

Interactive Sticker Card-Based English Learning Assistance to Improve Children's Motivation and Vocabulary at TK Tunas Melati

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Abstract

Purpose - The purpose of this community service activity is to improve motivation and mastery of basic English vocabulary among early childhood learners through learning assistance using interactive sticker card media. This program was designed to address challenges in English learning, especially learning activities that are less engaging and lack interactive media, in order to create a more enjoyable and effective learning process that suits the characteristics of young children.

Design/Methodology/Approach - The study employs a qualitative descriptive approach through the Participatory Learning and Action (PLA) method. The activity was conducted at TPA Tunas Melati over two months and included three stages: preparation (initial observation and needs identification), implementation (learning assistance using interactive sticker card media combining visual, verbal, and kinesthetic activities), and evaluation (observation of changes in vocabulary mastery and learning motivation through activeness, confidence, word-picture matching ability, and vocabulary retention).

Findings - The use of interactive sticker card media successfully improved children's learning motivation and their ability to recognize, understand, and remember basic English vocabulary. The children became more enthusiastic, active, and confident in participating in the learning process compared to previous activities that relied more on memorization and oral explanation. This media also strengthened children's involvement through direct activities and enjoyable educational games.

Originality/Value - The originality of this activity lies in the use of interactive sticker card media as a simple yet effective learning tool for early childhood learners. This media has not been widely developed in the context of early English learning. It is easy to make, easy to use, flexible for various themes, and can be applied continuously by teachers, offering a practical solution relevant to the developmental needs of young learners in non-formal educational settings such as TPA.

Keywords: interactive sticker cards; motivation; vocabulary; early childhood; English learning; young learners

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I. INTRODUCTION

English is one of the basic skills that is important to introduce to children from an early age. The introduction of English does not need to begin with difficult materials. It can start with simple vocabulary that is close to children's daily lives. Vocabulary such as colors, numbers, animals, objects around them, body parts, and simple verbs can become an initial foundation for children to learn a foreign language. Vocabulary mastery is an important part of English learning because vocabulary helps children understand word meanings, recognize sounds, and begin to build confidence in using the language in a simple way (Ochtavia & Astutik, 2026).

Mafulah and Adhi (2024) state that English learning for children needs to be adjusted to their developmental characteristics. Children understand learning materials more easily when the learning process is concrete, interesting, visual, and involves direct activities. Learning that only focuses on explanation or memorization can make children feel bored, less focused, and less active during the

learning process. Recent studies show that early English vocabulary learning still faces challenges due to the lack of attractive and interactive media. According to Khaedar (2023), interactive media can encourage student participation, help students understand word meanings, and create a more enjoyable learning atmosphere.

Pitono and Kaltsum (2026) emphasize that learning motivation is also an important aspect in the success of children's English learning. Children who have learning motivation tend to be more enthusiastic, more willing to try, and more easily involved in learning activities. In contrast, children with low motivation are usually passive, easily lose attention, and have difficulty remembering the material given (Musfiroh & Listyorini, 2023). Therefore, English learning assistance should not only focus on delivering material, but also needs to create learning experiences that are enjoyable, active, and suitable for children's world. In this context, learning media play an important role in attracting children's attention and helping them understand the material gradually (Arsyad, 2019).

One type of media that can be used is interactive sticker card media. This media is similar to flashcards or word cards, but it is developed to be more active because children do not only look at pictures and read words—they also match, choose, pronounce, and stick the cards according to the instructions. These activities involve children visually, verbally, and kinesthetically (Rohmatin, 2023). Studies on the use of flashcards in early childhood learning show that children demonstrate stronger involvement and memory when learning uses visual cards combined with games. Flashcards are also considered flexible, able to support faster vocabulary acquisition, and able to increase children's participation in the learning process (Mafulah & Adhi, 2024; Fitriyani & Nulanda, 2017).

Interactive sticker card media is also in line with learning principles that combine visual elements and direct activities. Children can look at pictures, read English words, listen to pronunciation from the facilitator, and then stick the cards in the correct place. This process helps children connect words with objects or pictures in a more concrete way (Octhavia & Astutik, 2026). Studies on interactive image-based media in English vocabulary learning state that the use of pictures, videos, quizzes, and interactive activities can increase students' focus, enthusiasm, and vocabulary mastery (Pitono & Kaltsum, 2026; Anggraeni et al., 2023). Image-based media also help children understand the material because elementary school children tend to understand information more easily through visual stimulation than through abstract explanations (Mustika et al., 2023).

