



Development of a CERGAM book to enhance conceptual understanding of family member roles

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ABSTRACT

Students experience obstacles to understanding the concept of the role of family members due to the limitations of adequate learning facilities that are interesting, and in harmony with their level of development. This research is focused on the development of CERGAM book media to help improve the understanding of MI grade 2 students on the concept of the role of family members, by ensuring that the media meets the criteria of feasibility, practicality, and effectiveness. This study adopts a development approach using the research and development (RnD) method with the ADDIE model involving students and 2nd-grade teachers at MIN 7 Medan City. Data were collected using interviews, observation, expert validation techniques, response questionnaires, learning outcome tests, and documentation. The results of the study show that the material and language suggest that the CERGAM book media are highly valid. The teachers and students gave very positive results and showed that the CERGAM media design was efficient and had the potential to support the teaching and learning process. In addition, the results of the learning evaluation are included in the category of very effective, showing the development of students' understanding of concepts in real terms after they use the CERGAM book media. Overall, this media was stated to meet the criteria of feasibility, practicality, and effectiveness to support students' understanding of the concept of the role of family members among MI grade 2 students.

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ABSTRAK

Peserta didik mengalami hambatan untuk memahami konsep peran anggota keluarga akibat keterbatasan sarana belajar yang memadai, menarik, dan selaras dengan tingkat perkembangan mereka. Penelitian ini difokuskan pada pengembangan media buku CERGAM guna membantu meningkatkan pemahaman peserta didik kelas 2 MI terhadap konsep peran anggota keluarga, dengan memastikan bahwa media tersebut memenuhi kriteria kelayakan, kepraktisan, dan keefektifan. Penelitian ini mengadopsi pendekatan pengembangan dengan menggunakan metode riset dan pengembangan (RnD) dengan model ADDIE yang melibatkan peserta didik dan Guru kelas 2 di MIN 7 Kota Medan. Data dikumpulkan menggunakan teknik wawancara, wawancara, observasi, validasi ahli, angket respons, tes hasil belajar, dan dokumentasi. Hasil penelitian menunjukkan bahwa materi serta bahasa mengindikasikan bahwa media buku CERGAM yang dihasilkan berada dalam kategori sangat valid. Para guru dan peserta didik memberikan hasil sangat positif serta menunjukkan bahwa media CERGAM yang dirancang sangat praktis dan berpotensi menunjang proses belajar mengajar. Disamping itu, hasil dari evaluasi pembelajaran termasuk ke dalam kategori sangat efektif, menunjukkan adanya perkembangan pemahaman peserta didik terhadap konsep secara nyata setelah mereka memanfaatkan media buku CERGAM. Secara keseluruhan, media ini dinyatakan memenuhi kriteria kelayakan, kepraktisan, dan keefektifan untuk mendukung pemahaman peserta didik terhadap konsep peran anggota keluarga di kalangan peserta didik kelas 2 MI.

Kata Kunci: buku CERGAM; pemahaman konsep; peran anggota keluarga

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INTRODUCTION

Elementary education plays a crucial role in developing students' comprehension, including their understanding of core concepts. Within the cognitive domain, comprehension is the second level, following recall. This level is essential as a foundational stage for higher-order thinking skills, such as applying, analyzing, evaluating, and creating. Without adequate comprehension, students will struggle to progress to more complex levels of thinking (Faiziyah & Priyambodho, 2024). All learning materials require conceptual understanding, including integrative subjects such as Natural and Social Sciences (IPAS). Numerous social concepts, such as those related to family, society, the environment, and social roles, require a deep understanding from students so that knowledge is not merely memorized but can also be applied directly in everyday activities.

The ability to comprehend concepts requires students not only to recognize information but also to master and interpret its meaning thoroughly so that it can be applied in real-world situations. This aspect constitutes a fundamental component of learning, as it is closely related to students' cognitive engagement and the problem-solving strategies they employ (Radiusman, 2020). Moreover, students are expected not only to understand the learning content but also to explain and apply it in relevant contexts (Komara & Hadiapurwa, 2023). Therefore, mastery of concepts plays a crucial role in evaluating the effectiveness of learning activities and should be central to the design of the instructional process.

