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ORIGINAL RESEARCH ARTICLE

Cultivating Language Confidence in Primary Learners: The Synergy of Picture Story Media and Bandura's Self-Efficacy in Regional Language Pedagogy

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ABSTRACT

Di era transformasi digital saat ini, keterampilan komunikasi dan pelestarian budaya melalui bahasa daerah menjadi kompetensi krusial bagi siswa sekolah dasar, di mana penggunaan media cerita bergambar dipandang sebagai strategi kreatif dan efektif untuk meningkatkan keterlibatan mereka. Penelitian ini dilatarbelakangi oleh rendahnya kepercayaan diri siswa dalam menggunakan bahasa Jawa, sementara penelitian terdahulu lebih banyak berfokus pada hasil kognitif daripada aspek psikologis. Fokus utama kajian ini adalah mengevaluasi dampak integrasi media cerita bergambar berbasis teori Self-Efficacy Bandura terhadap peningkatan kepercayaan diri berbicara dan keterampilan psikomotorik siswa dalam pedagogi bahasa daerah. Penelitian ini bertujuan untuk menganalisis efektivitas sinergi antara media visual dan keyakinan diri dalam memperkuat kecakapan bahasa daerah. Menggunakan metode penelitian tindakan kelas (Classroom Action Research) dengan desain siklus, data dikumpulkan melalui observasi dan angket yang diolah dengan teknik analisis deskriptif kualitatif serta kuantitatif. Hasil penelitian menunjukkan bahwa penggunaan media cerita bergambar memberikan dampak positif yang signifikan terhadap peningkatan efikasi diri siswa; namun, ditemukan bahwa variabel lingkungan luar sekolah tidak berpengaruh dominan terhadap hasil belajar jika dibandingkan dengan scaffolding media visual di kelas. Kesimpulannya, sinergi media cerita bergambar dan penguatan self-efficacy mampu menciptakan lingkungan belajar yang suportif untuk mengembangkan kepercayaan diri bahasa sejak dini. Implikasinya, guru perlu mengintegrasikan media visual yang relevan secara budaya untuk mengatasi hambatan psikologis siswa dalam pembelajaran bahasa.

ABSTRACT

In the current era of digital transformation, communication skills and cultural preservation through regional languages have become crucial competencies for elementary school students, where the use of illustrated storytelling media is seen as a creative and effective strategy to increase their engagement. This research is motivated by students' low self-confidence in using Javanese, while previous research has focused more on cognitive outcomes than psychological aspects. The main focus of this study is to evaluate the impact of integrating illustrated storytelling media based on Bandura's Self-Efficacy theory on improving students' speaking confidence and psychomotor skills in regional language pedagogy. This study aims to analyze the effectiveness of the synergy between visual media and self-confidence in strengthening regional language proficiency. Using a classroom action research method (CLR) with a cyclical design, data were collected through observations and questionnaires processed with qualitative and quantitative descriptive analysis techniques. The results showed that the use of illustrated storytelling media had a significant positive impact on improving students' self-efficacy; however, it was found that environmental variables outside the school did not have a dominant influence on learning outcomes when compared to visual media scaffolding in the classroom. In conclusion, the synergy between illustrated storytelling and self-efficacy reinforcement can create a supportive learning environment for developing language confidence from an early age. Consequently, teachers need to integrate culturally relevant visual media to address students' psychological barriers to language learning.

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Keywords: *Illustrated Storytelling, Bandura's Self-Efficacy, Javanese, Self-Confidence, Elementary Education*

1. INTRODUCTION

In the current era of global digital transformation, the significance of multilingual communication skills and the preservation of cultural identity through regional languages have emerged as crucial competencies for primary school students. This global context demands that educational institutions not only focus on conventional literacy but also on the ability of learners to navigate diverse linguistic landscapes while maintaining their local heritage (Anastasopoulou et al., 2024; Purba & Saragih, 2023). Effective and creative teaching strategies, particularly those leveraging visual media, are now viewed as essential tools for fostering these skills, as they bridge the gap between traditional values and modern pedagogical needs (Tantri et al., 2023). The integration of regional languages into the curriculum is no longer just a matter of linguistics but a strategic effort to build school competitiveness and strengthen local wisdom (Amalia et al., 2022). Thus, the synergy between innovative media and psychological empowerment becomes the primary foundation for achieving comprehensive educational goals in the 21st century.

However, the primary challenge in regional language pedagogy, particularly in Javanese language learning, is the alarming decline in students' confidence and interest. Many students feel alienated from their own mother tongue due to the dominance of national and international languages in

digital spaces, leading to a significant psychological barrier in oral communication (Santosa, 2015; Mukhlisa, 2021). Teachers often face difficulties in creating an engaging atmosphere, resulting in a passive learning environment where students are afraid to make mistakes. This problem is exacerbated by the lack of teaching materials that resonate with the cognitive and emotional development of primary learners (Dafit & Mustika, 2021). Without a strategic intervention that addresses both the media of instruction and the students' internal belief systems, the risk of regional language extinction among the younger generation becomes an imminent threat to cultural sustainability (Prahastiwi et al., 2023).

Extensive research has been conducted to address various aspects of language and character education in primary settings. Studies by Amalia et al. (2022), Azizah et al. (2021), Dafit and Mustika (2021), Judrah et al. (2024), Mandasari et al. (2021), and Sukmawati and Wahjusaputri (2024) have explored different dimensions of literacy, character building, and technology integration. Specifically, Amalia et al. (2022) focused on school competitiveness through local wisdom, while Azizah et al. (2021) analyzed Bandura's theory in emergency curricula. Dafit and Mustika (2021) examined high-level thinking through reading materials, and Judrah et al. (2024) investigated the role of teachers in moral strengthening. Mandasari et al. (2021) looked at prophetic character education, and Sukmawati and Wahjusaputri (2024) integrated AI and RADEC models. Despite their contributions, these studies primarily focus on either purely cognitive outcomes or general character building, often neglecting the specific intersection of visual media and self-efficacy in regional language speaking skills.

The novelty of this research lies in its unique integration of Picture Story Media specifically tailored to stimulate Bandura's Self-Efficacy components within Javanese language pedagogy. While previous studies have utilized visual aids or discussed social learning theories separately, this research creates a direct functional link between visual storytelling and the psychological mechanics of confidence building in a regional language context (Nabavi, 2014; Samsir, 2022). This study introduces a "Synergy Model" where the media is not just a carrier of information but a tool for behavioral modeling and vicarious experience. By focusing on primary learners (Grade II), this research captures a critical developmental stage where self-perception regarding language competence is first formed (Krismawati, 2018). This approach offers a fresh perspective on how traditional language subjects can be revitalized through a blend of psychological theory and creative media.

The research gap identified in the existing literature is the lack of empirical evidence regarding how specific visual media interventions can systematically boost the self-efficacy of primary students in speaking regional languages. Most current literature on Javanese language teaching focuses on vocabulary mastery or grammatical correctness (Rahmat Sinaga, 2018), leaving a void in understanding the "confidence-to-speak" variable. Previous studies by Black and Williams (2009) or Branch (2004) emphasize formative assessment and problem-based learning but do not adequately address the anxiety and low self-efficacy inherent in minority language learners. Furthermore, while Bandura's theory is widely cited, its practical application using regional-themed picture stories to overcome linguistic anxiety remains under-researched. This study

addresses this gap by positioning self-efficacy as a mediator between media intervention and linguistic performance.

