



## **Improving Children's Vocabulary Through E-Comic Media: A Development in Early Childhood Education**

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### **Abstract**

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**Keywords:**

E-comic;  
Vocabulary;  
Early Childhood.

Conventional learning results in low mastery of early childhood skills, so the use of digital media is necessary in the learning process. This research aims to develop and test the validity, practicality, and effectiveness of digital-based learning media in the form of e-comics at Kindergarten. This research uses the Research and Development (R&D) method with the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). Validation was conducted by three experts, and the trial subjects were students at Pembina II State Kindergarten, Batam City. Data collection was conducted through validation, practicality, and effectiveness questionnaires, and then analyzed descriptively quantitatively. The research results indicate that the developed e-comic media is highly suitable for use, with validation results from subject matter experts at 100%, language experts at 90.4%, and media experts at 90%. The response from educators and students towards this media is also very positive. The practicality test obtained a percentage of 88.6% (very practical category), while the effectiveness test showed a figure of 88.75% (very effective category). Thus, the developed e-comic has proven to be valid, practical, and effective in enhancing the vocabulary of early childhood children and is suitable for use as a learning medium in kindergartens.

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### **Abstrak**

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**Kata Kunci:**

E-Komik;  
Kosakata;

*Penelitian ini dilatarbelakangi oleh rendahnya penguasaan kosakata anak usia dini yang disebabkan oleh metode pengajaran yang masih konvensional serta minimnya*

Anak Usia Dini.

*penggunaan media digital yang menarik. Penelitian ini bertujuan untuk mengembangkan dan menguji validitas, kepraktisan, serta efektivitas media pembelajaran berbasis digital dalam bentuk e-komik di Taman Kanak-kanak. Penelitian ini menggunakan metode Research and Development (R&D) dengan model pengembangan ADDIE (Analysis, Design, Development, Implementation, Evaluation). Validasi dilakukan oleh tiga ahli, dan subjek uji coba adalah siswa di Taman Kanak-kanak Negeri Pembina II Kota Batam. Pengumpulan data dilakukan melalui angket validasi, kepraktisan, dan efektivitas, kemudian dianalisis secara deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa media e-komik yang dikembangkan sangat layak digunakan, dengan hasil validasi dari ahli materi sebesar 100%, ahli bahasa sebesar 90,4%, dan ahli media sebesar 90%. Tanggapan dari pendidik dan peserta didik terhadap media ini juga sangat positif. Uji kepraktisan memperoleh persentase sebesar 88,6% (kategori sangat praktis), sedangkan uji efektivitas menunjukkan angka 88,75% (kategori sangat efektif). Dengan demikian, e-komik yang dikembangkan terbukti valid, praktis, dan efektif dalam meningkatkan kosakata anak usia dini serta layak digunakan sebagai media pembelajaran di taman kanak-kanak.*

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## 1. Introduction

Early childhood is the generation of the nation's successors who are at the most fundamental stage of human development (Azizah & Eliza, 2021; Sulaiman, Nabila, Reswari, & Qadafi, 2024). This period is known as the golden age, where children experience rapid growth physically, cognitively, socially, and emotionally (Dewi et al., 2021; Hamzah, 2020; Hasanah & Munastiwi, 2019). This period is also a time sensitive to environmental stimulation, so proper education from an early age will have a significant impact on the child's development in the future (Suryana, 2021).

One important aspect of early childhood development is language ability (Khairiah, Eliza, Rakimahwati, & Mayar, 2023). Language not only functions as a tool for communication but also serves as a foundation for the cognitive, social, and emotional development of children (Eliza, 2023). Adequate vocabulary mastery becomes the main foundation for children to understand instructions, express ideas, and build social relationships (Damanik, 2020). Children with a rich vocabulary tend to be more academically prepared when entering primary education (Maghfiroh & Eliza, 2021).

However, the facts on the ground show that vocabulary learning in early childhood education institutions, including kindergartens, still faces various obstacles (Yakub & Eliza, 2022). Based on initial

observations at Taman Kanak-Kanak Negeri Pembina II Kota Batam, the language learning methods are still conventional and do not capture the children's attention. The learning media used tend to be limited to static images or storybooks, which are less able to motivate children to actively engage in the learning process.