Learning objectives can be achieved when students possess a strong understanding of the concepts being taught (Meidianti et al., 2022). If students have not yet developed optimal conceptual understanding, the learning process tends to lose its meaning. This situation can impede the integration of new knowledge with prior knowledge and hinder the development of higher-order thinking skills, such as analyzing, evaluating, and applying ideas in real-world contexts (Sudirman et al., 2024). In general, key factors influencing students' conceptual understanding encompass both internal and external dimensions. Internal factors include differences in cognitive abilities, insufficient conceptual mastery, low learning motivation, and unhelpful student behaviors (Wibowo et al., 2024). Meanwhile, external factors involve the teaching strategies employed by teachers and the limited availability of learning media (Khaira et al., 2023; Unaenah et al., 2023). Therefore, students' ability to understand concepts is largely determined by the interplay between their internal conditions and the support provided by the learning environment.

According to the National Education Standards Agency (BSNP), students' conceptual understanding can be identified through several indicators, including: 1) the ability to restate a concept in their own words; 2) grouping objects based on specific characteristics according to the intended concept; 3) providing examples and non-examples of a concept; 4) representing the concept in various forms; 5) formulating the necessary and sufficient conditions of a particular concept; 6) selecting and applying appropriate procedures; and 7) using concepts or algorithms to solve problems (Meidianti et al., 2022). Meanwhile, Kirkpatrick proposed indicators of conceptual understanding, which include: 1) orally expressing what has been learned; 2) classifying objects based on whether they meet the defining attributes of a concept; 3) applying concepts through algorithmic steps; 4) representing concepts in various forms; and 5) connecting different concepts (Yanti et al., 2022). These indicators can serve as guidance for teachers in designing learning activities aimed at fostering conceptual understanding.

Referring to the seven indicators of conceptual understanding according to BSNP, a gap was found between the expected competencies and the actual conceptual understanding of second-grade students at MIN 7 Kota Medan. Students' conceptual understanding has not developed optimally, particularly regarding the topic of family members' roles. This is evident from several unmet indicators of conceptual understanding among some students, including: 1) students are not yet fully able to restate the roles of

family members in their own words; 2) students still struggle to classify the tasks and responsibilities of family members according to their roles; 3) students are inconsistent in providing appropriate examples and non-examples of roles; 4) students are limited in presenting the concept of family members' roles through various formats; 5) students are unable to describe the necessary and sufficient conditions for the concept of family roles; 6) students are less precise in selecting and using certain procedures to solve problems in the family context; and 7) students are not yet able to apply the concept of family members' roles in daily activities. This situation reflects that students' conceptual understanding of family roles is still suboptimal.

The material regarding the roles of family members is still considered abstract for second-grade students at MI, as they are in the concrete-operational stage of cognitive development. From the perspective of Piaget's cognitive theory, children aged seven to eleven tend to have not yet fully developed the ability to understand abstract concepts (Ardita & Anas, 2022). At this stage, children can think systematically, but their abilities are still limited to concrete matters that they can see and directly experience in everyday life (Marinda, 2020). To grasp knowledge, children need guidance through direct activities or visual aids in the form of concrete objects that they can see and touch (Marinda, 2020; Rusli et al., 2023). Therefore, primary school students should be facilitated with visual learning media to optimally support their understanding process (Junanah et al., 2025). The use of visual media such as illustrations, graphs, videos, or animations can help students understand the material more concretely and more easily through a visual approach (Saputra et al., 2024). Hence, teachers are required to develop learning media that align with the characteristics of their students.

Learning media are supporting tools in the teaching and learning process that aim to increase the effectiveness and efficiency of learning activities. The primary function of learning media is to serve as a communication channel between the teacher and the students (Rosyiddin et al., 2023). As a facilitator, the teacher plays a crucial role in understanding and designing learning media that align with the developmental stages of the students. Such media are used as a means to deliver content, thereby supporting the enhancement of students' conceptual understanding.

Picture Story Books (CERGAM) can be presented as a learning media solution that supports students' understanding of family members' roles. CERGAM books on family roles will be designed to be attractive and interactive, featuring engaging illustrations, bright colors, and layouts that facilitate comprehension for Grade 2 MI students. The stories presented will depict family life in a way that helps students grasp the roles of the father, mother, older sibling, and younger sibling. The integration of CERGAM is not merely to supplement the material but also serves as a tool to increase student engagement in the learning process (Mailida & Nasution, 2024). By using CERGAM books, it is expected that students will more easily understand the roles of each family member and be able to relate them to real-life situations.

