



## SCAFFOLDING-BASED LITERACY JOURNAL MODULE TO IMPROVE VOCABULARY OF CHILDREN AGED 5-6 YEARS IN KINDERGARTEN

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### Abstract

This study aimed to develop and examine the effectiveness of a scaffolding-based Literacy Journal Module in improving the vocabulary of children aged 5-6 years in kindergartens. This study employed a Research and Development (R&D) approach using the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The research subjects consisted of 18 Group B children aged 5–6 years from kindergartens in Tangerang Regency, Banten, selected through total sampling. Data were collected through vocabulary observations, vocabulary tests, and a Likert-scale practicality questionnaire. Data were analyzed using a mixed-methods approach, combining quantitative analysis to assess validity, practicality, and effectiveness, and qualitative analysis to understand the context behind the numerical data. The module demonstrated high validity and practicality, with average evaluation scores of 89% from media experts, 86% from material experts, and 85% from language experts, along with a score of 97% from the learning expert, all falling into the "highly appropriate" category. Aiken's V values ranged from 0.82 to 0.96, indicating that all indicators were valid. Post-intervention vocabulary scores increased significantly compared to pre-intervention scores, with an average N-Gain value of 0.84, categorized as high. These findings indicate that the scaffolding-based Literacy Journal Module effectively improves vocabulary acquisition in children aged 5-6 years and can serve as an alternative teaching material to strengthen early language learning in kindergarten.

Keyword: Literacy journal, scaffolding, vocabulary, kindergarten

### INTRODUCTION

Kindergarten-aged children acquire approximately 2-3 new vocabulary words daily through meaningful activities (Goodman, 1967; (Nurfadilah et al., 2025); Asmawati, 2025), and strengthening vocabulary from an early age represents a crucial pedagogical investment for sustainable literacy (Neuman & Wright, 2014). Vocabulary mastery constitutes a fundamental component of early childhood language development as it underlies both oral and written communication skills, and has been shown to develop more optimally through the use of engaging and meaningful visual learning media that encourage children to actively express their ideas and experiences (Fadhilah et al., 2026). This is consistent with empirical evidence that the use of concrete, play-based media significantly improves children's early literacy ability, as demonstrated by an increase in the mean early reading ability score of children aged 4-5 years from 1.19 at pretest to 3.51 at posttest through the use of letter block media (Alya & Syukri, 2023). This is consistent with empirical evidence that the use of concrete, play-based media significantly improves children's early literacy ability, as demonstrated by an increase in the mean early reading ability score of children aged 4-5 years from 1.19 at pretest to 3.51 at posttest through the use of letter block media. However, Indonesia's reading literacy achievement remains a matter of concern. The results of the 2022 Programme for International Student Assessment (PISA) indicate that Indonesian students' reading performance falls below the average of Organisation for Economic Co-operation and Development (OECD) countries, including in the aspect of text comprehension, which encompasses listening, processing information, and vocabulary development (OECD, 2022:3).

A gap is also evident between the demands of the Kurikulum Merdeka for Early Childhood Education (PAUD), which emphasizes child-centered, reflective, and meaningful learning (Kemendikbud, 2025; (Kemendikbudristek, 2022); (Badan Standar, Kurikulum, dan Asesmen Pendidikan (BSKAP) Kementerian Pendidikan, Kebudayaan, Riset, 2022). and the realities in the field,

which remain unsupported by a systematic and validated literacy journal module. Preliminary findings at TK Islam Al Husna show that vocabulary instruction is still dominated by a teacher-centered, verbalistic approach, such as word repetition and simple question-and-answer exchanges, without meaningful reflection on children's personal experiences. The use of conventional and less varied learning media has been identified as a key factor contributing to low engagement and learning interest among early childhood learners, underscoring the need for more interactive, innovative, and developmentally appropriate instructional media to create more meaningful and enjoyable learning experiences (Ulfiyah et al., 2026). Modules that simultaneously integrate literacy journaling, scaffolding-based mentoring, and a deep-learning approach also remain very limited, even though integrating these three elements has the potential to create a deeper and more contextual literacy learning experience (Vygotsky, 1978; Fullan et al., 2018).