Data from the Directorate of Early Childhood Education (PAUD) of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) In 2023 shows that many children aged 5–6 years in Indonesia do not yet have sufficient vocabulary to support their transition to elementary school (Yulianti, Lubis, & Eliza, 2023). This indicates the need for more creative and innovative interventions in the vocabulary learning process at the Kindergarten level, Group B. Additionally, teachers' abilities to develop and use digital learning media are still limited, especially in public schools that have not yet received intensive training in technology integration (Kemendikbudristek, 2022).

Along with the development of digital technology, there is a great opportunity to utilize more interactive media that align with the characteristics of early childhood children (Hidayati, Eliza, & Anwar, 2022; Yulia & Eliza, 2021). One of the promising media is e-comic (electronic comic), which is a story-based visual medium packaged with engaging narrative and graphic elements. E-comics allow children to learn in a fun, visual, and easily understandable context.

Previous research has shown that the use of comics in learning can enhance student engagement and learning effectiveness. (Chan & kan kan chen, 2019) reported that comics help children understand concepts more quickly and enjoyably. Meanwhile, Güngör and Önder, (2023) found that children who learned vocabulary through e-comics demonstrated higher word mastery compared to those using conventional methods. E-comics also encourage children to read independently and foster an interest in learning languages from an early age.

In the perspective of developmental theory, Kesselring and Müller (2011) explains that early childhood children are in the preoperational stage, where their thinking is greatly influenced by images and symbols. Therefore, learning media that involves visual elements, such as e-comics, is very suitable to support their learning process. Barrs (2021) also emphasized the importance of social interaction in learning, and e-comics can serve as a catalyst for interaction between children and teachers or peers in story discussions.

In the local context, the development of e-comics tailored to the culture and language of Indonesian children is still very limited. Most of the e-comics circulating come from abroad and do not consider the local values that are important to instill from an early age. Ciupe et al., (2023) stated that education must be relevant to the social and cultural context of the learners. Thus, it is important to develop learning media that are not only engaging but also contextual and value-laden.

Previous research demonstrates the effectiveness of using e-comics in improving children's vocabulary (Lulu, Rumapea, Kapoh, & Novianti, 2025). One relevant study was conducted by (Indriasih,

Sumaji, Badjuri, & Santoso, 2020), which focused on the use of visual media in language learning in Kindergarten. The study found that children who learned using visual media, such as e-comics, experienced a significant improvement in vocabulary mastery compared to conventional methods. In addition, research by Putri and Ambara (2024) also highlights the role of e-comics in improving children's language skills. Another study conducted by Maharani, Kasmiati and Sofyan (2024) emphasizes the importance of engaging e-comic designs for children.

The research gap that emerges is the lack of studies on the development of locally-based e-comic media for vocabulary learning in Kindergarten. Moreover, most of the learning media used by teachers are still print-based and static, not yet optimizing the potential of digital technology that is increasingly accessible to today's children. The novelty of this research lies in the development of e-comic media specifically designed for early childhood education to improve vocabulary mastery, by combining digital technology with locally relevant and culturally contextualized content. By addressing these issues, innovative learning media is needed that can: (1) Increase children's interest and motivation in learning vocabulary; (2) Provide visual contexts that aid in understanding and retention of words; (3) Be suitable for the developmental characteristics of early childhood; (4) Be accessed and used flexibly in both the classroom and at home.

Therefore, this research aims to develop a learning media in the form of an interactive e-comic specifically designed to enhance the vocabulary of 5-6-year-old children at Taman Kanak-Kanak Negeri Pembina II Kota Batam. This media is expected to become an effective, enjoyable, and relevant learning solution for the needs of the students, while also enhancing their readiness to enter the elementary education level.

## 2. Methods

This type of research is a development study (Research and Development - R&D) aimed at creating and testing the effectiveness of e-comics as a learning medium to improve children's vocabulary in kindergarten. This research follows the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation), which systematically represents these stages in a sequential manner, with the systematic use of the model aimed at achieving the desired results (Branch, 2019). The subjects of this research consist of children aged 5-6 years who are enrolled in TK Negeri Pembina II City Batam. Children aged 4-6 years who have developing language and cognitive abilities, children who have a great interest and curiosity about the world around them, children who are still in the process of learning and self-development. This research will involve around 32 children, divided into two groups of 16 children in the experimental group and 16 children in the control group. The experimental group will use e-comics in the learning process, while the control group will use traditional learning media. The research instruments used in this study consist of several research tools designed to assess children's

vocabulary mastery. The data collection techniques used in this study include observation, interviews, and questionnaires. The data analysis techniques employed in this study include quantitative and qualitative analysis. Quantitative data obtained from vocabulary tests will be analyzed using descriptive and inferential statistics. Qualitative data from observations and questionnaires will also be analyzed to identify emerging themes related to the use of e-comics.