Previous studies on the development of picture story books as a medium for social studies (IPS) learning have shown positive results in enhancing students' understanding, indicating both the feasibility and effectiveness of this medium in conveying IPS material concretely (Hasana et al., 2023). Similar findings were reported by other research using the ADDIE model, which resulted in significant improvements in students' comprehension (Kartika et al., 2023). However, these studies have not specifically developed picture story books focusing on the roles of family members for Grade 2 MI/SD students. Therefore, this research is urgent and necessary as an innovative effort to provide instructional media that is not only engaging and feasible but also aligned with students' abilities to fully understand social concepts within their family environment.

This study focuses on developing a learning medium in the form of a Picture Story Book (CERGAM) that is feasible, easy to implement, and capable of enhancing students' understanding of the concept of

family members' roles. The medium is expected to serve as an engaging IPS learning option that is relevant to real-life contexts and appropriate for the developmental stage of Grade 2 MI students.

LITERATURE REVIEW

Picture Story Book

CERGAM or Picture Story Books are a type of learning media characterized by contextual and visual features. This media contains a series of stories accompanied by supporting illustrations that help students more easily grasp and analyze information. CERGAM supports longer information retention in students because the material is delivered through visual elements that are easy to remember (Mawardah & Rambe, 2024). The use of CERGAM books also contributes to creating an active and engaging learning process, while supporting students' understanding of the lesson material (Yusnaldi et al., 2024). With its contextual and visual characteristics, CERGAM not only conveys information but also serves as a supportive medium that strengthens students' mastery of concepts. The combination of text and images in CERGAM helps bridge abstract concepts into more concrete forms, especially for young learners who are still in the stage of concrete thinking development.

Conceptual Understanding

Bloom, in his book *"Taxonomy of Educational Objectives: The Classification of Educational Goals"*, stated that understanding reflects learners' ability to process information from various learning experiences such as reading, observing, experiencing, and feeling, until they fully comprehend the material presented. In the revised taxonomy of learning by Anderson and Krathwohl, which updated Bloom's original version, understanding can be categorized into several types: factual understanding, conceptual understanding, procedural understanding, and metacognitive understanding (Ramdhani & Susanti, 2024). Conceptual understanding refers to an individual's capacity to grasp an idea or notion in depth. According to Duffin and Simpson, conceptual understanding encompasses learners' ability to reflect on the information received, apply the concept in various contexts, and formulate learning objectives based on the concepts they have learned (Duffin & Simpson, 2000).

Conceptual understanding is the skill of internalizing learning content, reflected in learners' ability to restate the material in a more comprehensible form, provide accurate interpretations, and apply it in relevant situations (Imanita, 2021). An individual is considered to understand a concept if they can articulate it in their own words, utilize it in relevant contexts, elaborate the concept into broader understanding, and apply it appropriately in problem-solving.

Material on the Roles of Family Members

The material on the roles of family members constitutes an essential part of the Learning Outcomes (LO) in the Science and Social Studies (IPAS) curriculum of the Merdeka Curriculum, Phase A, for grades 1–2 of elementary school/Islamic elementary school (SD/MI). The LO for this phase states that by the end of Phase A, students are expected to identify the family lineage and the roles and responsibilities within the household. This material is introduced to lower-grade students to help them understand the basic structure of social life closest to their daily experience, namely, the family. Through this content, students are familiarized with the responsibilities and functions of each family member, enabling them to recognize their own role at home while learning to appreciate the roles of others. This understanding is crucial for establishing the foundations of values such as togetherness, cooperation, and responsibility

from an early age. The Merdeka Curriculum positions this material as part of Phase A Learning Outcomes in the IPAS subject, aiming to instill understanding of social and moral relationships, which serve as essential preparation for life in the community.

METHODS

This study integrates the Research and Development (R&D) method, which focuses on both the research process and the systematic development of a product (Rizki et al., 2022). The research was conducted at MIN 7 Kota Medan during the second semester of the 2024/2025 academic year. A total of 19 second-grade students from MIN 7 Kota Medan participated in the study, with the research object being a picture storybook (CERGAM) used to deliver material on the roles of family members.

