

Media Qualifications Flashcard Contextual-Based in Improving Bima Literacy in Elementary Schools

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Abstract

Bima Script, also known as Aksara Mbojo, is one of the local cultural heritages that has been gradually neglected by the younger generation, particularly at the elementary school level. The lack of teaching materials and engaging learning methods has resulted in low student motivation to learn local scripts. This study aims to develop and assess the feasibility of context-based flashcards as an alternative learning media for teaching the Bima Script in elementary schools. The research employed a Research and Development (R&D) approach with the ADDIE model (Analyze, Design, Develop, Evaluate). The participants were elementary school students in Rabakodo Village, with validation conducted by four experts, consisting of two media experts and two material experts. The assessment instrument used a 1–4 scale covering visual design, technical aspects, usability, contextual relevance, content feasibility, language, and alignment with learning objectives. The validation results indicated an average score of 94.16 percent for media aspects and 98.33 percent for material aspects, both categorized as “highly feasible.” The flashcard media proved to be simple, attractive, easy to use, and contextually relevant to students’ daily experiences, making it effective for introducing the Bima Script while supporting local cultural preservation. Therefore, context-based flashcards can serve as a practical learning medium that contributes to strengthening students’ cultural identity.

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1. INTRODUCTION

In the era of globalization, education is not only required to develop students' academic intelligence, but also plays a crucial role in preserving and preserving local cultural identities. Regional cultures, including language, script, arts, and traditions, are valuable legacies, yet they are often marginalized by the rapid flow of global popular culture. This situation raises concerns about the loss of knowledge of their own cultural heritage by the younger generation.

One of the important elements in Bima culture is the Bima script or script. *Mbojo* functions not only as a means of written communication but also as a symbol of community identity and self-identity. Despite its invaluable existence, the reality on the ground shows that learning this script in elementary schools is still suboptimal. The younger generation is more familiar with foreign languages or other scripts through social media, games, and digital entertainment, rather than their own regional scripts.

In the context of primary education, innovative learning media are needed that connect students with local culture in engaging ways that are appropriate to their cognitive development. One potential medium for flashcards *is* contextually based, namely, simple

visual media enriched with images and vocabulary relevant to students' everyday lives. With this media, students not only learn to recognize letters and symbols but also understand their relevance to their environment, creating a more enjoyable and meaningful learning experience.

The Bima script, also known as the Mbojo script, is one of the written cultural heritages of the Bima people in the eastern part of Sumbawa Island. This literacy tradition has two variants: the ancient Bima script and the modern Bima script. *Mbojo*, which in some studies is said to have a similar form to the Lontara script in Bugis. In the past, this script was used to write religious texts, customary law, literary works, and even the everyday language of the Bima people or Nggahi *Mbojo* (Salahuddin, 2021; Abubakar, 2019). Unfortunately, efforts to introduce the Bima script in elementary schools have not yet been optimal. Research by Arsyad (2020), for example, shows that most schools in the Bima region have not yet made this script a mandatory local content subject, leaving students with limited access to learning it.

The results of a preliminary study on elementary school students in Rabakodo Village, who are members of the Teman Belajar community, further confirm this. During weekend literacy activities, students only learned the general letter forms of the Bima script without further exploration. However, the three-month short course in the community has been shown to improve students' basic literacy skills, from reading and writing to retelling their stories. This demonstrates the students' interest in learning the Bima script further, even though in formal schools, such learning is limited to specific classes with limited teaching materials.

On-the-ground conditions indicate that today's younger generation interacts more with global popular culture than with their local culture. Elementary school children are more familiar with content from social media, the internet, and digital entertainment than with regional languages, dances, music, or scripts (Arifin, 2017). Another contributing factor is the minimal integration of local culture into the curriculum. Although the national curriculum provides space for local content, its implementation is far from optimal. Many teachers struggle due to a lack of training, teaching materials, or creative methods in teaching regional culture (Ministry of Education and Culture, 2018; Hidayati, 2020).