In addition to supporting cognitive aspects, interactive sticker card media can also strengthen an enjoyable learning atmosphere. Children do not only become listeners—they also move, choose answers, repeat words, and work together with their friends. Activities like these can make English learning feel easier and less intimidating (Kurniasih & Sani, 2022). This is in line with the community service activity at TPA Tunas Melati, which introduced English vocabulary and pronunciation to TPA children according to their age and needs. The activity used the Total Physical Response method and showed that children's direct involvement in learning situations could help them understand English, make learning more enjoyable, and stimulate them to learn (Ninsiana et al., 2024).

Based on these conditions, English learning assistance using interactive sticker card media is important to implement. This activity can become a simple solution to help children learn English vocabulary in a more interesting way. Sticker card media do not require complicated technology—they are easy to make, easy to use, and can be adjusted to various learning themes, such as colors, numbers, animals, fruits, classroom objects, family, or daily activities (Pratiwi & Susanti, 2023). Through this media, children can learn by seeing, pronouncing, matching, and sticking vocabulary repeatedly (Wahyuningsih & Aristawati, 2022).

Therefore, the activity entitled 'Interactive Sticker Card-Based English Learning Assistance to Improve Children's Motivation and Vocabulary' has a relevant basis for implementation. This activity is expected to improve children's motivation in learning English and help them develop basic vocabulary gradually. According to Mardikanto and Soebiato (2017), a community service approach that actively involves partners can increase program success because the community does not only become the beneficiary, but is also involved in the implementation process. This community service activity uses the Participatory Learning and Action (PLA) approach, which involves participants actively in the entire learning process. This approach was chosen because it suits children's characteristics, as they need interactive, enjoyable, and practice-based learning (Fadillah et al., 2022).

II. METHOD

This community service activity was conducted at TPA Tunas Melati, Jl. Dr. AK Gani, Dusun Curup, Rejang Lebong, over a period of two months. The activity was carried out through three main stages: (A) preparation, (B) implementation of learning assistance, and (C) evaluation.

A. Preparation Stage

In the preparation stage, the team conducted an initial observation to identify children's English vocabulary skills, learning needs, and coordination with the TPA management regarding the implementation of the program. This observation was carried out to determine the extent to which children recognized basic English vocabulary, their learning motivation, and the learning methods that had been used. The team also prepared learning media in the form of interactive sticker cards containing pictures and basic English vocabulary as teaching aids for the learning assistance activities (Inayati & Kusumawati, 2024).

B. Implementation Stage

The implementation stage was carried out through English learning assistance using interactive sticker card media. The materials provided included simple vocabulary that was close to children's daily lives, such as colors, numbers, animals, fruits, objects around them, body parts, and other simple words. During the activity, children received guidance through word recognition activities, reading simple vocabulary, matching pictures with words, arranging cards, sticking cards according to categories, and participating in educational games (Hidayat & Rahmawati, 2023). These activities aimed to make the learning process more interesting, interactive, and enjoyable, increasing learning motivation and helping children remember English vocabulary more easily (Sugiarto & Wijaya, 2023).

C. Evaluation Stage

The evaluation stage was conducted to determine changes in children's English vocabulary mastery and learning motivation after joining the learning assistance program. The evaluation was carried out through observation of children's activeness, confidence in pronouncing vocabulary, ability to match pictures with words, and ability to remember the vocabulary they had learned. The target participants were children at TPA Tunas Melati who were taking part in basic learning activities and still needed assistance in recognizing simple English vocabulary (Arifin & Hidayati, 2022).

III. RESULT AND DISCUSSION

The community service activity in the form of English learning assistance using interactive sticker card media was carried out at TK Tunas Melati for two months. This activity involved kindergarten children who were in the early stage of English introduction. The activity was conducted through several stages, namely preparation, implementation of learning assistance, and evaluation of the activity results.

At the initial stage, the community service team observed the English learning process at TK Tunas Melati. The observation results showed that some children still had difficulty recognizing and remembering basic English vocabulary. The children were not yet fully able to mention simple vocabulary such as colors, numbers, animals, fruits, body parts, and objects around them. In addition, some children also seemed less confident when asked to pronounce English vocabulary. The learning activities were still simple and lacked variety, which made some children easily lose focus during the learning process (Wulandari & Nurhayati, 2023).

Based on these problems, the team carried out learning assistance using interactive sticker card media as an alternative learning medium. This media was used to help children learn English vocabulary through visual activities and direct practice. The children did not only listen to explanations from the facilitators, but also participated in activities such as matching picture cards with words, arranging cards according to categories, sticking cards in the correct place, and pronouncing vocabulary according to the facilitators' instructions (Pratiwi & Susanti, 2023).

During the implementation of the activity, children's involvement in the learning process increased significantly. The children showed higher enthusiasm when using sticker card media compared to previous learning activities. They became more active in answering questions, trying to pronounce vocabulary, matching pictures with words, and participating in educational games provided by the community service team. The evaluation results showed that the use of interactive sticker card media had a positive effect on the development of children's English vocabulary mastery. The children improved in recognizing basic vocabulary, understanding word meanings through pictures, and pronouncing several simple words with more confidence (Handayani & Setiawan, 2023).