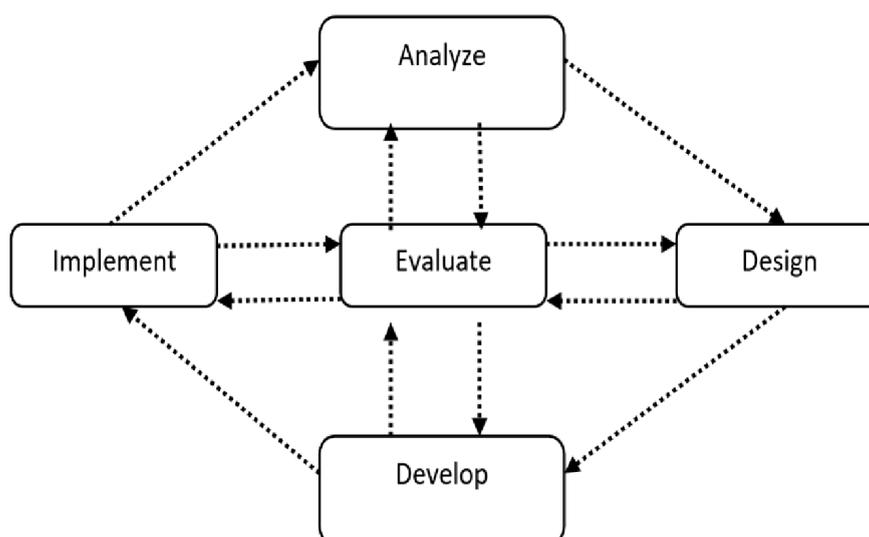


Figure 1. ADDIE Model Stages

Source: Slamet in the book "Development Research Model."

The development of this CERGAM book is based on the ADDIE model in Figure 1, which consists of five systematic phases.

1. The analysis phase (Analysis) begins with identifying the learning needs and problems faced by second-grade MI students. The researcher conducted observations, interviews with teachers, and a review of the curriculum to reveal that students encountered difficulties in mastering the concept of family members' roles. From this analysis, the need for learning media that is contextual, visual, and capable of capturing students' attention was identified.
2. The design phase (Design) was carried out by preparing the initial design of the CERGAM book. This design included the story structure, characters, supporting illustrations, language style adapted to the child's developmental stage, and the page layout format. At this stage, the mapping of basic competencies and learning objectives was also conducted.
3. In the development phase (Development), the researcher began realizing the initial draft of the CERGAM book according to the previously prepared design. The book was then validated by three experts covering media, content, and language to assess the feasibility of its content, visualization, and linguistic elements. Revisions were made based on feedback from the validators until the CERGAM book was deemed suitable.
4. Implementation (Implementation), the developed CERGAM book was then trialed in grade 2 at MIN 7 Kota Medan. During the implementation, the researcher observed student engagement and collected data through response questionnaires and material comprehension tests.

5. Evaluation (Evaluation), at this stage the researcher conducted a review of the effectiveness of using the CERGAM book media. The review was carried out through analysis of feedback from teachers and students regarding the implemented media, as well as measuring students' learning achievement progress, which was analyzed by comparing pre-test and post-test scores using N-Gain calculations.

This study applied a mixed-methods approach, combining qualitative and quantitative data. Data were collected through various techniques, including interviews, observations, validation instruments from experts, questionnaires to measure teachers' and students' responses, student learning outcome tests, and documentation as supplementary information. Questionnaires given to the experts were intended to evaluate the feasibility of the CERGAM book media, while feedback from teachers and students was collected to assess the practicality of using the media in the learning process. The questionnaire instruments in this study were analyzed using a five-point Likert scale, ranging from "strongly disagree" to "strongly agree." To obtain a percentage score, all respondents' scores were summed, divided by the maximum possible score based on the Likert scale, and then multiplied by 100 to determine the level of validity or practicality. The results were then classified into five categories of validity or practicality levels: 0–20% (not valid/practical), 21–40% (less valid/practical), 41–60% (moderately valid/practical), 61–80% (valid/practical), and 81–100% (highly valid/practical).

