to be developed. Next, validation questionnaires were administered to subject matter experts and media experts in the Javanese language field to assess the feasibility of the developed media prototype. The data, subjects and research instruments are presented in Table 2.

Table 2. Data, Subjects and Research Instruments

Data	Research Subjects	Research Instruments
Learning media needs	Javanese language teachers and	Needs assessment

Data	Research Subjects	Research Instruments
	Grade VII students of SMP Negeri 2 Sidoharjo, Sragen	questionnaire & interview
Prototype evaluation of the "COCOKI" media	Material experts and media experts (lecturers in Javanese language and literature)	Expert validation questionnaire

The collected data were analyzed using both qualitative and quantitative techniques. Qualitative data were analyzed using the Miles & Miles et al., (2014) model, which includes data collection, data reduction, data display, and conclusion drawing, while quantitative analysis was applied to calculate the percentage results of the needs assessment and expert validation, referring to predetermined scoring criteria. Validity Achievement Criteria are presented in Table 3.

Table 3. Validity Achievement Criteria

Percentage Range	Category Description
< 20%	Invalid (requires revision or improvement)
21–40%	Less valid (requires revision)
41–60%	Valid (requires revision)
61–80%	Valid (can be used without revision)
81–100%	Very valid (can be used without improvement)

Then, the results of student responses are also categorized into the assessment criteria for student questionnaire results. The Student Questionnaire Results Criteria are presented in Table 4.

Table 4. Criteria For Student Questionnaire Results

Percentage Range	Category Description
< 20%	Very less
21–40%	Less
41–60%	Sufficient
61–80%	Good
81–100%	Very good

RESULTS AND DISCUSSION

RESULTS

Analysis Stage

In this first stage, researchers conducted a needs analysis, user analysis, and learning media requirements. The needs analysis was conducted by interviewing Javanese language teachers. The interviews revealed the following problems: (1) students had difficulty recognizing several characters; (2) students had difficulty distinguishing several characters, such as the "ha" and "la" characters, the "ca" and "wa" characters, and the "ca" and "ba" characters; and (3) students had difficulty reading syllables in Javanese script. The lack of use of learning media in the classroom was one of the causes. This research aimed to develop a learning medium for reading Javanese script to address these problems. The user analysis was conducted on seventh-grade students at SMP Negeri 2 Sidoharjo, Sragen. The development of this media took into account the color, font, and design of the media to ensure it suited the characteristics of junior high school students.

Development Stage

After completing the analysis and design stages, researchers developed flashcard learning media based on the analysis and design results from the previous stages. Flashcards are generally just a paper size that's easy to hold, but in this study, a board called "COCOKI" was added. The

design has been adapted to fit flashcards, with a layout divided into three rows. The "COCOKI" board was also lightweight for easy portability within easy reach of students during Javanese language learning, both inside and outside the classroom.

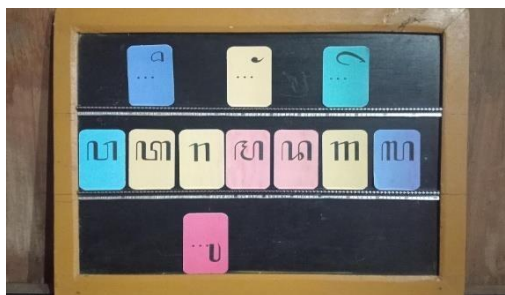


Figure 1. "COCOKI" board as a development of flashcard learning media (researcher)

The following is a summary of the expert feasibility test results. The results of the material and media experts' reviews can be seen in Tables 5 and 6.

Table 5. Summary of Validation Results from Material Experts

No.	Validator	Presentation
1.	Subject expert 1	85%
2.	Subject expert 2	88%
Average		86,5%
Criteria		Very Valid

Table 6. Summary of Validation Results from Media Experts

No.	Validator	Presentation
1.	Subject expert 1	90%
2.	Subject expert 2	96%
Average		93%
Criteria		Very Valid

Table 1 shows that the flashcard learning media developed with the "COCOKI" board was declared "very valid" by the material experts with a percentage of 86.5%. Table 2 shows that the

media developed by the researchers was "very valid" with a percentage of 93%. The flashcard learning media developed with the "COCOKI" board was declared feasible and usable. However, the researcher still sought input and suggestions from experts to maximize the results.

Implementation Stage

After the product was declared feasible, the researcher implemented the media through a trial with 31 seventh-grade students at SMP Negeri 2 Sidoharjo, Sragen. Following the trial, the researcher provided guidance and assistance in completing the student response questionnaire. The results of the trial yielded student responses, as shown in Table 7.

Table 7. Summary of Student Response Questionnaire Results

No.	Aspect	Presentation
1.	Easy to use	95%
2.	Interesting in learning	98%
3.	Benefit	97%
Average		97%
Criteria		Very Good

Table 7 shows that the student response questionnaire achieved a percentage of 97%, which falls within the "very good" criteria.