One of the media that can answer this challenge is flashcards. This simple medium has been proven effective in improving memory and helping students learn new symbols or vocabulary gradually and enjoyably (Yuliana, 2018; Sari, 2020). When combined with a contextual approach, flashcards not only serve as visual aids but also link the characters to everyday objects or experiences, making the material feel more concrete and relevant (Nurhadi, 2004; Lestari & Hidayat, 2022).

Several studies on learning other regional scripts, such as Javanese, Sundanese, and Legendary scripts, show that flashcards can significantly improve students' reading and writing skills and interests (Rohmatin et al., 2023; Wiranti & Af'idatul Hasanah, 2024; Pebriyani et al., 2023). This confirms that visual media contextualized with local culture not only supports academic achievement but also plays a role in cultural preservation.

This study aims to test the feasibility and practicality of the media of flashcard Contextual-based learning in Bima script for elementary school students. The research results are expected to provide effective, easy-to-use, and relevant media alternatives to support the preservation of local literacy.

2. RESEARCH METHODS

This research uses a descriptive approach of *Research and Development (R&D)*, with the model ADDIE (*Analyze, Design, Develop, Implement, Evaluate*). This model was chosen because it is suitable for developing and testing the feasibility of a learning product,

in this case, media of *flashcard contextual-based* for learning Bima script in elementary schools.

The research subjects were elementary school students in Rabakodo Village who were members of the community Study *Buddy*, with a focus on upper grades (IV, V, VI). The analysis phase was conducted to identify the initial conditions for learning Bima script, including limited teaching materials, low student interest, and the need for media that is engaging and appropriate to the local cultural context.

Planning stage (*design*) focused on compiling Bima script material, including 30 basic letters, articles, punctuation, and contextual vocabulary that are close to students' daily experiences. This material is then presented in the form of media of *flashcard* using the Canva application with a simple, attractive, and easy-to-use design.

At the development stage (*develop*), the media-designed materials were then validated by four experts, consisting of two media experts and two material experts. The validation instrument used a questionnaire on a scale of 1–4, covering aspects of visual appearance, technical aspects, usability, contextuality, content appropriateness, language, and suitability to learning objectives.

The validation data is analyzed in a quantitative descriptive calculating the average score as a percentage, then categorizing it according to the eligibility criteria (feasible without revision, feasibility with revision, or not suitable for use). In addition, qualitative input from the validators was also used to improve the media before further testing.

The implementation phase of this study was limited to a feasibility test through expert validation, while extensive field trials will be conducted in subsequent research. In the evaluation phase, all validation data is presented in tabular form, and descriptive analysis is used to determine the feasibility of the media of *flashcard* Contextual-based Bima script as a learning medium. To ensure the feasibility of the media developed, researchers used an assessment instrument in the form media expert validation sheet and a material expert validation sheet instrument, which was compiled based on relevant assessment aspects, such as visual appearance, technical aspects, usability, contextuality, content suitability, language, and suitability to learning objectives.

The instrument was administered to four validators, consisting of two media experts and two content experts. Each aspect was assessed using a scale of 1–4 (1 = poor, 2 = adequate, 3 = good, and 4 = excellent). Details of the assessment indicators in the instrument can be seen in the following table.

Table 1. Media Expert Validation Assessment Sheet

No	Evaluation Aspects	Assessment Indicators	Score 1-4			
			1	2	3	4
1	Visual Appearance (Design)	a. Layout (<i>layout</i>) between				
		b. images and text proportionally.				
		b. The color degradation is appropriate and not striking.				
		c. Election <i>font</i> easy for students to read.				
		d. The image corresponds to the Bima script material.				
		e. Image size with letters <i>/font</i> in accordance.				
2	Technical Aspects	f. <i>Flashcard</i> printed in good quality.				