Theoretically, Vygotsky's sociocultural theory explains that children's language develops through social interaction and adult mediation, and grows most effectively through meaningful activities supported by scaffolding within the Zone of Proximal Development (ZPD). In this process, the teacher acts as a facilitator who identifies a child's potential, provides assistance when needed, and gradually withdraws support as the child becomes more independent. A scaffolding approach combined with experiential learning (Cliffs, 2006) is also consistent with (Piaget, 1977), preoperational stage, in which children learn through play, symbolization, and concrete interaction. In line with this, empirical research has shown that structured and meaningful instructional methods such as storytelling and project-based learning are both effective in improving language skills in children aged 5-6 years, with the teacher's adaptive and creative role as a key determinant of success (Wulandari & Panii, 2023). Nevertheless, systematic scaffolding practices are still rarely formalized into tested modules within early childhood education services, leaving a research gap that lies in both the technical design of such modules and the availability of empirical evidence of their effectiveness, as emphasized within the framework of educational design research (McKenney & Reeves, 2021); (Priantika et al., 2024).

Several previous studies have examined relevant topics. Aisyah & Rohmah (2025), Nida Ulfadilah & Setiasih (2024), (Nurkhalizah & Ruslan, 2022), and Nanik Utami (2023) found that morning journal activities-through writing, free drawing, singing, storytelling, and poetry reading-consistently produced positive effects on early childhood language development, reflected in expanded vocabulary, improved sentence construction and storytelling skills, and stronger semantic and phonetic abilities. From a theoretical perspective, Insani (2024) demonstrated that a ZPD-based scaffolding approach effectively improved children's language ability, self-confidence, and social interaction, while (Vera et al., 2025), revealed that the understanding of Kurikulum Merdeka implementation in the field-including in early childhood literacy-remains incomplete, with literacy still largely viewed merely as the ability to read, write, and count. In line with these findings, the development of learning media tailored to the needs of children aged 5-6 years, integrating everyday vocabulary with meaningful activities, has been shown to be effective in supporting early childhood language development, as evidenced by expert validation and field trial results achieving a highly appropriate category (Dyah & Wuri, 2026), early childhood language ability develops more optimally through learning activities that incorporate concrete and meaningful media, as demonstrated by an improvement in children's mean listening ability from 34.75% to 83.35% through an interactive media-based storytelling method (Sabila & Daulay, 2026).

Based on this review, morning journal activities and ZPD-based scaffolding approaches have each proven effective on their own, yet these studies generally focus on only one aspect without integrating both into a single, systematic, and validated learning module, amid a persistent gap in the understanding of Kurikulum Merdeka implementation (Vera et al., 2025). These conditions reinforce the urgency of developing a scaffolding-based Literacy Journal Module that combines journal-based reflection with structured, ZPD-aligned mentoring, bridging the gap between the largely partial findings of previous research and the need for a complete and tested module. The module was developed using a Research and Development (R&D) approach based on the ADDIE model, proceeding iteratively through the stages of needs analysis, design, development, trial implementation, and evaluation, which has proven effective in producing field-based educational products (Sugiyono, 2020); (Richey & Klein, 2020), and has the potential to foster cross-disciplinary collaboration among early childhood education, developmental psychology, and curriculum development (Pembelajaran & Kreasi, 2025); Zeidler, 2025).

Based on the foregoing discussion, the primary aim of this study is to develop a scaffolding-based Literacy Learning Module oriented toward improving the vocabulary of children aged 5-6 years in kindergarten. The resulting product is expected to be not only theoretically relevant but also capable of facilitating the introduction, comprehension, and contextual use of new vocabulary through gradual support from the teacher. Furthermore, the module is intended to be practically applicable for kindergarten teachers in designing targeted literacy instruction, thereby strengthening early childhood vocabulary mastery as an essential foundation for early literacy development and children's readiness to enter elementary school.