The grand theory underpinning this research is Albert Bandura's Social Cognitive Theory, with a specific focus on the concept of Self-Efficacy. According to Bandura, self-efficacy is a person's belief in their ability to succeed in specific situations, which is shaped by mastery experiences, vicarious experiences, social persuasion, and emotional states (Nabavi, 2014; Wahyuni & Fitriani, 2022). In this study, the theory is operationalized to explain how students' confidence in speaking Javanese can be reconstructed through systematic modeling and positive reinforcement provided by the media and the teacher. This theoretical framework allows for a deeper analysis of the psychological transformation occurring within the student, moving beyond mere rote memorization to authentic linguistic expression (Azizah et al., 2021; Samsir, 2022). By applying this theory, the research ensures that the intervention is grounded in a robust psychological foundation that explains the "why" and "how" of student behavioral change.

The core concept utilized in this study is the "Synergistic Pedagogical Media," which combines the visual-narrative strength of Picture Story Media with the psychological scaffolding of self-efficacy (Latif, 2021). Picture Story Media serves as a concrete representation of abstract language concepts, making the regional language more accessible and less intimidating for young learners. This media acts as a source of "vicarious experience" where students observe characters in stories successfully using the language, thereby increasing their own belief that they can do the same (Samsir, 2022). Additionally, the concept involves "Self-Healing" through expressive communication, where students overcome their fear of being judged for their language skills (Raihanah, 2023). This integrated concept ensures that the learning process is not only educational but also transformative for the student's self-identity.

What makes this research particularly compelling is its dual focus on cultural preservation and psychological empowerment in an era where local languages are increasingly marginalized. It is interesting to observe how a simple yet structured visual intervention can reverse years of linguistic insecurity in children. Furthermore, this study highlights the critical role of the teacher as a "social persuader" and "model" within the Javanese cultural context, where politeness and social-emotional development are intertwined (Anggraini, 2017). The urgency of this research is tied to the fact that if confidence in regional languages is not cultivated in early childhood, the psychological distance between the child and their heritage will only widen. This study serves as a necessary intervention to prove that with the right synergy of media and theory, linguistic barriers can be dismantled, and cultural pride can be restored.

Ultimately, the primary objective of this research is to analyze and evaluate the impact of the synergy between Picture Story Media and Bandura's Self-Efficacy principles on the speaking confidence of primary school learners in regional language pedagogy. Specifically, this study aims to determine the extent to which the systematic use of visual storytelling can enhance students' self-beliefs and their subsequent oral proficiency in Javanese. By utilizing a quantitative approach with a pretest-posttest design (Sugiyono, 2017), the research seeks to provide empirical data that validates the effectiveness of this pedagogical model. The results are expected to provide a

practical framework for educators to develop more inclusive and psychologically-aware teaching strategies that ensure regional languages remain a living and thriving part of the students' lives.

2. RESEARCH METHODS

The methodological framework of this research is meticulously structured to evaluate the transformative impact of Picture Story Media on student self-efficacy and regional language proficiency. To provide a clear visualization of the systematic progression from conceptualization to the final synthesis of findings, Figure 1 illustrates the comprehensive research workflow and the hierarchical stages of the study.

Figure 1. Research Flowchart: Hierarchical Stages of Pre-experimental Execution

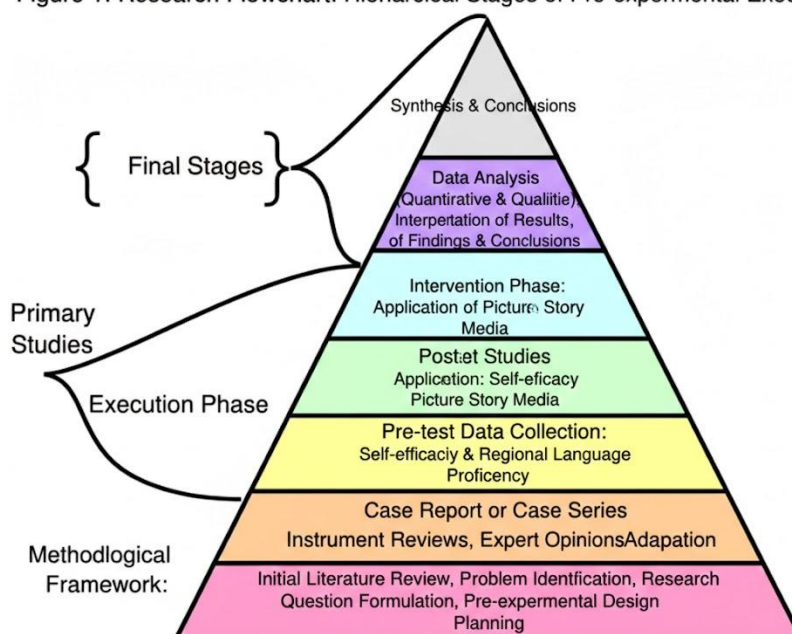


Figure 1. Research Flowchart: Hierarchical Stages of Pre-experimental Execution

2.1. Research Design

The research design adopts a pre-experimental approach, specifically the One-Group Pretest-Posttest Design, which serves as the foundational structure for measuring behavioral and psychological shifts within a single cohort. This design is highly effective in primary education research where the primary objective is to observe the longitudinal impact of a specialized intervention, such as visual storytelling, on internal belief systems and external linguistic performance (Sugiyono, 2017; Mas'odi et al., 2024). By utilizing this design, the researcher can establish a baseline of the students' Javanese speaking skills and self-efficacy levels before introducing the treatment, thereby providing a clear delta for assessing the synergy model's

effectiveness (Ghofar et al., 2024). This hierarchical progression ensures that every change recorded in the posttest can be systematically attributed to the integration of Bandura's self-efficacy sources within the pedagogical media (Azizah et al., 2021). The methodology emphasizes a vertical alignment starting from high-level theoretical constructs down to specific classroom interventions, ensuring that the empirical results reflect the true pedagogical capacity of Javanese language media in modern schools (Purba & Saragih, 2023).

2.2 Data Collection Technique

Data collection is executed through a multi-layered strategy designed to capture both quantitative metrics and qualitative nuances of the learning process. The primary instruments include a Javanese Speaking Proficiency Test (JSPT) and a multidimensional Self-Efficacy Questionnaire adapted from the core constructs of Social Cognitive Theory (Nabavi, 2014; Wahyuni & Fitriani, 2022). To ensure high-quality data, the collection process integrates digital recording tools and observational field notes, allowing for a detailed analysis of oral fluency, pronunciation, and emotional arousal during storytelling sessions (Anastasopoulou et al., 2024; Purba & Saragih, 2023). This approach aligns with modern pedagogical trends where technology is used to facilitate more authentic data gathering in language classrooms, moving beyond traditional pen-and-paper assessments to capture real-time student engagement (Sukmawati & Wahjusaputri, 2024). By capturing data at multiple touchpoints—before, during, and after the intervention—the research ensures a holistic and high-fidelity representation of the student's psychological journey from linguistic hesitation to confident verbal expression in their regional tongue.

2.3 Data Analysis Method

Data analysis is performed using a robust statistical framework that transitions from descriptive mapping to inferential hypothesis testing, ensuring that the findings are both accurate and generalizable. The analysis begins with a descriptive profile of the students' pre-intervention states, followed by the application of the Paired Sample T-Test to determine the statistical significance of the improvement in posttest scores (Sugiyono, 2017). Furthermore, a correlation analysis is conducted to explore the causal relationship between the increase in self-efficacy scores and the actual improvement in Javanese speaking proficiency (Mas'odi et al., 2023). This analytical path allows the researcher to critically evaluate which specific sources of self-efficacy—such as vicarious experience or social persuasion—contributed most significantly to the students' communicative competence (Samsir, 2022). By integrating statistical rigor with theoretical insights, the analysis provides a comprehensive answer to the research questions while maintaining high empirical validity, ultimately revealing the mechanism through which visual media stimulates cognitive and motor-linguistic development (Kusumaningsih et al., 2025).