3	Usability Aspect (Usability)	Aspect	g. The materials used are not dangerous for use in learning.
			h. Size <i>Flashcard</i> appropriate (not too big and not too small).
			i. Media <i>Flashcard</i> can be used independently by students.
			j. Media <i>Flashcard</i> can be used as a playing card.
			k. Ease of media usage instructions of <i>Flashcard</i> .
4	Contextual Aspects	Aspect	l. Learning with media of <i>Flashcard</i> more interesting.
			m. Images in the media are in accordance with the Bima cultural context.
			n. Images and materials are presented according to the reality or everyday environment of students.
			o. Pictures in the media of Flashcards are already recognized by students.

Table 2. Material Expert Validation Assessment Sheet

No	Evaluation Aspects	Assessment Indicators	Statement	Assessment Score			
				1	2	3	4
1	Content/Material Suitability	a. Accuracy of Material	1. The material presented is in accordance with the rules and concepts of Bima Script.				
			2. The suitability of the material with the images presented.				
		b. Breadth of Material	3. The material covers important points in learning Bima script.				
			4. The material selected is in accordance with the image used.				
		c. Depth of Material	5. The material is adapted to the cognitive development level of elementary school students.				
		d. Truth of Information	6. There is no misleading or erroneous information.				

			7. The materials used are in accordance with the Bima Script guidebook.
2	Conformity to the Surrounding Context	e. Contextual relevance	8. The material is linked to the students' environment.
		f. Utilization of local resources	9. Illustrations or examples use elements that are close to students (names of objects, animals, and places,
3	Linguistics	g. Language according to the student development level	10. The language used is simple and easy for elementary school students to understand.
			11. The language used does not contain double or ambiguous meanings.
			12. The terms are adapted to Bima script learning and are not confusing.
		h. Accuracy of term use	
4	Conformity to Learning Objectives		13. The material supports the achievement of predetermined learning objectives.
		i. Relevance of the material	
			14. The material is arranged coherently and logically.
		j. Coherence between materials	15. The material begins with an introduction to the Bima script, writing words, and reading simple sentences.

3. RESEARCH RESULTS AND DISCUSSION (12 Pt)

A. *Analyze (Analysis)*

Current conditions indicate that elementary school students' knowledge of local culture remains very limited. Most of them are more familiar with popular culture from outside their region or abroad. This phenomenon is inextricably linked to the rapid flow of social media, the internet, and digital entertainment that comprise their daily consumption. As a result, students are less familiar with local culture, including regional languages, dances, traditional music, traditional ceremonies, and regional scripts (Arifin, 2017). Another contributing factor is the lack of integration of local culture into the educational curriculum. Although the national curriculum provides space for local content, the implementation of regional cultural teaching in schools remains very limited. Many teachers lack adequate teaching materials or specialized

training to deliver local cultural lessons engagingly and effectively (Ministry of Education and Culture, 2018; Hidayati, 2020).

One alternative solution that can be used is the application of learning media in the form of flashcards. Media has been proven effective in improving elementary school students' memory through systematic repetition and helps introduce new vocabulary simply and engagingly (Yuliana, 2018; Sari, 2020). Therefore, the use of flashcards is considered important to support Bima script learning in elementary schools.

The Bima script itself is an important part of the region's cultural heritage that needs to be preserved. Many ancient manuscripts and historical documents use this script as a source of authentic knowledge. However, modern developments, marked by easy access to information via the internet, often have negative impacts, such as a decline in morals and student apathy towards their surroundings (Irham, 2023; Yuliana, 2020). Amidst the rapid flow of globalization, the existence of the Bima script and its regional language, *Nggahi Mbojo*, needs to be continuously studied and maintained as a symbol of local identity pride.

B. Design (Planning)

The selection of materials for this media development took into account pedagogical and cultural aspects, particularly cultural relevance as part of local identity and ease of understanding for students. The materials focused on upper elementary school grades (IV, V, VI) with learning outcomes in reading and writing Bima script.