## RESEARCH METHODS

This study employed a Research and Development (R&D) method to develop a scaffolding-based literacy journal learning module that is valid, practical, and effective (Gall et al., 2003; (Sugiyono, 2020, p. 407). The study adopted the ADDIE model as its framework, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). Product trials were conducted through three sequential stages: expert validation (covering content, media, language, and instructional aspects), an instrument trial involving 20 Group B children different from the field trial sample, and a field trial involving one full class (18 children) to measure the module's effectiveness in actual classroom instruction.

Data were collected through observation (Cohen et al., 2007), vocabulary comprehension tests, a Likert-scale questionnaire (Sugiyono, 2013), interviews (Patton, 2015, p. 426-430), and documentation (Morgan, 2022, p. 64-67). Data were analyzed using a mixed-methods approach: qualitative data were analyzed through thematic content analysis (Braun & Clarke, 2006), while quantitative data were analyzed through validation percentage agreement (Arikunto, 2013; Riduwan, 2019), tests of normality (Kolmogorov-Smirnov) and homogeneity (Levene's test), a paired-samples t-test ( $\alpha = 0.05$ ), and the Normalized Gain (N-Gain) index (Hake, 1998), categorized as high ( $g > 0.70$ ), moderate ( $0.30-0.70$ ), and low ( $g < 0.30$ ). The qualitative and quantitative findings were then synthesized through triangulation to obtain a comprehensive assessment of the product's effectiveness.

In brief, the research framework began with the Analysis stage, in which a needs analysis was conducted to identify literacy gaps as well as the needs of kindergarten teachers and children. This was followed by the Design stage, involving the design of a draft scaffolding-based literacy journal module, and the Development stage, in which the module was developed and validated by content, media, language, and instructional experts, alongside an instrument trial involving 20 Group B children different from the field trial sample. The Implementation stage was then carried out through a field trial involving 18 Group B children, and the process concluded with the Evaluation stage, which assessed the module's overall validity, practicality, and effectiveness. These five stages were supported by data collection techniques comprising observation, tests, questionnaires, interviews, and documentation, the results of which were analyzed in parallel through theme-based qualitative analysis and statistical quantitative analysis before being synthesized into a comprehensive conclusion regarding the quality of the developed product.

## RESULTS AND FINDINGS

The expert validation results indicated that the scaffolding-based Literacy Journal Module achieved a highly appropriate category across all four assessment domains.

The content expert gave a mean percentage of 86.45%, based on the assessment of two validators (V1 = 89.4%; V2 = 83.5%) (see Table 1).

Table 1. Expert Validation Results – Content Expert

| No | Validator | Score Obtained | Maximum Score | Percentage | Category           |
|----|-----------|----------------|---------------|------------|--------------------|
| 1  | V1        | 76             | 85            | 89.4%      | Highly Appropriate |
| 2  | V2        | 71             | 85            | 83.5%      | Highly Appropriate |
|    | Total     | 147            | 170           | 172.9      |                    |
|    | Mean      |                |               | 86.45%     | Highly Appropriate |

The media expert gave a mean percentage of 89%, based on the assessment of two validators (V1 = 93%; V2 = 85%) (see Table 2).

Table 2. Expert Validation Results – Media Expert

| No    | Validator | Score Obtained | Score Maximum | Percentage | Category           |
|-------|-----------|----------------|---------------|------------|--------------------|
| 1     | V1        | 93             | 100           | 93%        | Highly Appropriate |
| 2     | V2        | 85             | 100           | 85%        | Highly Appropriate |
| Total |           | 178            | 200           | 178        |                    |
| Mean  |           |                |               | 89%        | Highly Appropriate |

The language expert gave a mean percentage of 85.4%, based on the assessment of two validators (V1 = 89%; V2 = 81.8%) (see Table 3).