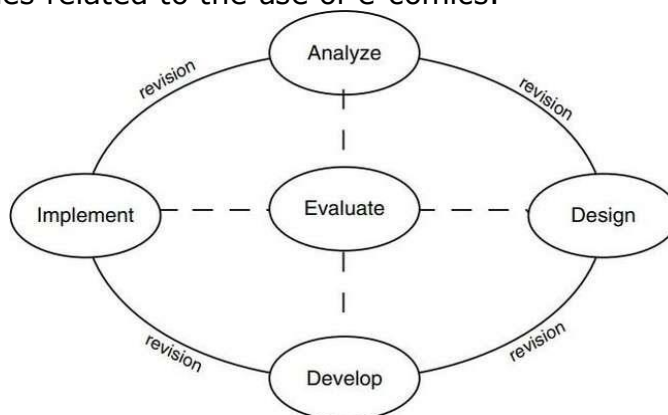


Figure 1: Branch, (2009). Instructional Design: The ADDIE Approach.

### 3. Result and Discussion

The research and development conducted resulted in an e-comic product to enhance vocabulary at TK Pembina II, Batam City Subdistrict, Batam City, Riau Islands Province. The research and development model used in this study is the ADDIE model developed by (Branch, 2019). The stages of the ADDIE model research consist of 5 stages, namely: Analysis, Design, Development, Implementation, and Evaluation.

The analysis results were obtained based on the distribution of questionnaires through Google Forms and interviews conducted by the researcher since December 2024. The questionnaires were distributed via Google Forms to teachers in all Kindergarten Institutions in the Batam City District. Interviews were conducted with educators at the Pembina II Kindergarten in Batam City. The researcher conducted the analysis based on the curriculum and the analysis of teachers and students. To clarify further, the results of the needs survey obtained by the researcher can be seen in the table below:

**Table 1. Percentage of Open-Ended Questionnaire Responses on Google Forms**

No	Question Language Variable	Answer	
		Yes	No
1.	As early childhood educators, do we need to introduce E-Comics to young children?	96,2%	3,8%
2.	Have you ever used E-Comics as a storytelling medium in kindergarten?	82,3%	19%
3.	Do you often use E-Comics to tell stories to young children?	50,6%	49,4%

4	Are E-Comics needed by early childhood educators to improve children's vocabulary?	97,5 %	2,5%
5	Can the use of E-Comics improve children's vocabulary?	98,7 %	2,5 %

Based on the results of the table above, the teacher stated that the use of learning media is rarely done in Kindergarten. This is because the teacher finds it difficult to design and create daily plans for storytelling activities to stimulate early childhood vocabulary. The teacher also stated that they really need learning media to improve early childhood vocabulary. Therefore, the researcher designed a learning model using e-comics.

The researcher conducted a validation of the e-comic with the subject matter expert, Mrs. Prof. Dr. Farida Mayar, M.Pd. This was done so that the e-comic that had been created could be evaluated by the subject matter expert, thereby improving the content of the e-comic.

**Table 2. Results of Data Processing for E-Comic Material Validity**

No	Criteria for Assessment	Validity	Category
1	The material in the E-comic aligns with the learning objectives to enhance the vocabulary of early childhood children	100	Very Valid
2	There is no use of foreign words/not recognized by children	100	Very Valid
3	The material supports the achievement of basic language competencies for early childhood children	100	Very Valid
4	The vocabulary used is appropriate for the development of early childhood children	100	Very Valid
5	The story in the E-comic corresponds with the real-life experiences of children.	100	Very Valid
6	The E-comic contains characters/colors/themes that children like	100	Very Valid
7	The story in the E-comic contains positive values	100	Very Valid
Average		100	Very Valid

Based on the table above, it can be seen that the data processing results obtained an average score of 4 and a score percentage of 100% with a very valid category. The results of the material aspect validity test assessment were conducted with a single evaluation because each indicator met the validity score requirements. Then, the material

expert validator assessed the E-Comic, followed by the assessment by the media expert, Mr. Prof. Dr. Alwen Bentri, M.Pd. The evaluation given can be seen in table 3. below:

<b>Table 3. Results of Data Processing on E-Comic Media Validity</b>			
No	Criteria of Assessment	Validity	Categori
1	E Comic is free from negative content	100	Very Valid
2	E Comic is interesting enough to be read again by children	80	Very Valid
3	E Comic is easy to navigate independently / with little help	80	Very Valid
4	E Comic can be used as a learning medium according to the PAUD curriculum	80	Very Valid
5	E Comic contains stories that encourage cognitive stimulation and other educational values	100	Very Valid
6	E Comic can be used for early childhood	100	Very valid
Average		90	Very Valid

Based on the table above, it can be seen that the data processing results obtained an average score of 4.5 and a score percentage of 90% with a very valid category. The results of the media aspect validity test assessment were conducted with a single evaluation because each indicator met the validity score requirements. The media validator stated that there are revisions to the E-Comic media. Subsequently, the researcher conducted an E-Comic validation with Dr. Nenny Mahyudin, M.Pd. This is to ensure that the E-Comic that has been created can be evaluated by an instrument expert so that it can develop vocabulary in Kindergarten.

<b>Table 4. Results of Language Instrument Validity</b>			
No	Criteria of Assessment	Validity	Categori
1	The language used is appropriate for the language development level of early childhood children.	100	Very Valid
2	The sentences in the E-Comic are short and simple.	80	Very Valid
3	The vocabulary used is appropriate for the children's world.	80	Very Valid
4	The language used does not contain technical terms or concepts difficult for children to understand.	80	Very Valid
5	Dialogues between characters are easy for young children to	80	Very Valid

	understand.		
6	Word choices are appropriate to the context of the situation depicted in the E-Comic.	100	Very Valid
7	The language used is communicative and interactive.	80	Very Valid
8	The sentences do not use complex or convoluted structures.	80	Very Valid
9	There is a repetition of vocabulary that can help reinforce the child's understanding.	80	Very Valid
10	The language is concrete and describes real objects/events in the child's life.	100	Very Valid
11	The font size is large enough and clear for children to read.	100	Very Valid
12	The placement of text in the e-comic does not interfere with the images or visuals.	100	Very Valid
13	There are no spelling or grammatical errors.	80	Very Valid
14	The sentence is written using Indonesian spelling according to PUEBI.	80	Very Valid
15	The language used is unambiguous and has a clear single meaning.	80	Very Valid
16	The sentences are arranged logically and coherently.	100	Very Valid
17	The chosen vocabulary enriches the child's vocabulary.	100	Very Valid
18	The text supports the storyline and helps children understand the content of the story.	80	Very Valid
19	The language used does not contain elements of violence, stereotypes, or bias.	80	Very Valid
20	The text is able to create an engaging and enjoyable story atmosphere for children.	100	Very Valid
Average		94	Very Valid

Based on the table above, it can be seen that the data processing results obtained an average score of 4.7 and a score percentage of 94% with a very valid category. The results of the language instrument validity test assessment were conducted with a single evaluation because each indicator met the validity score requirements. After the e-comic was validated by expert validators, the researcher proceeded



to the trial stage. Here are the results of the e-comic that have been validated by the validators:



Figure 2. Results of the Developed Media

Next, the developed media underwent a practicality test conducted through a focus group discussion (FGD). Based on the results of the practicality assessment table from the FGD activities in the Anelir Cluster, Cluster 3, Batam Kota District, attended by 20 teachers, the average percentage result was 96.6%. Thus, the practicality test results for the Cluster activities state that the developed E-comic "Lala Goes on Vacation" is very practical. Subsequently, an effectiveness test of the e-comic media was conducted on children from the Taman Kanak-Kanak Negeri Pembina II Kota Batam. The developed product, the E-comic "Lala Goes on Vacation," aimed at improving vocabulary in class B4, received a score of 91.51%, which falls into the very effective category. Therefore, it can be stated that the E-comic "Lala Goes on Vacation" is very effective in improving the vocabulary of early childhood children in kindergarten. From the percentage results, the development of vocabulary in children at Taman Kanak-Kanak Negeri Pembina II Kota Batam, class B4, can be described as very good. The calculation of the N-Gain test results obtained a vocabulary N-Gain score of 0.84 in the effectiveness test, indicating that the development of the E-comic "Lala Goes on Vacation" is effective in improving children's vocabulary in kindergarten within the effective category.