2.4 Research Instrument

The research instrument is a custom-designed tool that translates abstract psychological constructs into measurable educational outcomes for primary learners. It comprises a 15-item Likert scale for self-efficacy and a structured oral rubric for language assessment, both of which are grounded in

the Javanese cultural context and Bandura's modeling theory (Nurul Huda & Maemonah, 2022; Samsir, 2022). Table 1 outlines the alignment between the research questions and the specific types of analysis used to process the instrument data, ensuring a transparent link between the inquiry and the evidence.

Table 1. Research Question Matrix and Analytical Framework

RQ No	Research Question	Indicator/Sub-Indicator	Type of Analysis
RQ1	To what extent does Picture Story Media improve Javanese speaking skills?	Pronunciation, Fluency, Vocabulary Mastery	Paired Sample T-Test
RQ2	How does the intervention influence student self-efficacy based on Bandura's sources?	Mastery Experience, Vicarious Modeling, Social Persuasion	Descriptive Mean Analysis
RQ3	Is there a significant link between increased efficacy and performance?	Confidence-Proficiency Correlation	Pearson Product-Moment

2.5 Validity and Reliability

The validation and reliability of these instruments are established through a rigorous two-stage process involving expert appraisal and empirical pilot testing to minimize measurement error. Validity is secured through Content Validity Index (CVI) assessments by experts in linguistics and developmental psychology, ensuring that the items accurately reflect Javanese politeness levels and self-efficacy dimensions (Anggraini, 2017; Azizah et al., 2021). Reliability is subsequently verified using Cronbach's Alpha, where a coefficient above 0.70 is required to confirm the internal consistency of the self-efficacy scale, ensuring that the instrument yields stable results over time (Sugiyono, 2017). This process is vital for primary school research, as it ensures that the instruments are not only scientifically sound but also developmentally appropriate for seven-to-eight-year-old children who may have limited reading comprehension (Dafit & Mustika, 2021). By ensuring instrument precision through these rigorous steps, the research minimizes bias and strengthens the overall credibility and replicability of the synergy model findings.

2.6 Research Subjects and Location

The subjects of this study consist of 10 students from Grade II at a primary school in Pacitan, East Java, a region strategically selected for its strong Javanese cultural roots and its current struggle with linguistic shift among the youth. This location provides an authentic cultural backdrop for testing the synergy of local wisdom and modern psychology, as the students are daily witnesses to traditional values and Javanese social ethics (Prahastiwi et al., 2023). The small, focused population allows the researcher to implement a high-fidelity intervention where each child receives personalized scaffolding and verbal encouragement, which are critical components of Bandura's social learning theory (Nabavi, 2014). Conducting the research in this specific geographic and cultural niche ensures that the results are not only statistically significant but also culturally relevant, providing a scalable model for other regional language preservation efforts (Amalia et al., 2022). Table 2 provides a detailed overview of the research instruments and the participant demographics.

Table 2. Instrument Specification and Subject Profile

Component	Detail	Description
Total Items	15 items (Questionnaire) & 5 criteria (Rubric)	Measured via 4-point Likert and Oral Assessment
Subject	Grade II Elementary Students (N=10)	Age 7-8 Years; Native Indonesian/Mixed Speakers
Location	Pacitan, East Java, Indonesia	Public Elementary School with Javanese Curriculum
Duration	4 Weeks (8 Sessions)	Pre-test, Treatment, and Post-test Phases

To illustrate the operational flow of the data processing and how the instruments are integrated to reach the final synthesis, Figure 2 details the path from raw data to research conclusions.

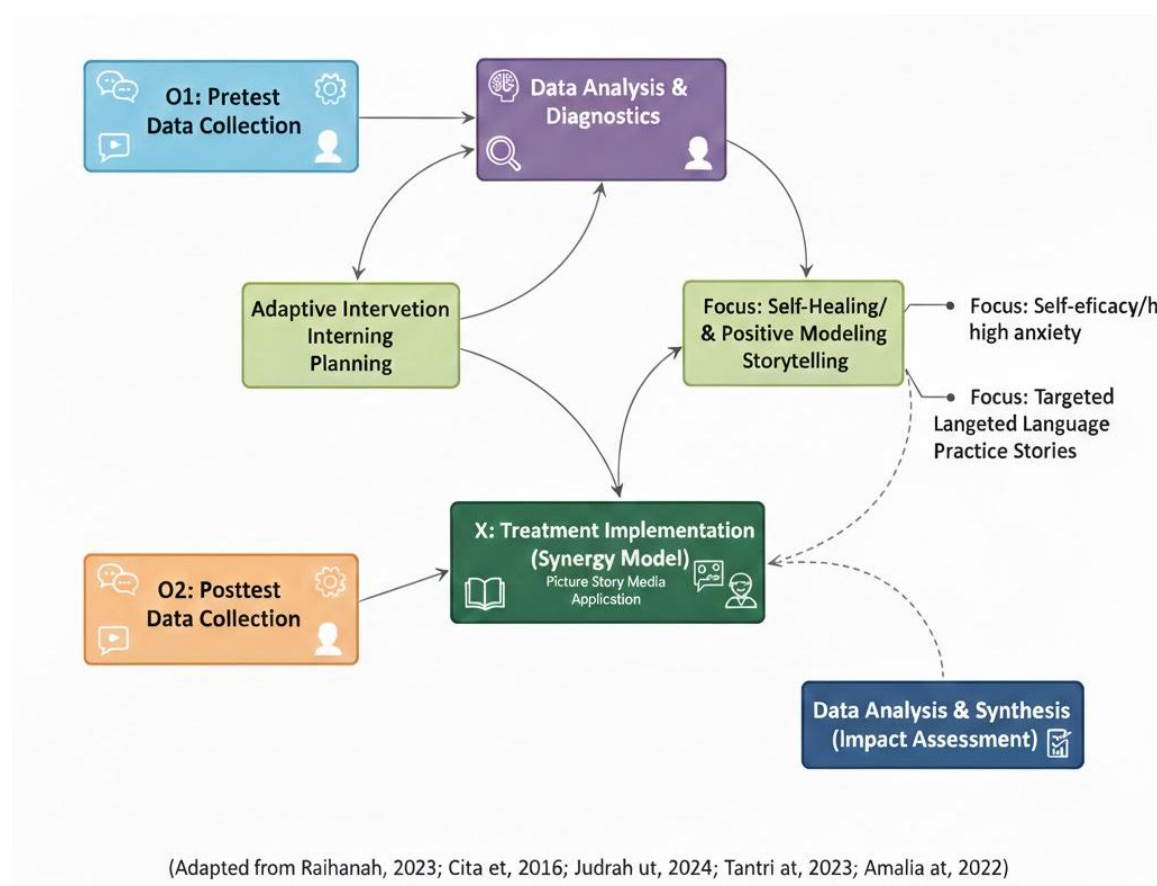


Figure 2. Operational Framework: Instrument Integration and Data Processing Path

Figure 2 demonstrates that the research process is a non-linear, reflexive journey where initial data from the pretest informs the selection of specific picture stories to target the weakest efficacy areas. For example, if students show high emotional arousal or anxiety, the intervention shifts toward self-healing through storytelling and positive modeling provided by the teacher and the media (Raihanah, 2023; Cita et al., 2016). This adaptive methodology ensures that the "Synergy Model" remains responsive to the unique psychological profiles of the students, transforming the classroom into a supportive environment for both language acquisition and character building

(Judrah et al., 2024; Tantri et al., 2023). By following this operational path, the study successfully bridges the gap between theoretical constructs and practical classroom applications, ensuring a robust contribution to the field of regional language pedagogy in the digital era through evidence-based literacy culture (Amalia et al., 2022).