The selected letters include 30 basic letters, supplemented with articles and punctuation marks, so that students not only recognize letter shapes but also understand the writing system as a whole. This material is then developed into media of *flashcards through Canva*, which allows for simple, engaging, and contextual designs.

Previously, Bima script instruction relied solely on textbooks that tended to be uniform across all upper grades, without differentiation of difficulty levels. This made it difficult for students because there were no learning stages tailored to their development. *Flashcard*, which are more structured and contextual, is expected to make Bima script learning more effective, interesting, and appropriate to the needs of each level.



Figure 1: *Flashcard* 30 Bima Script Words

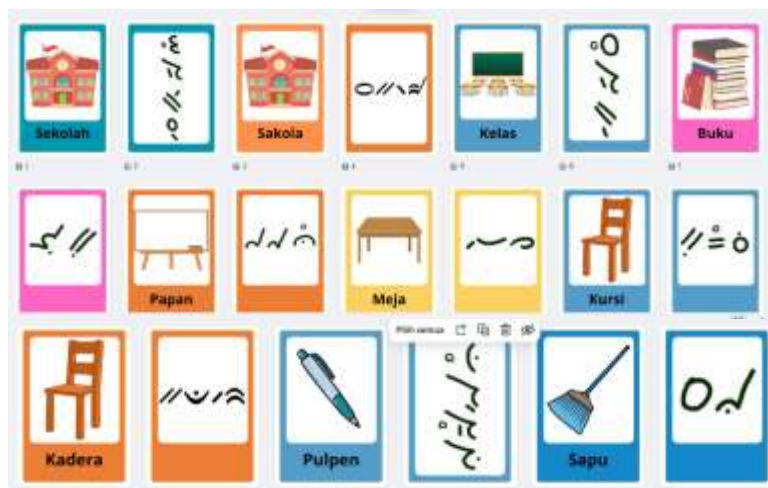
C. Develop (Development)

The development of this learning media began with the compilation of Bima script vocabulary, which was expressed in the form of flashcard media were chosen because it is simple, easy to use, and effective in helping students recognize letters and words visually. *Flashcards* created with Canva, which offers ease of use and a variety

of engaging and contextual images. The selection of visuals is considered crucial to enhance appeal and facilitate students' understanding of vocabulary.

Vocabulary flashcards are selected according to the students' immediate environment, such as objects at school, body parts, and household appliances, so that it is easier to connect with everyday experiences. Flashcards also contain bilingual vocabulary (Indonesian–Bima) so that students understand the relationship between their mother tongue and the national language, while also strengthening local literacy through the Bima script.

This media is here to overcome the limitations of teaching materials, which have so far only relied on books, which still have minimal variation and do not present Bima script learning systematically. *Flashcards* are a more structured, engaging, and accessible innovation for students. Furthermore, the unfamiliarity of Rabakodo Elementary School students with digital devices is another consideration. *Flashcard* is considered appropriate because they can be used without special technological skills. It's simple yet contextual design makes it easier for students to read and write Bima script while fostering interest in learning regional languages as part of local cultural identity.