Next, the pretest and posttest data were analyzed using a paired sample t-test to determine the effectiveness of the media development in significantly improving children's cooperation character. The paired sample t-test was chosen because the data are paired, meaning they come from the same source and have the same number. The prerequisite for the paired sample t-test is that the data are normally distributed. From the paired sample t-test results, a sig (2-tailed) value

of  $0.000 < 0.05$  with  $\alpha = 0.05$  was obtained, leading to the rejection of  $H_0$ , indicating a difference in the average scores between the pre-test and post-test vocabulary of children in the effectiveness test conducted. The results of this data analysis indicate that the development of the E-comic "Lala Goes on Vacation" is effective in significantly improving vocabulary in early childhood.

## Discussion

Based on expert assessments, the E-comic media received an average validity score of 94%, which falls into the "very valid" category. This score indicates that the E-comic is suitable for use as a learning medium to enhance vocabulary in early childhood. Some improvement suggestions provided, such as sentence simplification, have been accommodated in the media revision before further testing. This e-comic has an attractive visual design with bright colored illustrations and characters that are easily recognizable by children. In addition, the simple yet meaningful storyline is considered capable of capturing children's attention and motivating them to follow the story to the end. These findings are supported by Denicolai and Albert (2024) research, which shows that engaging visual media can enhance the focus and involvement of early childhood children in the learning process. This media is equipped with clear usage guidelines, making it easier for teachers to integrate E-comics into learning activities. Experts assess that this media is flexible and can be used in both group and individual learning. According to Eva S Goldfarb and Lieberman (2021), user-friendly learning media can enhance the effectiveness of the teaching and learning process, especially in early childhood.

The results of the validity analysis of the effectiveness of E-comics in improving vocabulary received a score that falls into the "very valid" category. Experts recommend integrating this E-comic into the early childhood education curriculum more broadly due to its significant benefits. Experts mention that each story provides a real example of how to get to know traditional food. These messages are conveyed in a simple language style, making it easier for children to understand and apply them in their daily lives. According to research by Rezania, Fihayati, Amrullah, Masfufah, & Pratiwi (2023), clear and applicable messages are very important in digital-based learning media. The characters and stories in the E-comic reflect situations that can be understood by children of this age, such as the experience of going on a vacation.

This is supported by Piaget's view, which emphasizes the importance of learning media that is appropriate for the child's developmental stage to support optimal learning (Eliza, Mulyeni, Budayawan, Hartati, & Permana, 2022; Santrok, 2007). The validation results show that the media, materials, and effectiveness of the developed E-comic have a very high level of validity. This media has been proven to enhance vocabulary in early childhood through a relevant, interactive, and sustainable approach. Thus, this E-comic can be considered an innovative alternative in early childhood education.

These findings not only confirm previous studies highlighting the importance of engaging and user-friendly digital media in early childhood education (Denicolai & Albert, 2024; Goldfarb & Lieberman, 2021b; Rezania et al., 2023) but also extend them by demonstrating how locally-based content, such as the theme "Batam, My City," can enrich children's vocabulary development. While earlier studies emphasized visual attractiveness and clarity of messages, this research shows that integrating local cultural elements into e-comics provides added contextual value, making vocabulary learning more meaningful and sustainable for children.

Additionally, there are limitations in this research, namely that the researcher developed the E-comic "Lala Goes on Vacation" only in the aspect of vocabulary development for children aged 5-6 years (Kindergarten). Furthermore, the development of the E-comic "Lala Goes on Vacation" is limited to one topic, which is "Batam, My City." This is due to constraints in ability and time.

#### **4. Conclusion**

This study developed the E-comic "Lala Goes on Vacation", which was proven to be valid, practical, and effective in enhancing the vocabulary of early childhood learners at State Kindergarten Pembina II in Batam City, with validation results of 88.5% for material, 81.6% for media, 90.4% for language, 81.66% for effectiveness, 89.3% for teacher practicality, 88.6% from the focus group discussion (FGD), an overall practicality score of 90.6%, and an effectiveness score of 91.51%. Theoretically, this research contributes to the field of early childhood education by demonstrating that locally based digital e-comics can serve as an innovative alternative to print-based media, consistent with developmental theories that emphasize the importance of engaging, age-appropriate, and contextually relevant learning tools. Practically, it provides teachers with a flexible and user-friendly medium that can be easily integrated into the curriculum to support children's vocabulary acquisition. However, the study is limited to children aged 5-6 years and only covers one theme, "Batam, My City," due to time and resource constraints. Therefore, future research is recommended to expand story themes, test its effectiveness across different early childhood education contexts, and incorporate interactive features such as audio or animation to further enhance children's engagement and learning outcomes.

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