Evaluation Stage

The evaluation stage is the final stage. Evaluation was conducted at all stages. During media development, the researcher received input and suggestions from experts to optimize the presentation of the flashcard learning media developed with the "COCOKI" board. The researcher received advice from subject matter expert 1 to transform the "COCOKI" board into an educational game. Furthermore, the researcher received advice from media expert 2 to add more complex scripts. Students enjoyed the flashcards and "COCOKI" boards as learning media for

Javanese script, but the number of flashcards was too small, so some students were unable to use the "COCOKI" boards directly because they didn't get a turn.

DISCUSSION

The development of flashcard learning media with the "COCOKI" board was based on a problem found during learning at SMP Negeri 2 Sidoharjo. Seventh-grade students experienced difficulty recognizing and distinguishing several scripts and reading words or sentences written in Javanese script. This finding is in line with the findings of Ma'rifah & Insani (2025), who also revealed that many students still have difficulty in recognizing Javanese words or sentences. The developed media was presented interactively, using flashcards and the "COCOKI" board to indicate the function of the sandhangan and the pairs, thereby increasing student awareness. The "COCOKI" board layout was divided into three rows to distinguish the positions of the sandhangan in the first row (top), the nglegena script in the second row (middle), and the pairs (bottom). This is in line with Ramli (2012), who stated that the use of media can improve students' understanding of the material, improve their digestibility, and enhance their memory, providing a real-life learning experience for students. This opinion is also supported by Nasifa & Insani (2025), who stated that the use of learning media can influence the quality of learning, student interest, and motivation. Researchers developed media based on the results of analysis and design.

The materials designed in the previous stage. From a cognitive perspective, flashcards and the "COCOKI" board provide visual and manipulative representations that can help students understand Javanese script gradually and concretely through its iconic and symbolic nature,

reflecting Jerome Bruner's opinion that "Learning will be more meaningful if presented through direct experience and visual representation." This learning medium also provides immediate feedback when students match Javanese script flashcards on the "COCOKI" board, plus positive reinforcement in the form of rewards for correct arrangement. Interactive flashcard learning media has been shown to increase memory retention by 30–50% compared to lecture methods (Munandar, 2020). Board games in regional language learning increase student engagement by up to 70% (Sari & Lestari, 2021). The use of visual aids such as flashcards and the "COCOKI" board significantly strengthens Javanese script reading and writing skills. This is in line with Junaidi (2019) who stated that media can make learning more engaging and interactive. Alti et al. (2022) wrote that with the presence of learning media, students gain many new, real-life experiences, and their interest and motivation to learn can also increase.

This research is supported by research by Genjek Susilowati and Deni Setiawan (2019), entitled "Development of Javanese Script Flashcard Media to Improve Reading and Writing Skills." The results of this study indicate that Javanese script flashcard media is feasible and effective for use in Javanese language learning, especially Javanese script, on student learning outcomes in grade IV of Salamsari Elementary School. Furthermore, the research shows that the percentage obtained by media experts was 93.8%, categorized as very feasible, while the percentage achieved by material experts was 96.7%, categorized as very feasible. The percentage of student responses was 99.4%, categorized as very enthusiastic, and the percentage of teacher responses was 100%, categorized as very enthusiastic. Large-scale learning outcomes for

reading and writing skills improved, as evidenced by the average posttest score for fourth-grade students of 51.8 with an n- gain of 0.483, considered moderate. For Javanese script writing, the average score was 75.90, compared to the average pretest score of 52.97 with an n-gain of 0.487, considered moderate.

Rahmah Kumullah, Ahmad Yulianto, and Ida (2019), entitled "Improving Beginning Reading Through Flashcards in Lower Grade Students at Paccerrakkang Inpres Elementary School," the study's results showed that beginning reading skills improved significantly through the use of flashcards in first-grade students of Paccerrakkang Inpres Elementary School. This was evident in the average achievement percentage in the pre-test of 41.38%, which increased to 58.62% in the first cycle, and 82.76% in the second cycle. Observations of student activity also showed improvement. In cycle I, it was 59.38%, increasing to 84.37% in cycle II. The improvement in initial reading skills can be seen from the increase in the average score of the aspects of accuracy, pronunciation, intonation, fluency, and clarity of voice. From the description, it shows that Flashcard learning media with the development of the "COCOKI" board is able to improve reading skills in students which provides several benefits, including increasing recognition of Javanese script, enjoyable learning, and accelerating the memorization process.

CONCLUSION

This research shows that flashcard learning media with the "COCOKI" board is easy to use and effective for introducing Javanese script to students. Integrating with traditional methods, flashcards should be used as a complement, not a complete replacement, for conventional teaching methods. Effective flashcard designs have been

validated by experts, are attractive and varied, and are made from easy-to-use materials. Learning activities become interactive through games and group work to increase student engagement and retention. They provide benefits in increasing children's motivation to learn Javanese script. They have the advantages of portability and ease of use by teachers and parents without special skills.

Use of this media requires guidance from teachers or parents for optimal learning. Using the ADDIE model, this research successfully developed learning media in the form of flashcards and the "COCOKI" board for the topic of recognizing and reading Javanese script. Student responses demonstrated high enthusiasm and interest in this media. The convenience of learning using flashcards and the "COCOKI" board made the learning process more enjoyable, even more engaging than playing online games on mobile phones.

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