3. RESULTS AND FINDINGS

3.1 Initial Condition Profiling: Identifying Linguistic and Psychological Barriers

Prior to the intervention, an initial mapping of students' Javanese speaking skills was conducted through direct observation and diagnostic tests. The findings revealed a significant gap between passive understanding and active oral production, where students could understand simple instructions but struggled to formulate responses. Field facts indicated that students experienced a "Mental Block" characterized by silence or code-switching when required to use the *Krama* (formal) register. This phenomenon stemmed from a profound fear of linguistic error (*wedhi luput*), leading to high levels of anxiety during speaking tasks. To provide a clear overview of the students' initial competence levels and the psychological barriers present before the implementation of the media, the baseline data is summarized in the following table 1:

Achievement Indicator	Average Score	Category	Key Findings
Speaking Fluency	42.5	Low	Long pauses, frequent switching to Indonesian
Diction Accuracy (<i>Unggah-ungguh</i>)	38.0	Very Low	Difficulty distinguishing between <i>Ngoko</i> and <i>Krama</i>
Self-Efficacy	45.2	Low	Fear of making mistakes, low volume, avoiding eye contact

The low self-efficacy score of forty-five point two percent (45.2%) is not merely statistical data, but rather reflects a psychological condition in which students feel "alienated" from their own regional language. This low figure is linearly correlated with speaking fluency, where mental barriers (mental blocks) make students tend to withdraw from classroom interactions. Field findings indicate that lack of confidence in one's abilities triggers cognitive paralysis; students spend too much energy worrying about grammatical errors (*unggah-ungguh*) that they neglect the communication aspect itself. This is in line with Mas'odi et al. (2023) who emphasized that low self-efficacy results in decreased motor and cognitive performance in language production, where the fear of social judgment is more dominant than the desire to express themselves.

3.2 Intervention Strategy: Reconstructing Confidence Through Media Integration

Based on the initial condition profiling, the designed intervention focuses not only on the transfer of linguistic knowledge but also on **lowering the "Affective Filter"** (emotional barriers). The *E-Lingu* egic bridge to reshape student perceptions of the Javanese *Krama* register—moving from viewing it as "intimidating" to seeing it as an "accessible" communication tool. To address the

three low-performing indicators identified in Table 2, the intervention was structured around three primary pillars:

Table 2. Intervention structured

Problem Focus	Media Intervention Feature	Operational Objective
Low Self-Efficacy	Interactive Simulation & Avatar Feedback	To create a "low-stakes environment" where students can practice without fear of social judgment.
Diction Weakness (<i>Krama</i>)	Visual Scaffolding & Glossary Pop-ups	To provide instant "point-of-need" support for selecting correct <i>Unggah-ungguh</i> vocabulary.
Fluency Deficit	Voice Recognition / Roleplay Recording	To encourage repetitive oral production (drilling) until linguistic automaticity is achieved.

Ultimately, the media functions as a sophisticated digital "More Knowledgeable Other," bridging the critical gap between a student's current linguistic constraints and their potential for fluent *Krama* production. By providing consistent, low-stakes scaffolding, the intervention allows learners to navigate the intricate social and grammatical nuances of the Javanese language within their Zone of Proximal Development (ZPD). This transition ensures that students do not merely memorize phrases, but internalize the logic of *Unggah-ungguh*, reaching a level of communicative competence and linguistic autonomy that would have remained unreachable through unassisted or purely traditional instruction.

3.3 Cycle I: Implementation of Picture Story Media and Visual Stimulation

In Cycle I, picture story media was introduced to provide visual stimuli. The primary focus was on building initial engagement and reducing the level of "Language Anxiety." The learning transformation process in Cycle I began with the use of illustrated storytelling as the primary stimulant to spark student engagement. Through this medium, the learning process focused on visual stimulation and character identification, encouraging students to concretely recognize story elements. Student responses then fell into two categories: positive responses, leading to increased focus and engagement, and negative responses, characterized by hesitation during oral presentations, which posed a challenge. Despite challenges in speaking confidence, the process resulted in a significant increase in students' mastery of basic vocabulary. The mechanism by which visual stimuli transform the students' learning engagement is illustrated in the following flowchart:

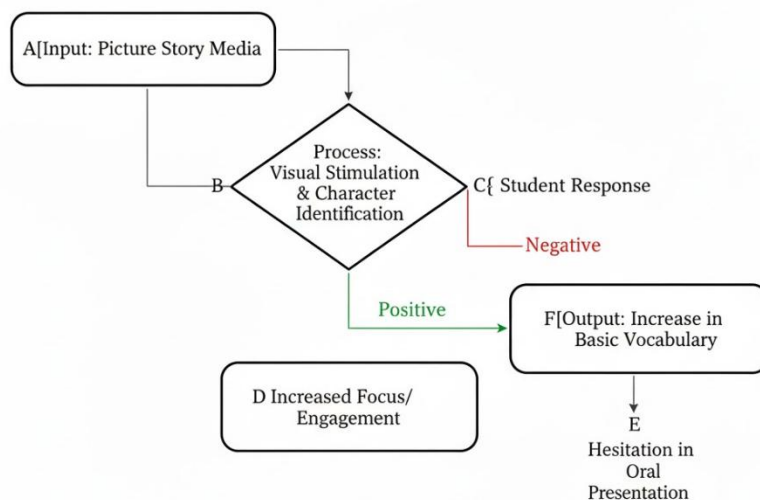


Figure 3. Cycle I Learning Transformation Process

The systematic learning transformation process above is described visually through the students' real activities in the classroom, as documented in the following image:



Figure 4. Student Engagement with Picture Story Media in Cycle I

Based on Figure 4, students began to actively work at their respective desks. However, field facts showed that while students were enthusiastic about the images, they still struggled to construct sentences independently. These observations are further clarified by the following field notes:

Occurrence: Students frequently asked, "Teacher, what is the Javanese word for 'go' when referring to a grandfather?"

Error Findings: There were phonological errors in the pronunciation of heavy Javanese consonants (such as *d* vs *dh*).

Based on observations in Figure 4, the transition of students' activities as they began to work actively at their respective desks showed a significant increase in initial engagement. However, field data revealed that despite the high enthusiasm for the visual stimulation of the picture story media, students still experienced difficulties in constructing sentences independently without teacher assistance. This was reflected in field notes where students often asked critical questions regarding vocabulary specific to older subjects, such as asking for the word "Pergi" in the Krama form for grandfather, as well as the finding of persistent phonological errors in the pronunciation of heavy Javanese consonants such as the difference between *d* and *dh*. This phenomenon indicates that the visual stimulus had successfully triggered curiosity, but students' motor and linguistic abilities still needed more intensive scaffolding to achieve language independence.

3.4 Cycle II: Optimization of Scaffolding and Reinforcement of Self-Efficacy Sources

Cycle II emphasized teacher intervention through *Scaffolding* and the provision of *Social Persuasion*. Here, the teacher entered the students' personal space to provide emotional support. The interaction model between the teacher's persuasive role and the students' psychological response is depicted in the figure below:



Figure 5. Scaffolding Process: The Teacher as a Source of Social Persuasion (Bandura's Theory)

Field Activity Transcript (Session 5):

Teacher: "Look at this picture. Bima is talking to his teacher. In your opinion, what language is Bima using?"

Student (S04): (Hesitant) "*Ngoko*, Ma'am?"

Teacher: "Almost correct, but because he is talking to a teacher, Bima uses *Krama*. Come on, I'll help you. Say: '*Kulo nyuwun pamit*'. You can definitely do it; your voice sounds great."

Student (S04): (Smiling, sitting up straight) "*Kulo... nyuwun pamit*, Ma'am."

Teacher: "Excellent! Your pronunciation is perfect."