The results of the activity showed that the use of interactive sticker card media can become one alternative to improve the quality of English learning for early childhood learners. Learning media that involve visual elements and direct activities can make the learning process more interesting, so children can understand the material more easily. This is in line with Arsyad (2019), who explains that learning media can help clarify material delivery and increase students' attention and motivation during the learning process.

The use of sticker cards in English learning gives children the opportunity to learn through direct experience. Children can see pictures, read simple words, touch the cards, stick the cards, and connect the pictures with English vocabulary. This process helps children strengthen their memory of

the vocabulary they have learned (Rohmatin, 2023). Learning that involves direct activities is also in accordance with the characteristics of early childhood learners, who need concrete, visual, and interactive learning experiences (Piaget, 1972).

The increase in children's learning motivation during the activity shows that variations in learning media play an important role in creating an enjoyable learning atmosphere. Before the learning assistance activity, some children tended to be passive because the learning process mostly relied on oral word repetition. After the use of sticker card media, children became more interested in joining the learning process because it involved games, colorful pictures, and sticking activities. This condition is consistent with Fitriyani and Nulanda (2017), who found that flash card media significantly improved pre-school reading readiness and engagement in learning.

In addition to improving children's motivation and vocabulary mastery, this learning assistance activity also provided benefits for teachers and the management of TK Tunas Melati. The sticker card media that had been created can be reused as teaching aids in future English learning activities. Therefore, this community service program not only had an impact during the activity, but also supported the sustainability of English learning at TK Tunas Melati (2024).

The use of sticker card media also supports the principle of active learning, which places learners as the main actors in the learning process. According to Sanjaya (2016), learning that involves students directly can improve understanding because students do not only receive information, but also experience and practice the learning material. In this learning assistance activity, children were directly involved through activities such as matching pictures with words, arranging cards, sticking cards, and repeating vocabulary, which made the learning process more interactive.

Overall, the English learning assistance activity using interactive sticker card media was able to become a solution to the problem of low motivation and limited English vocabulary mastery among children. A learning approach that combines visual media, direct activities, and educational games can create a more effective and enjoyable learning process that suits children's developmental needs (Mafulah & Adhi, 2024; Pitono & Kaltsum, 2026; Wahyuningsih & Aristawati, 2022). The sticker card media used in this activity has a similar principle to flashcards, namely using cards as visual aids to strengthen memory and vocabulary recognition (Mustika et al., 2023; Kurniasih & Sani, 2022).

In addition, Octavia and Astutik (2026) explain that interactive media can support early English vocabulary learning because it can increase children's attention, participation, and understanding of the material. The learning assistance activity at TK Tunas Melati showed similar results, as children understood vocabulary more easily when the material was presented through pictures, colors, games, and sticking activities. In this way, English learning did not feel difficult for children, but became an enjoyable activity that was close to their world (Fadillah et al., 2022; Sugiarto & Wijaya, 2023).

Therefore, English learning assistance using interactive sticker card media can become an alternative strategy to improve children's motivation and vocabulary. This program not only helped children learn basic English vocabulary, but also created a more interesting, active, and enjoyable learning atmosphere. Interactive sticker card media can also be used continuously by the teachers of TK Tunas Melati as a simple, practical, and suitable teaching aid for English learning according to the characteristics of early childhood learners (Ninsiana et al., 2024; Handayani & Setiawan, 2023).

IV. CONCLUSION

The community service activity through the program 'Interactive Sticker Card-Based English Learning Assistance to Improve Children's Motivation and Vocabulary at TK Tunas Melati' has had a positive impact on the English learning process for children. Based on the results of the activity, the use of interactive sticker card media was able to help children recognize, understand, and remember basic English vocabulary gradually.

In addition to improving vocabulary mastery, the use of interactive sticker card media was also able to increase children's motivation and involvement during the learning process. The children showed higher enthusiasm, became more active in participating in the activities, and gained more confidence in pronouncing English vocabulary. Learning media that combine visual elements, direct activities, and educational games proved to create a more interesting, enjoyable, and suitable learning atmosphere for the characteristics of early childhood learners (Mafulah & Adhi, 2024; Arsyad, 2019; Sanjaya, 2016).

Therefore, English learning assistance using interactive sticker card media can become an effective alternative learning method to be applied at TK Tunas Melati. This program not only provides benefits in improving children's motivation and vocabulary, but also provides simple learning media that can be used continuously by teachers to support English learning activities. Future community service programs are encouraged to incorporate quantitative pre-post assessment instruments to

measure vocabulary gains and motivation levels more precisely, and to explore the use of digital interactive cards to broaden access in similar non-formal educational settings.

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