Table 3. Expert Validation Results – Language Expert

| No    | Validator | Score Obtained | Score Maximum | Percentage | Category           |
|-------|-----------|----------------|---------------|------------|--------------------|
| 1     | V1        | 49             | 55            | 89%        | Highly Appropriate |
| 2     | V2        | 45             | 55            | 81.8%      | Highly Appropriate |
| Total |           | 94             | 110           | 170.8      |                    |
| Mean  |           |                |               | 85.4%      | Highly Appropriate |

Meanwhile, the instructional expert gave a percentage of 97.3%, based on the assessment of one validator (see Table 4).

Table 4. Expert Validation Results – Instructional Expert

| No    | Validator | Score Obtained | Score Maximum | Percentage | Category           |
|-------|-----------|----------------|---------------|------------|--------------------|
| 1     | V1        | 73             | 75            | 97.3%      | Highly Appropriate |
| Total |           | 73             | 75            | 97.3       |                    |
| Mean  |           |                |               | 97.3%      | Highly Appropriate |

These four results indicate that the developed module is appropriate for use in literacy instruction in kindergarten, in terms of content adequacy, media quality, language accuracy, and instructional relevance.

The pretest and posttest results from the field trial involving 18 Group B children showed a consistent improvement in vocabulary ability across all subjects, as reflected in the following descriptive statistics (see Table 5).

Table 5. Descriptive Statistics of Test Results

|                    | Descriptive Statistics |         |         |       |                |
|--------------------|------------------------|---------|---------|-------|----------------|
|                    | N                      | Minimum | Maximum | Mean  | Std. Deviation |
| Pretest            | 18                     | 42      | 72      | 56.50 | 8.867          |
| Posttest           | 18                     | 78      | 100     | 92.33 | 6.250          |
| Valid N (listwise) | 18                     |         |         |       |                |

The mean pretest score was 56.50, with a minimum score of 42 and a maximum score of 72, with most children falling into the Developing as Expected (BSH) category and several children in the Beginning to Develop (MB) category. Following the intervention using the scaffolding-based literacy journal module, the mean posttest score increased to 92.33, with a minimum score of 78 and a maximum score of 100, with the majority of children reaching the Developing Very Well (BSB) category. This increase of 35.83 points in the mean score indicates that all children experienced an improvement in vocabulary ability following the implementation of the module, without exception.

Prior to testing the difference in means, the pretest and posttest data were first tested for normality using the Kolmogorov-Smirnov test and the Shapiro-Wilk test (see Table 6).

Table 6. Normality Test Results

| Tests of Normality |                                 |    |      |              |    |      |
|--------------------|---------------------------------|----|------|--------------|----|------|
| Group              | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|                    | Statistic                       | df | Sig. | Statistic    | df | Sig. |

|       |          |      |    |       |      |    |      |
|-------|----------|------|----|-------|------|----|------|
| Score | Pretest  | .157 | 18 | .200* | .956 | 18 | .535 |
|       | Posttest | .168 | 18 | .195  | .922 | 18 | .137 |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results showed a pretest significance value of 0.200 (Kolmogorov-Smirnov) and 0.535 (Shapiro-Wilk), and a posttest significance value of 0.195 (Kolmogorov-Smirnov) and 0.137 (Shapiro-Wilk). As all significance values exceeded 0.05, the pretest and posttest data were concluded to be normally distributed, allowing the difference-in-means test to proceed using parametric statistics.

The paired samples t-test showed a mean difference between the pretest and posttest scores of -35.833, with a standard deviation of 4.018 (see Table 7).