To assess the effectiveness of using the CERGAM book media, the researcher analyzed the comparison between pretest and posttest scores using the N-Gain score approach. The average N-Gain score obtained was then converted into a percentage and interpreted according to the effectiveness categories, namely: less than 40% (ineffective), 40%–55% (less effective), 56%–75% (moderately effective), and greater than 76% (effective). The N-Gain score calculation was carried out by determining the difference between the posttest and pretest scores, then dividing it by the difference between the maximum possible score and the pretest score, and multiplying by 100 to obtain the percentage increase in learning outcomes.

RESULTS AND DISCUSSION

The development of the CERGAM book media was carried out using the ADDIE model to support the improvement of concept comprehension regarding the roles of family members for second-grade MI students. The implemented ADDIE model consists of the following five sequential phases.

Analysis

This stage focused on examining the learning needs, characteristics, and conditions of the students. Interviews were conducted with the second-grade teachers of MIN 7 Kota Medan to identify learning problems. It was found that many students did not understand the concept of family members' roles, and the learning media used by teachers were still centered on textbooks and worksheets, which tended to fail in capturing students' attention. The results of this analysis stage indicated a real need to present CERGAM book media as a tool to deliver learning through a more engaging, easily understandable approach, aligned with the needs and potential of the students. Moreover, this media serves to strengthen students' understanding of the concept of family roles through contextual narratives and supporting visual illustrations.

Design

The results of the analysis conducted guided the researcher to proceed to the planning stage, aiming to develop the initial design of the CERGAM learning media entitled “*Keluargaku Tim Hebat*” (*My Family, a Great Team*). The preparation was carried out systematically to ensure that the media aligns with the characteristics of the students and the needs of the learning process. The first step was to establish the learning objectives based on the IPAS learning outcomes in the Merdeka Curriculum. The second step involved creating a contextual storyline depicting a harmonious family life where each member fulfills their role using simple and communicative language. The third step was designing the book cover, character visualizations, and story illustrations using Canva. The illustrations were drawn in a simple, expressive, and colorful cartoon style to match the visual interests of children aged 7–8 years. These illustrations aimed to reinforce concept understanding and attract students’ attention. The next step was to add student activity sheets at the end of the book, including comprehension questions and tasks to narrate personal experiences.

Development

After completing the design stage, the researcher proceeded to the development stage, which involved creating the initial product in the form of the CERGAM book titled “*Keluargaku Tim Hebat*” (*My Family, a Great Team*) using the Canva application. The product was developed according to the previously designed storyline and visualizations. The development process included writing the story script, creating illustrations that support the content of the story, and arranging the book layout. The layout included elements such as the cover, introduction section, instructions for using the book, main content, messages, student activity sheets, and concluded with the author’s biography. Next, the initial product was validated by three expert sources, covering specialists in media, content material, and language. The media expert validator was an early childhood education lecturer with expertise in developing learning media, the content expert was a Tadris Social Sciences (IPS) lecturer, and the language expert was a Tadris Indonesian Language lecturer. Each validator provided assessments based on their respective fields. The researcher then revised the book according to the recommendations provided by the validators, as shown in Figures 2 and 3. These revisions included: improving the illustration of the father character to match the other characters, using text boxes for story text to enhance clarity and neatness, adjusting the background on page three to align with page two, repositioning characters to be more proportional, adding a foreword and book usage guide on the front page, dividing the activity sheets into two pages, correcting inconsistent text spacing, and fixing several punctuation errors in the story text.



Figure 2. CERGAM Book Before Revision
Source: Author Documentation 2025



Figure 3. CERGAM Book After Revision
Source: Author Documentation 2025

Table 1. Validator Assessment Results on the Picture Storybook (CERGAM)

Assessment	Media Expert Validator	Content/Material Expert Validator	Language Expert Validator
Total	99	98	121
Maximum Score	100	100	125
Percentage	99%	98%	97%
Criteria	Very Valid	Very Valid	Very Valid

Source: Research 2025

Based on the summary of assessments in Table 1, it was found that for each aspect of the “Keluargaku Tim Hebat” CERGAM book, the media expert’s evaluation reached 99%, interpreted as “very valid”; the content expert’s score reached 98%, also interpreted as “very valid”; and the language expert’s evaluation reached 97%, interpreted as highly feasible or valid. In conclusion, the experts agreed that the CERGAM book developed has met high feasibility criteria for use in teaching second-grade MI students on the topic of family member roles.