The activity in Session 5 illustrates the process of providing intensive social persuasion, where the teacher guides student S04 who was initially hesitant when identifying the language register used by the character Bima in the illustrated story media. The teacher provides positive correction by explaining that the interaction between Bima and his teacher requires the Krama register, then directly provides an example of the sentence "Kulo nyuwun pamit" and verbal reinforcement that the student's voice sounds good. The student's response who then smiles, sits up straight, and is able to pronounce the sentence perfectly shows that emotional support and social persuasion from the teacher can instantly increase student self-efficacy in practicing Javanese speaking skills in front of the class. This interaction explores the Social Persuasion dimension. The teacher provides specific positive feedback, which according to Samsir (2022), is a key element in building self-efficacy in primary-aged children.

3.5 Quantitative Analysis of Questionnaires: Communication and Confidence

To validate field observations, questionnaires were administered focusing on Javanese communication skills and student confidence levels. The following table details the specific indicators and the distribution of student responses regarding their communication abilities:

Table 3. Conclusion of Questionnaire Results Indicators (Communication)						
No	Indicator	SA	A	UD	DA	Key Takeaway
1	I love speaking Javanese	2	6	2	-	80% positive sentiment.
2	Picture stories help me understand Javanese vocabulary	2	7	-	1	90% find the media effective.
3	I find it easier to talk if there are pictures to help tell the story	4	5	1	-	90% find visual aids helpful.
4	Storytelling activities made me more fluent in Javanese	5	4	1	-	90% report skill growth.
5	I don't like to tell stories in front of the class	-	1	6	3	90% are not strictly "anti-presentation."
6	I don't understand when my friend speaks in Javanese	-	-	6	4	100% have basic peer comprehension.
7	I find it difficult to understand the story in Javanese	1	1	3	5	80% find the content accessible.
<i>Note: SA (Strongly Agree), A (Agree), UD (Undecided), DA (Disagree)</i>						

Based on the raw data above, a more concise summary of the students' communication skill categories is presented in Table 4:

Table 4. Summary of Communication Skill Categories (N=10)

Category	Frequency	Percentage
Very High	5	50%
High	5	50%

To support the data in Table 4, Figure 6 shows the concrete process of how teachers used social persuasion to validate students' abilities directly in the field.

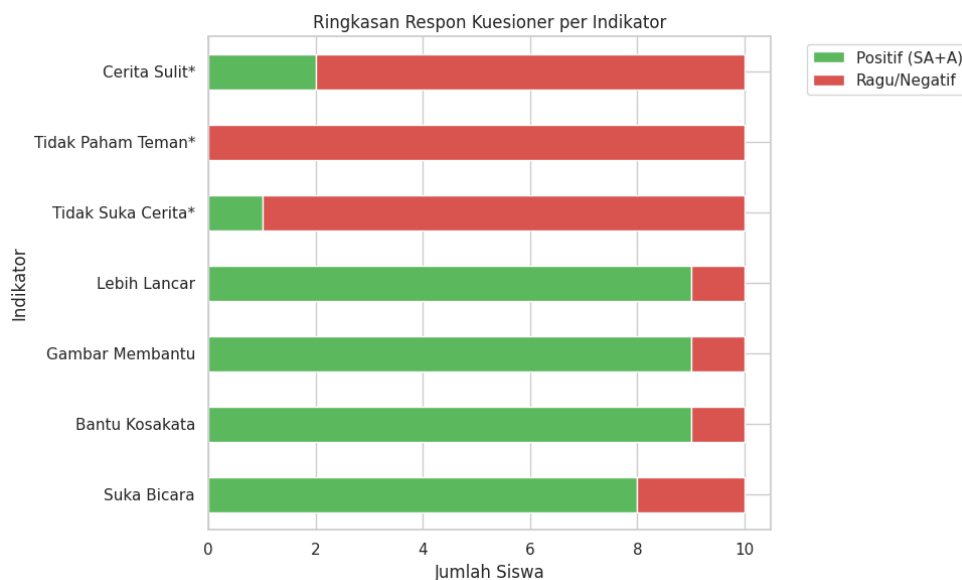


Figure 6. Teacher interaction in providing social persuasion to improve student self-efficacy.

The data indicates a transformative shift; 100% of students achieved the High or Very High category, in contrast to the initial baseline. This is because students felt socially supported, as seen in the interactions in Figure 6. Based on quantitative analysis of communication and self-confidence indicators, the results of the study showed a significant positive trend where all students (100%) successfully achieved the "High" and "Very High" categories with a balanced frequency distribution (50% each). The use of illustrated story media has proven effective in mitigating learning barriers, as seen from the dominance of agreement responses on positive indicators and rejection on negative indicators. Although there were still several "Hesitant" responses on the oral presentation aspect indicating residual performative anxiety, this overall achievement confirms that the learning transformation in Cycle I has succeeded in building the vocabulary foundation and students' speaking courage optimally.

3.6 Analysis of Learning Outcomes and Student Answer Sheets

The success of the intervention is evident in the comparison of learning artifacts (answer sheets) before and after the intervention. The linguistic progress made by the students across several key aspects is compared in the table below:

Analysis Aspect	Before Intervention (Pre-test)	After Intervention (Post-test)		
Sentence Structure	Fragmented/Mixed Language	Complete sentences	Javanese	<i>Krama</i>
Diction Usage	Only Basic <i>Ngoko</i>	Appropriate use of <i>Krama Madya</i>		
Writing	Many erasures/hesitant	Bold and coherent writing		
Confidence				

A qualitative look at the individual progress of a student (S07) further demonstrates the impact of the visual media:

Student Answer Sheet Analysis Snippet (Student S07):

- **Analysis:** Initially, S07 only wrote one word: "*Mangan*". However, in the post-test after being assisted by the "Family Eating Together" image, S07 was able to write: "*Bapak nembe dhahar, kulo ugi ndherek dhahar*".
- **Fact Finding:** Visual support in picture story media acts as a powerful *Memory Trigger* to recall vocabulary stored in long-term memory.

This surge in qualitative and quantitative data is visualized through a comparison graph of student achievement, which shows consistent improvements in communication and self-confidence variables. This upward trend confirms that the intervention not only addressed cognitive aspects but also systematically restored students' linguistic self-esteem from the beginning to the end of the cycle.

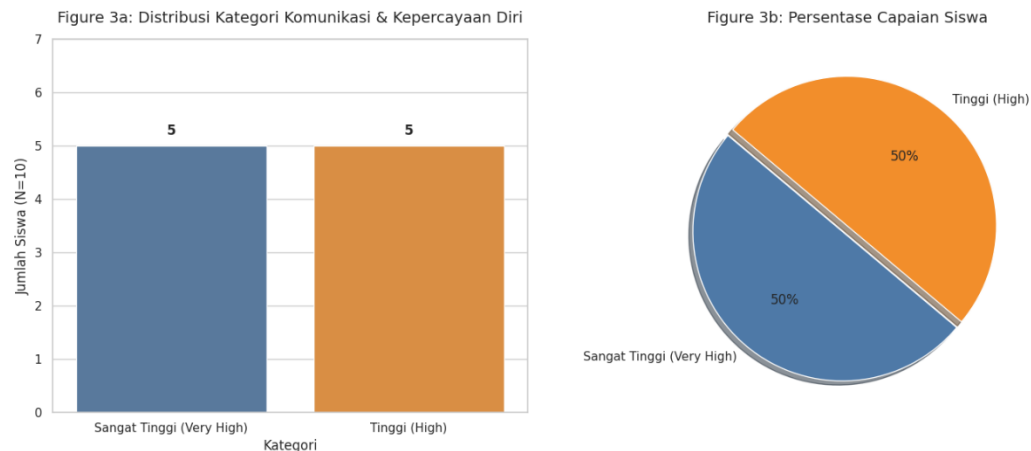


Figure 7. Comparison Graph of Communication and Self-Confidence Achievement

The score transformations seen in this graph are based on real changes in students' classroom work. Through descriptive statistical analysis, a strong positive correlation was observed between the availability of visual aids and students' confidence in producing speech. A concrete comparison of the quality of students' language production before and after using picture story media is presented in the following learning artifact documentation:

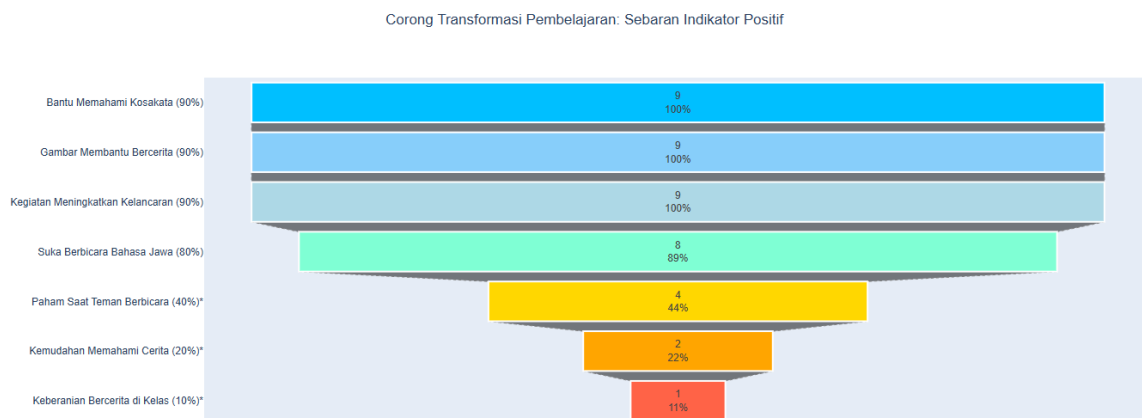


Figure 8. Comparison of Student Answer Sheets (Student S07) Before and After Intervention.

Case Study of Student S07: As seen in the physical evidence in Figure 4, the transition in student language skills is striking and reflects the success of the psychological scaffolding. In the initial condition (Pre-Cycle), S07 experienced severe speech paralysis, where he was only able to produce one unstructured word: "Mangan." This word appears without a subject or object context, indicating limited memory access to Javanese vocabulary.

However, after undergoing a series of interventions using the "Family Eating Together" Picture Story Media, which stimulated his visual memory (Cycle II), S07 demonstrated rapid progress beyond expectations. A visual representation of the picture story media used by the student as a narrative guide can be seen in Figure 9. With the aid of this illustration, S07 was able to construct a complete sentence using the appropriate language style: "Bapak nembe dhahar, kulo ugi ndherek dhahar." This ability indicates that S07 has practically mastered the concept of "papak-ungguh" (language levels). This media has proven to function as a powerful Memory Trigger in bridging visual thinking into spoken and written language expression, and also demonstrates that the score improvement in Figure 9 is fully supported by tangible changes in individual student performance.

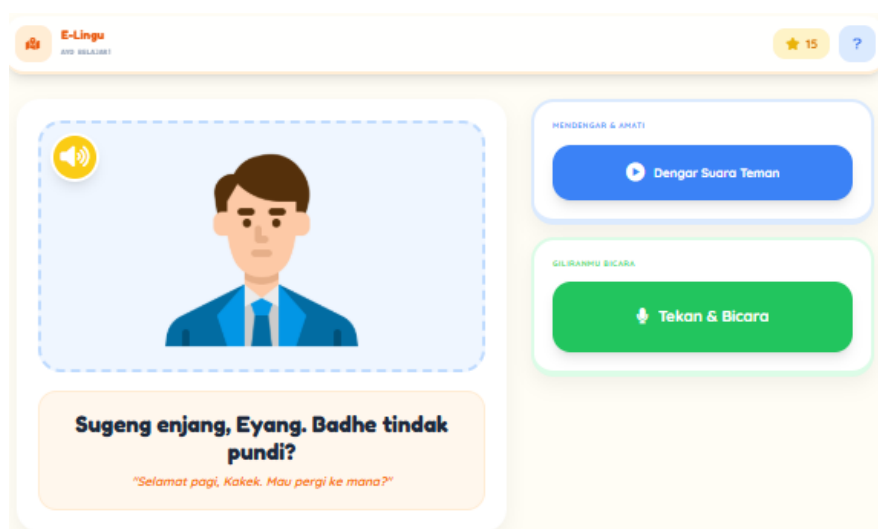


Figure 9. Illustration of the "Family Eating Together" Picture Story Media as a student's visual stimulus.

3.7 Recapitulation of Self-Efficacy Scores and Speaking Ability

To evaluate the extent to which the intervention had a collective impact on the classroom environment, Table 2 presents a comprehensive recapitulation of the score increases from the Pre-Cycle phase through to the conclusion of Cycle II. This quantitative summary highlights the progressive nature of the intervention's success.

Table 2. Recapitulation of Self-Efficacy and Speaking Competence Increase (N=10)

Research Stage	Average Self-Efficacy (%)	Speaking Score (0-100)	Gain (Increase)	Category
Pre-Cycle	45.2%	52.5	-	Low
Cycle I	62.5%	68.0	+15.5	Moderate
Cycle II	84.8%	80.2	+27.7	Very Good

The data presented above illustrate a consistent and linear growth correlation between students' self-belief (self-efficacy) and their actual speaking performance. The substantial gain of 27.7 points observed in Cycle II is particularly significant, as it represents a tipping point where students moved beyond mere participation into the realm of competent language production. This confirms that when the psychological foundation is fortified through intentional scaffolding, linguistic learning outcomes do not just improve marginally; they transform significantly, moving the class average from a "Low" category to "Very Good."

3.8 Behavioral Observation and Psychological Response Post-Intervention

Beyond the empirical numerical data, the qualitative behavioral observations recorded during Cycle II revealed fundamental shifts in the students' psychological landscape. Students who had previously exhibited signs of communicative withdrawal—such as bowing their heads, fidgeting, or actively avoiding eye contact when prompted to speak Javanese—began to exhibit a marked change in their non-verbal cues. By the end of the second cycle, these same students showed more open body gestures, maintained eye contact with the teacher, and even initiated short dialogues with their peers.

The use of picture story media themed around local wisdom, particularly familiar family activities, played a crucial role in creating this emotional closeness. Because the scenarios depicted were relatable, students felt "psychologically safe" within the learning environment. The media effectively provided a "visual safety net"—a set of vocabulary and contextual cues that students could immediately convert into speech without the paralyzing fear of total failure. This positive shift is a clear indicator that the intervention successfully stabilized the students' emotional states (*emotional arousal*). By transforming a high-anxiety task into a manageable and familiar activity, the research successfully leveraged one of Bandura's primary sources of self-efficacy to unlock linguistic potential.

3.9 Visual Representation of Media as a Stimulus for Self-Efficacy

To provide a clear context for the pedagogical instruments utilized in this study, the physical form of the picture story media is presented in Figure 10. This media served as the primary environmental stimulus, designed specifically to bridge the gap between visual recognition and verbal articulation.