Table 7. Paired Samples T-Test Results

| Table 7: Paired Samples t Test Results |                  |                     |                |                 |                                           |         |         |         |    |              |             |
|----------------------------------------|------------------|---------------------|----------------|-----------------|-------------------------------------------|---------|---------|---------|----|--------------|-------------|
|                                        |                  | Paired Samples Test |                |                 |                                           |         |         |         |    |              |             |
|                                        |                  | Paired Differences  |                |                 |                                           |         |         | t       | df | Significance |             |
|                                        |                  | Mean                | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |         |         |    | One-Sided p  | Two-Sided p |
|                                        |                  |                     |                |                 | Lower                                     | Upper   |         |         |    |              |             |
| Pair 1                                 | Pretest Posttest | -                   | -35.833        | 4.018           | .947                                      | -40.426 | -34.574 | -27.041 | 17 | <.001        | <.001       |

The calculated t-value was -27.041, with 17 degrees of freedom (df) and a two-sided significance value (two-sided p) of <0.001, which falls below the significance level of  $\alpha = 0.05$ . This indicates a statistically significant difference between the pretest and posttest scores, suggesting that the improvement in children's vocabulary ability following the implementation of the module was not due to chance, but rather a genuine effect of the intervention.

The magnitude of the module's effectiveness was further analyzed using the normalized gain score (N-Gain) (see Table 8 and Table 9).

Table 8. N-Gain Results

| No | N-Gain Score | N-Gain Percentage | Category |
|----|--------------|-------------------|----------|
| 1  | 1            | 100               | High     |
| 2  | 0.73         | 73.08             | High     |
| 3  | 1            | 100               | High     |
| 4  | 0.87         | 86.96             | High     |
| 5  | 1            | 100               | High     |
| 6  | 0.76         | 76                | High     |
| 7  | 0.81         | 80.95             | High     |
| 8  | 1            | 100               | High     |
| 9  | 0.78         | 77.78             | High     |
| 10 | 0.84         | 84                | High     |
| 11 | 0.85         | 85                | High     |
| 12 | 0.78         | 78                | High     |
| 13 | 0.81         | 80.95             | High     |
| 14 | 0.85         | 85                | High     |
| 15 | 1            | 100               | High     |
| 16 | 0.61         | 60.71             | Moderate |

| No | N-Gain Score | N-Gain Percentage | Category |
|----|--------------|-------------------|----------|
| 17 | 0.72         | 72.41             | High     |
| 18 | 0.78         | 78                | High     |

**Table 9.** Descriptive Statistics of N-Gain Score and N-Gain Percentage

| Descriptive Statistics |    |         |         |         |                |
|------------------------|----|---------|---------|---------|----------------|
|                        | N  | Minimum | Maximum | Mean    | Std. Deviation |
| Ngain_score            | 18 | .61     | 1.00    | .8438   | .11574         |
| Ngain_persen           | 18 | 60.71   | 100.00  | 84.3802 | 11.57383       |

The analysis showed N-Gain values ranging from 0.61 to 1.00, with a mean of 0.8438 (84.38%) and a standard deviation of 0.116. Of the 18 children, 17 (94.4%) fell into the high-effectiveness category ( $g > 0.70$ ), while one child (5.6%) fell into the moderate-effectiveness category ( $0.30 \leq g \leq 0.70$ ). No child fell into the low-effectiveness category. These findings indicate that the scaffolding-based Literacy Journal Module was consistently effective in improving the vocabulary ability of children aged 5–6 years, with an overall effectiveness level generally falling into the high category.