Implementation

The implementation was carried out in a learning activity for grade 2 MI/SD students with the aim of testing the practicality and effectiveness of the media in helping students understand the concept of family member roles. The implementation took place on June 14, 2025, at MIN 7 Kota Medan, involving one teacher and 19 grade 2 students. The activity was conducted in a single learning session with an allocated time of approximately 70 minutes. During the activity, the researcher observed student engagement, responses, and participation in answering questions or completing tasks. After the learning session, the researcher distributed student response questionnaires to gather their perceptions

regarding the use of the CERGAM book. A teacher response questionnaire was also distributed to evaluate how well the CERGAM book was received and considered useful in the learning activities.

Table 2. Results of Student and Teacher Responses to the CERGAM Book

Assessment	Student Response	Teacher Response
Total	1741	97
Maximum Score	1900	100
Percentage	92%	97%
Criteria	Very Practical	Very Practical

Source: Research 2025

Based on the assessment results in **Table 2**, students' responses to the use of the CERGAM media reached a score of 92%, which falls into the "very practical" category. Teacher responses also showed a high level of practicality with a score of 97%. In addition, the researcher conducted a learning evaluation by administering a pre-test before the lesson and a post-test after students participated in learning using the CERGAM book "*Keluargaku Tim Hebat*" in Grade 2 MI.

Table 3. Results of Students' Pre-test and Post-test N-Gain Evaluation

Assessment	Average Score Achievement	
	Pre-test Score	Post-test Score
Total	56	95.8
N-Gain		0,89
N-Gain Percentage		89%
Criteria		Effective

Source: Research 2025

Comparison between the pre-test and post-test results in **Table 3** shows a significant improvement in students' conceptual understanding. The implementation of the developed CERGAM picture book proved to be highly effective in supporting this improvement, with an average pre-test score of 56 and an average post-test score of 95.8. The N-Gain analysis yielded a score of 0.89, interpreted as high.

Evaluation

The evaluation step serves as the final phase in the development process, aimed at assessing the effectiveness and practicality of the product after being used by students as the primary users. The effectiveness of the media was measured through pre-test and post-test assessments to determine the extent of improvement in students' understanding following the use of the learning media. The average score calculated using the N-Gain reached 0.89, equivalent to 89%, indicating a very high level of improvement. Therefore, the media is considered highly effective in helping students understand the concept of family member roles. Practicality was assessed through questionnaires distributed to both students and the teacher. The results showed that students' responses reached 92%, while the teacher's responses reached 97%, indicating that the media was rated as very practical by both parties. This means that the CERGAM picture book is considered easy to use, engaging, and aligned with learning needs. Based on the evaluation results, it can be concluded that this media meets both effectiveness

and practicality criteria, making it suitable for use in learning activities on the topic of family member roles.

Discussion

This study produced a CERGAM picture book entitled “*Keluargaku, Tim Hebat*”, which contains material on the roles of family members and aligns with the learning needs and profiles of Grade 2 MI students. The developed product underwent a validation process involving experts in content, media, and language, and was tested with students through direct classroom implementation.

The CERGAM picture book was developed as an alternative learning media aimed at deepening concept mastery among elementary school students. Based on the findings and implementation results, this media shows strong potential in helping students understand concepts in the learning material. This is due to several advantages of the CERGAM book, namely presenting concepts through stories that are close to the children’s daily lives. By using real-life contextual stories, it facilitates students’ natural comprehension of the concepts being taught and helps them relate the concepts to the reality they experience every day. This reflects alignment with John Dewey’s theory of contextual learning, which states that contextual approaches can facilitate concept understanding and improve memory retention, especially when the material is clearly connected to real-life situations (Maftuh et al., 2023). Fitriani’s findings also suggest that stories drawn from students’ actual activities help them build a more natural and meaningful understanding of concepts (Kim et al., 2024). Consequently, the CERGAM book serves as a bridge between students’ concrete experiences and the conceptual understanding being taught.