Picture 2: Things at School



Figure 3: Limbs



Figure 4: Animals



Picture 5: Kitchen Items

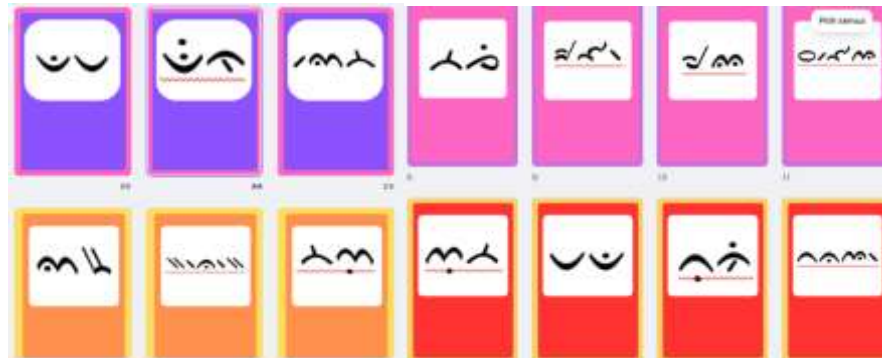


Figure 6: Reading Bima Script



Figure 7: Writing Bima Script

D. Assessment (Evaluation)

Evaluation of the media of contextual-based Bima script was conducted by four expert validators, consisting of two media validators and two material validators. The assessment instrument used a questionnaire on a scale of 1-4, with four aspects for each category.

In media validation, aspects assessed included visual design, technical aspects, usability, and contextuality. The results showed an average score of 94.16, categorized as "very appropriate." This indicates that the media meets the criteria for appearance, ease of use, and relevance to student needs. Material validation assessed aspects of content appropriateness, contextual appropriateness, language, and alignment with learning objectives. The average score obtained was 98.33. with the category "very worthy", so that the material is considered relevant, accurate, and supports the achievement of Bima script learning competencies.

Qualitatively, the validator assesses flashcards as simple yet engaging, with images chosen to suit the characteristics of elementary school students. Several minor suggestions for improvement were provided, such as refining the design and adding vocabulary appropriate to the grade level. Thus, the results of both quantitative and qualitative evaluations indicate that the Media of flashcard Contextual-based Bima script is very suitable for use in learning to read and write Bima script in elementary schools.

Results of the Media Member Qualification Test by members.

Media suitability testing is carried out by experts' *judgment or* by asking for opinions from media experts. In this case, two media experts were asked to provide a score by filling out questionnaires. The questionnaires consisted of 15 items, and each item had a choice of 1-4 (1 = less, 2 = sufficient, 3 = good, and 4 = very good). The results of the expert rating percentage can be seen in table 2. From table 1, it can be seen that the percentage value of the media feasibility test by experts was 94.16, indicating that the experts strongly agreed with the media used in the Bima Aksara Flashcard learning media.

Table 3. Media Suitability
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Percent Item	15	75.00	100.00	94.1667	7.99926
Valid N (listwise)	15				

In addition to the media feasibility test, the material feasibility test was also conducted by involving experts. In this case, two material experts were asked to provide a rating for the learning materials in the media. Questionnaires containing 15 question items were given to the experts, and they gave a rating by choosing options 1-4 (1 = less, 2 = Sufficient, 3 = Good, and 4 = Very good). The results of the material feasibility test by the experts can be seen in table 2 below. Based on table 2, the percentage of material feasibility given by the experts was 98.33, which indicates that the material contained in the Bima script flashcard learning media is very good.

Table 4. Material Feasibility
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Total number	15	87.50	100.00	98.3333	4.39832
Valid N (listwise)	15				

4. CONCLUSION

This study confirms that the development of flashcard-based contextual based is an effective innovation in Bima script learning in elementary schools. Validation results indicate that this media is highly feasible, both in terms of design, usability, and material relevance. Media expert validation scores of 94.16% and material expert validation scores of 98.33% reinforce the belief that this media can be implemented directly in the classroom without significant revision.

The main advantages of this media lie in its simplicity, visual appeal, and closeness to students' everyday experiences. *Flashcards* not only does it help students learn the letters and vocabulary of the Bima script, but they also foster curiosity, a passion for learning, and pride in their local culture. Thus, this medium is able to address the challenges of limited teaching materials and limited Bima script teaching methods in elementary schools.

Furthermore, this study provides recommendations so that schools, teachers, and educational policy makers can be more serious about integrating local culture into the curriculum creatively and sustainably. *Flashcard-contextual-based* literacy can serve as a model for media development for other regional scripts in Indonesia, enabling efforts to preserve local culture alongside improvements in the quality of learning. This initiative will ensure that the younger generation is not only academically intelligent but also has a strong cultural identity amidst the rapid flow of globalization.

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