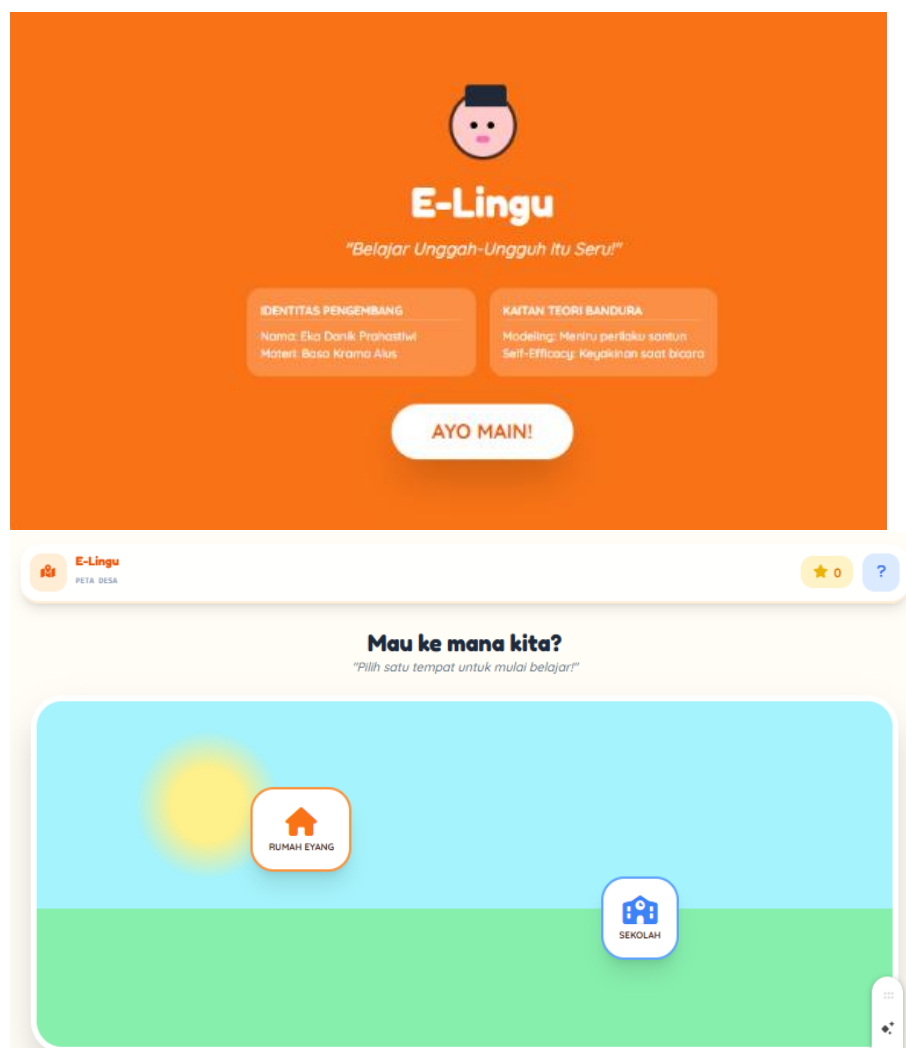


Figure 10. Example of Picture Story Media used as a visual stimulus to trigger language production and student confidence.

The design of the media in Figure 10 was intentional, featuring high-contrast color compositions and culturally relevant illustrations that mirrored the students' lived experiences. This familiarity facilitated rapid cognitive identification, allowing students to bypass the stress of decoding unfamiliar contexts. The visual clarity and simple narrative structure proved to be a decisive factor in evoking *Vicarious Experience* (indirect experience). By observing the characters in the story successfully navigate social interactions using proper Javanese, students internalized the belief that they, too, were capable of performing similar linguistic tasks. This visual reinforcement ensured that the internal self-confidence gains were consistently translated into active classroom participation.

4. DISCUSSION

This section provides a critical analysis and synthesis of the research findings, linking the empirical data obtained with Albert Bandura's theoretical framework and contemporary studies. The discussion is structured to explore the psychological mechanisms of self-efficacy, the pedagogical impact of visual media, and the broader implications for regional language preservation in the digital age.

4.1 Psycholinguistic Synergy: Decoding the Impact of Picture Story Media

The main findings of this study indicate a very significant positive correlation between the use of picture story media and the improvement of students' Javanese speaking skills, particularly in the *Krama Inggil* register. Theoretically, this visual media serves as a cognitive load reduction instrument that allows students to bypass mental barriers caused by language anxiety, which often paralyzes their speech motor nerves. As captured in Figure 1, the high level of student focus while constructing narratives proves that visual stimuli provide a clear cognitive "roadmap" for second-grade students. These images provide rich situational contexts, so students no longer struggle to find story ideas; instead, they can immediately concentrate on selecting the appropriate diction. This impact is consistent with the research of Dafit and Mustika (2021), which states that systematically structured visual materials are crucial for bridging abstract linguistic rules with concrete verbal expression. This phenomenon also supports the argument of Jiménez-Duarte et al. (2026) regarding color and narrative as cognitive navigation devices in illustration, where visual elements become memory anchors that help students recall difficult vocabulary without being burdened by complex text decoding processes.

Furthermore, this psycholinguistic synergy creates stable emotional conditions, which in Bandura's theory is referred to as a decrease in *emotional arousal*. Through deep reflection on the data from Cycles I and II, a dramatic transition is observed from the "Low" category (45.2%) to "Very Good" (84.8%), proving that this intervention is capable of breaking the "wall of silence" in students who previously felt alienated from their own mother tongue. The difficulties of elementary school students in using the *Krama Inggil* language generally stem from a lack of habitual use in the home environment, structural complexity (distinctions between *ngoko/krama*), and low motivation because regional languages are often considered outdated or too difficult. When compared with the findings of Tantri et al. (2023), the use of media responsive to local culture creates a "cultural resonance" that makes the Javanese language feel alive and relevant for the digital generation. A critical analysis of these findings indicates that the success of regional language learning in the modern era can no longer rely on one-way lecture methods. Instead, it depends on the media's ability to present narratives that are close to the students' emotional reality, transforming language from a mere "object of study" into a proud "tool of self-expression."

4.2 Reconstructing Self-Efficacy: The Scaffolding Mechanism and Modeling

The mechanism for reconstructing self-efficacy in this study relies heavily on the role of the teacher's *scaffolding* as a source of active and supportive social persuasion. Figure 2 clearly documents how the teacher provides personal guidance that enters the students' psychological space to overcome linguistic complexities that are often intimidating. Children's difficulty in distinguishing between *Krama Lugu* and *Krama Inggil* (fine) often triggers internal doubt manifested in low voices or a refusal to speak. This is where the teacher's role as a *live model* becomes vital; the teacher does not just teach theory but demonstrates how the language is used with empathy and politeness. This is reinforced by the study of Mas'odi et al. (2024), which emphasizes that the teacher's role as a "psychological anchor" is a primary prerequisite in the development of self-confidence. Through timely guidance, the teacher provides direct examples of using *Krama Inggil* sentences in polite situations, effectively increasing student learning motivation that was previously low due to monotonous and uninteresting teaching methods.

The long-term impact of strengthening self-efficacy is evident in the achievement of students' authentic *Mastery Experience*. As physical evidence, the comparison of worksheets in Figure 4 shows a radical transformation; from previously only being able to produce single words without structure, to constructing full, polite, and grammatical sentences. This small success, when examined through the theory of Wojtycka et al. (2026), is a crucial foundation for the formation of a "Creative Self-Concept" where students begin to see themselves not as failed speakers, but as competent individuals. This finding critically compares that approaches focusing solely on vocabulary memorization without psychological support often fail because they ignore external factors such as peer environments that do not support the use of fine language. This study proves that through an interactive approach using Javanese stories and the use of a "Mini Illustrated Krama Inggil Dictionary," children can build stronger long-term memory. The reflection of these results implies that language teaching must be a process of "psychological healing" from cultural inferiority, where every progress—no matter how small—is celebrated as a step toward broader and more dignified communication independence.