Another advantage of the CERGAM picture book lies in its accompanying visual elements. The images presented in the book are not merely decorative; they actively contribute to shaping how students represent the concepts being learned. Through images, students can process information via the visual channel, while text activates their verbal channel—two processing pathways that reinforce each other. The combination of images and text helps deepen and enrich concept comprehension. Allan Paivio’s Dual Coding Theory explains that humans process information through two primary channels: verbal and visual (Kurniawan et al., 2022). When both channels are engaged simultaneously, information is stored more robustly and systematically in long-term memory. In the context of picture book media, text and illustrations work synergistically to facilitate students’ thinking processes, helping them understand and retain concepts more effectively. This finding is supported by the research of Priandini and Sunaryati, which concludes that the presence of text integrated with images in picture books serves as illustrative-linguistic scaffolding, effectively aiding students in conceptualizing abstract ideas more clearly and in ways that are relevant to their experiences (Priandini & Sunaryati, 2024).

The CERGAM picture book uses simple, communicative language that aligns with the cognitive development of lower-grade children. This is crucial because easily understood words and sentence structures influence and facilitate students’ comprehension of the concepts being conveyed. Within Vygotsky’s constructivist framework, language serves as the primary tool for children’s thinking (Etnawati, 2021). Language that matches a child’s zone of proximal development allows them to process and internalize concepts more easily. If the language is too abstract or complex, children will struggle to derive meaning from both the text and the illustrations they read. Research by Suprihatien et al. found that children respond more quickly, understand word meanings, and relate them to real-life experiences when language is friendly and easy to understand (Dey & Munshi, 2025). Thus, the use of simple language in the CERGAM book is not merely about making reading easier; it is a critical cognitive strategy that naturally and effectively facilitates concept comprehension for lower-grade students.

The CERGAM picture book can engage children's emotions in the learning process. The media presents characters and events that evoke emotional connections in students, such as empathy, happiness, enthusiasm, or curiosity. This emotional involvement is key to creating an enjoyable learning environment and promoting active participation during lessons, making the conveyed concepts more meaningful and deeply understood. In educational psychology, emotional engagement is recognized as playing a significant role in increasing motivation, strengthening focus, and encouraging deeper and more active information processing. When students feel emotionally connected, they are more committed to understanding and absorbing the learning content. This is also supported by Goleman's theory, which highlights the importance of emotional intelligence for learning success (Lubis, 2025). Research conducted by Yusni Arni found that implementing picture books combined with discussion can enhance both students' understanding of the material and their engagement during learning (Arni, 2023). Students are not only stimulated by curiosity but are also encouraged to share opinions and reflect on the story through interaction, which in turn strengthens concept comprehension both cognitively and emotionally.

Based on the description above, the CERGAM picture book has great potential in supporting students' conceptual understanding. Through contextual stories, supportive illustrations, the use of simple language, and emotional engagement, students do not merely receive the material cognitively but also develop a deep, meaningful, and lasting understanding. Therefore, the CERGAM media is suitable as an enjoyable, educational, and effective teaching tool to support learning in elementary schools.

CONCLUSION

Based on all the development stages carried out through the ADDIE model, it can be concluded that the development of the CERGAM picture book media has successfully achieved the research objectives, namely producing a validated learning media that is easy to use and capable of significantly enhancing students' conceptual understanding. The validity of the media is reflected in the fulfillment of content, language, and visual aspects in accordance with learning development standards. In terms of practicality, the media is easy to use for both teachers and students and facilitates an engaging and meaningful learning process. The effectiveness of the media is reflected in the improvement of students' ability to understand concepts more deeply through contextual storytelling and visual approaches that mirror real-life situations of the students. Therefore, the CERGAM picture book media is not only suitable for use in teaching second-grade MI students, particularly on the topic of family members' roles, but also has the potential to be applied to other topics that require strengthening conceptual understanding at the elementary education level.

This study focused solely on the development of the CERGAM picture book for the topic of family members' roles in second-grade MI. Therefore, it is recommended that future researchers test the effectiveness of this media at different grade levels or with other learning topics to examine the flexibility and impact of CERGAM in a broader educational context. In addition, future research has the potential to explore the integration of CERGAM with other innovative approaches to further enhance student engagement and optimize learning outcomes.

AUTHOR'S NOTE

The author affirms that there is no conflict of interest in the writing and publication of this article, and that all content and data presented are original, free from plagiarism, and entirely the responsibility of the author.

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