The observation and interview results from the preliminary study reinforced the quantitative findings above. First, the vocabulary ability of Group B children had not developed evenly; most children were already able to articulate vocabulary fairly clearly, although some children still exhibited unclear pronunciation and a limited vocabulary repertoire. Second, children who tended to be passive and reluctant to speak demonstrated lower vocabulary mastery than their peers, suggesting that active participation contributes to vocabulary development. Third, literacy instruction in the classroom remained dominated by conventional methods, namely the use of picture cards and question-and-answer techniques to introduce vocabulary and vowel letters, without the support of a structured literacy learning module; teachers had thus far relied solely on existing picture storybooks, without a systematic written guideline regarding objectives, procedures, forms of scaffolding, and indicators of vocabulary development. Fourth, children's interest in reading and storytelling activities was fairly high, as shown by their enthusiasm when viewing and "reading" large-print picture storybooks, in which pictures served as a means for children who could not yet read to imagine and tell stories, although this interest had not yet been accompanied by a structured literacy activity guideline. Fifth, teachers reported a need for a learning guide that facilitates planned scaffolding, as their efforts to guide children through word repetition and storytelling prompts had not yet been supported by a module that explicitly outlines forms of gradual assistance. These findings underscore the need for a scaffolding-based literacy journal module designed specifically for children aged 5-6 years, integrating observing, drawing, simple writing, and storytelling activities with gradual support from the teacher, as a systematic effort to enhance vocabulary and the quality of teacher-child interaction.

The documentation results revealed the components of the Exploring the World of Words Through Fruit: Scaffolding-Based Literacy Journal module developed in this study. The module's cover page displays an appealing, child-friendly product identity, serving as an introduction before teachers proceed to the module's main content, which includes learning outcomes and objectives, activity steps, and the children's literacy journal sheets (see Figure 1).



Figure 1 Module Cover

Furthermore, the module presents the foundational-phase learning outcomes and objectives relevant to the literacy element, which serve to guide teachers toward the intended competencies and act as a reference for assessing children's vocabulary development (see Figure 2).



Figure 2 Learning Outcomes and Objectives

In the Children's Worksheet, the module presents picture cards for an activity involving completing the vowel letters in fruit names, which function as a vocabulary reinforcement medium while training children to recognize the relationship between pictures, word sounds, and letter forms in a gradual manner; through these cards, children are guided to name the fruit shown in the picture, identify the missing vowel letter, and complete the word with scaffolding support from the teacher (see Figure 3).



Figure 3 Children's Worksheet

As an evaluation instrument, the module provides a picture-based multiple-choice question card consisting of 15 items with three picture-based answer options, allowing children to select the correct answer based on the match between the picture and the fruit vocabulary they had learned (see Figure 4).



Figure 4 Evaluation Question Card (Picture-Based Multiple Choice)

Overall, these module components complement one another in facilitating a gradual scaffolding process, from concept introduction to the evaluation of children's vocabulary achievement.

## RESULTS AND DISCUSSION

The scaffolding-based literacy journal learning module developed in this study was found to be highly appropriate based on the validation of seven experts (content, media, language, instructional, and evaluation), with mean feasibility percentages ranging from 85.4% to 97.3% and Aiken's V indices of 0.82-0.96, classified as High. These results are consistent with the criteria for an ideal learning module in terms of validity, practicality, and effectiveness (Yuwandra, 2020; Prastowo, 2011). The module's appealing visual design also corresponds to the characteristics of children aged 5-6 years at the Magical Stage and Self-Concept Stage, who are highly responsive to engaging visual stimuli (Suryatina, 2024).

The implementation of the module had a significant impact on children's vocabulary, as shown by the increase in the mean score from 56.5 at pretest to 92.33 at posttest (a difference of 35.83 points), supported by a paired-samples t-test ( $t = -27.041$ ;  $p < 0.001$ ) and a pretest-posttest correlation of 0.916. These findings affirm the role of social interaction and adult mediation within the Zone of Proximal Development (Vygotsky, 1978), and respond to the urgency of early intervention given that limited vocabulary in early childhood may have long-term effects on literacy development (Hart & Risley,

2003). The pretest range (42-72) and posttest range (78-100) demonstrate that the module successfully bridged each child's ZPD, through a scaffolding mechanism involving language modeling, prompting questions, and utterance expansion that was gradually faded as proposed in the concept of scaffolding (Wood et al., 1976), reflected in a mean N-Gain of 0.8438, classified as High (Hake, 1999).