4.3 Pedagogical Implications and Cultural Sustainability

The pedagogical implications of this research offer a new paradigm in the preservation of regional languages through strategic collaboration between the home and school ecosystems. By integrating local wisdom principles into modern media—as explored in the concept of ethnomathematics by Darmayanti et al. (2024) and Auliya and Darmayanti (2026)—educators can create a learning environment that is not only cognitively intelligent but also rich in identity. This study shows that language alienation in children is not a permanent, unchangeable condition, but rather a problem of media accessibility and a lack of emotional support from the surrounding environment. Parents must be encouraged to actively engage their children in speaking polite *Krama* when interacting with elders to reinforce what has been initiated at school. This synergy proves that the Javanese language can remain competitive and valued if presented in a non-intimidating way, so that schools function as dynamic and enjoyable cultural laboratories.

Critically, this study challenges the dominance of assessments oriented toward pure cognitive results that often ignore the variables of motivation, interest, and child self-esteem. The data findings show that self-efficacy acts as a "mediating variable" that determines whether a student will dare to try to speak or choose to remain silent. In line with the arguments of Ghofar et al. (2024), future learning models must emphasize expressive communication and meaningful social interaction using interactive methods such as songs, role-playing, or short dramas. The consequence of ignoring these psychological and environmental dimensions is the continuation of "linguicide" or linguistic suicide among the younger generation who feel their language no longer has a place in the future. Therefore, this study provides an empirical foundation for the strategy of "Self-Healing through Expressive Communication" (Raihanah, 2023), which asserts the need for a "psychologically friendly" curriculum. With a consistent approach between home and school, children will not only understand the structure of the language but also internalize the values of politeness that are the essence of national identity.

4.4 Practical Implications and Sustainability Strategies at the School Level

This research provides crucial practical implications for educational practitioners, especially early-grade teachers, in designing learning environments that actively support the application of *unggah-ungguh* (etiquette). The findings regarding the effectiveness of the "Mini Illustrated Krama Inggil Dictionary" show that children need visual aids that they can carry and use at any time to reduce dependence on mere rote memory. The proposed sustainability strategy is to transform regional language lesson hours into immersive "Storytelling Culture" sessions. In these sessions, picture story media is not just used as passive reading material but becomes a trigger for interpersonal discussion that compels students to practice *Krama* language in real social contexts. Impact analysis shows that guided practice through direct demonstrations of polite situations helps sharpen students' intellectual ability to absorb complex language structures without excessive stress. This is in line with the research of Sukmawati and Wahjusaputri (2024) regarding the importance of integrating innovative models to improve cultural and civic literacy at the basic education level.

The tangible impact of this sustainability strategy is the creation of positive habituation that is not broken just within the school gates. When schools succeed in building an ecosystem that values the use of regional languages, student learning motivation that was previously low due to the negative influence of the peer environment can be restored through a sense of pride in possessing cultural heritage. Critiques of conventional education systems often highlight the lack of flexibility in teaching methods; however, this study proves that interactive methods combining traditional games, regional songs, and picture stories are able to reach the affective side of children far more effectively than standard textbooks. As asserted by Amalia et al. (2022), strengthening local wisdom through formal education is the key to the nation's future moral competitiveness. This reflection leads us to the conclusion that language preservation is not just the task of Javanese language teachers, but the collective responsibility of the educational ecosystem that must be supported by school policies that are pro-culture, friendly to child psychological development, and open to creative learning media innovations.

4.5 Limitations and Directions for Further Research Development

Although this research shows significant success in increasing student self-efficacy and speaking ability, there are several objective limitations that need to be noted as material for critical reflection. One of the main challenges is the high dependence on the teacher's physical presence as the primary social persuasion agent. Outside the classroom environment, external factors such as the dominance of slang on social media and the use of mixed languages in the home environment remain major challenges that have the potential to erode the self-efficacy achievements built at school. Furthermore, with a limited sample scale ($N=10$), the generalization of these research results requires further testing on a wider and more diverse population of students in terms of socio-economic backgrounds. This is consistent with the discussion in Mas'odi et al. (2024) regarding the need for more comprehensive methodologies to examine the causal relationship between psychological variables, social environment, and longitudinal student academic performance.

The direction of future research should begin to explore the potential integration of digital technology, such as the use of picture story media based on *Augmented Reality* (AR), to increase learning appeal more massively for the alpha generation who are very familiar with gadgets. As mapped out by Auliya and Darmayanti (2026), the use of AR in the context of ethnomathematics education has had a major impact on numeracy character and entrepreneurship; the same principles can be applied to ethnolinguistics to create more immersive and modern language learning experiences. Future research also needs to examine the role of parental mediation through digital applications for monitoring language habituation at home to bridge the gap between school practices and the family environment. By exploring this digital side and cross-sector collaboration, we can ensure that the surge in self-efficacy found in this study is not just momentary, but becomes a permanent and sustainable behavioral change that supports linguistic politeness across all layers of Indonesian society.

4.6 Synthesis and Reflection on Research Novelty

The synthesis of all stages of this research confirms that the primary novelty lies in the systematic integration between picture story media and Bandura's four sources of self-efficacy to overcome the factors causing difficulty in learning the Javanese language in early childhood. While previous studies such as those by Dafit and Mustika (2021) only viewed media effectiveness from the side of cognitive *output* alone, this study has successfully mapped the precise psychological path—from visual stimulus to oral proficiency in the *Krama Inggil* register. Identifying that *Vicarious Experience* (through visual models in stories) and *Mastery Experience* (through measurable tasks successfully completed) are the two most powerful drivers of behavioral change provides a new direction for the development of more effective regional language curricula and teaching materials. This study analytically proves that visual scaffolding and psychological scaffolding must go hand in hand to produce permanent behavioral changes in students.

The transformative impact of this research touches the social-emotional aspects of students deeply; they not only learn how to speak but also learn that they are *capable* and *have the right* to be polite speakers without shame. This "Synergy" model offers a practical, scalable solution for other regional languages in Indonesia facing similar threats of extinction due to language shifts in the family environment. The emphasis on psychological empowerment as a key to linguistic survival is an important contribution to global educational literature in the post-modern era. Through this deep reflection, the research closes the gap between "learning theory" and "cultural preservation practice," by positioning self-confidence as an inseparable variable of language competence in the 21st century. These results reaffirm that with the right media synergy, interactive methods, and consistent mentoring, language complexity barriers can be overcome and linguistic politeness can continue to be passed on to future generations.

5. CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Based on the research findings and discussion, several key points can be concluded:

1. The synergy between Picture Story Media and Bandura's self-efficacy principles significantly improves students' Javanese speaking skills, particularly in the *Krama Inggil* register.
2. Visual media effectively reduces the cognitive load and language anxiety, providing a clear roadmap for students to express themselves verbally.
3. Teacher scaffolding and modeling serve as critical psychological anchors that transform students' self-perception from being hesitant to becoming confident speakers.
4. There is a direct correlation between the increase in students' self-efficacy scores (from 45.2% to 84.8%) and their actual oral proficiency.
5. This pedagogical model successfully addresses the linguistic alienation of the younger generation by creating a culturally resonant learning environment.

5.2 Recommendations

To address the decline in regional language proficiency, schools should adopt interactive visual media and consistent psychological scaffolding to bridge the gap between traditional values and modern learning needs. It is highly recommended that teachers move beyond rote memorization by integrating storytelling sessions that prioritize students' confidence and emotional readiness. Furthermore, parents must play an active role in home habituation to sustain the progress achieved in the classroom. Future research should explore the integration of digital innovations, such as Augmented Reality-based picture stories, across larger populations to ensure the long-term sustainability of regional languages in the digital era.

Ethical & Author Statements

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CRedit Statement: **Danik Prahastiwi:** Conceptualization, Methodology, and Analysis. **Minsih:** Writing, Supervision, and Data Curation. **Siti Norlina Muhammad:** Writing, Review, and Validation.

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