The literacy journal served as a pedagogical vehicle that encouraged children to build and consolidate vocabulary through meaningful experience (Graves, 1983), with the posttest score distribution concentrated heavily within the 90-100 range, indicating an integration of experience, language, and social interaction. Given that vocabulary mastery at age 5-6 years is strongly correlated with later literacy ability (Snow, Burns, & Griffin, 1998), the integration of receptive and expressive vocabulary within this module reflects meaningful, child-centered learning in line with the Kurikulum Merdeka (Kemendikbudristek, 2022).

The effectiveness of this module is relevant to the Foundational Phase Learning Outcomes within the Basic Literacy element (Kemendikbudristek, 2025), and carries strategic implications for improving national literacy given Indonesia's relatively low reading performance in PISA 2022 (OECD, 2022:3).

. Strengthening vocabulary from an early age is a crucial pedagogical investment for sustainable literacy (Neuman & Wright, 2014, and the mean N-Gain percentage of 84.38% obtained in this study provides empirical evidence that addresses the gap in the availability of validated scaffolding-based literacy journal modules (Priantika et al., 2024).

## **CONCLUSION AND SUGGESTIONS**

### **Conclusions**

This study successfully developed a scaffolding-based Literacy Journal Learning Module that is valid, practical, and effective in improving the vocabulary of children aged 5-6 years in kindergarten, in line with the research objective established at the outset. Through a Research and Development approach using the ADDIE model, the module was shown to meet feasibility standards across multiple dimensions of expert validation while also demonstrating a genuine, significant, and consistent impact on children's vocabulary improvement. These results affirm that a systematically designed pedagogical intervention grounded in the principles of scaffolding can serve as a concrete solution to the gap between curriculum demands and the availability of structured literacy teaching materials at the early childhood education level.

Overall, this study contributes both theoretically and practically to the development of early childhood literacy in Indonesia. The resulting module not only enriches the application of Vygotsky's sociocultural theory within the context of vocabulary learning, but also provides an applicable and easily implementable alternative teaching material for kindergarten teachers. Further research is recommended to examine the implementation of this module on a larger scale with more diverse subject characteristics, in order to strengthen the generalizability of the findings and broaden the understanding of the effectiveness of the scaffolding-based literacy journal approach in supporting sustainable early childhood literacy.

### **Suggestions**

Based on the findings of this study, kindergarten teachers are encouraged to adopt the scaffolding-based Literacy Journal Module as an innovative and empirically validated vocabulary learning strategy, with careful attention to adaptive scaffolding support and gradual fading as children's independence grows, while maintaining a dialogic, reflective, and enjoyable atmosphere in every literacy journal session. School principals and early childhood education administrators are recommended to support the sustained implementation of the module by providing adequate resources, organizing teacher training programs on scaffolding-based literacy instruction, conducting instructional supervision focused on the quality of teacher-child interaction, and strengthening school-family partnerships. Given that the quality of parent-child interaction-through verbal mediation, warm communication, and active involvement in literacy activities-determines the quality of the Home Literacy Environment (HLE) more than the availability of reading materials alone (Kholipah & Garzia, 2026), this partnership should be oriented toward improving the quality of literacy interaction at home, not merely the provision of reading resources.

From a theoretical standpoint, the integration of literacy journaling with structured scaffolding proposed in this study offers a productive framework for further elaboration in early childhood education theory, particularly in examining how Vygotsky's ZPD concept operates across diverse vocabulary learning contexts and themes beyond the fruit sub-theme examined here. Future researchers are encouraged to replicate and extend this study across multiple kindergartens with varied geographic, socioeconomic, and environmental characteristics to strengthen the generalizability of the findings. Further investigation into the long-term effects of scaffolding-based literacy journal activities on children's early reading, writing, and oral communication at the primary school level is also recommended, as is the exploration of age-appropriate digital technology integration in the module design-given empirical evidence that the use of ICT in early childhood language learning effectively enriches children's vocabulary and increases their active engagement (Khairiah et al., 2023)-in response to the digital literacy demands of the *Kurikulum Merdeka* and 21st-century competency frameworks.

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