



# Developing Magic Word Puzzle Media for the Development of Polite Language in Children Aged 5-6 Years

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## Abstract

The ability to use polite language is an important aspect in the social and communication development of early childhood. However, observations at a kindergarten in East Cikarang District indicate that children aged 5–6 years are still not accustomed to using polite expressions such as “please,” “sorry,” “excuse me,” and “thank you” in daily interactions. This study aims to develop the Magic Word Puzzle media as an innovative learning medium to improve the polite language skills of children aged 5–6 years. The study used the Research and Development (R&D) method with the ADDIE model which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. The development process was carried out through media design, validation by material experts and media experts, and trial use of the media in early childhood. The results showed that the Magic Word Puzzle media received a very good rating from material experts and media experts, so it was declared suitable for use in learning. This media is designed interactively through puzzle-assembling activities integrated with the introduction and use of polite expressions in various daily situations. The novelty of this research lies in the development of educational puzzle media specifically focused on stimulating children’s polite language skills. Thus, the Magic Word Puzzle media is declared suitable and has the potential to be effective as an alternative learning media in developing polite language skills in children aged 5-6 years.

## INTRODUCTION

Early childhood education plays a key role in shaping the foundation of a child's development. According to the Minister of Education and Culture Regulation Number 137 of 2014, one aspect that must be developed in children is language development (Hidayat & Nurlatifah, 2023). Language development encompasses five basic components: phonetics (sounds), morphology (words), syntax (sentences), semantics (meaning), and pragmatics (how to express them). These components are part of the language development aspects in the general PAUD curriculum, which include listening, speaking, reading, and writing (Junaidi et al., 2025).

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Early childhood is a golden age in human development which is the foundation for the formation of children's language skills, at the age of 5-6 years children's language skills are very much determined by what they hear and what they see then they will imitate it without knowing the good and bad of the language they speak (Putri & Yaswinda, 2022), must exemplify good communication to children, habits, discussions, this can be seen from the child's character based on the curriculum, the child's attitude of waiting for their turn, obeying daily rules, listening to others speak (A. M. Rahmi & Anggraeni, 2023).

Early childhood education is the level of education before primary education, which is a development effort aimed at children from birth to the age of 6 years. This is done by providing educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education which is held through formal, non-formal and informal channels (Yusuf et al., 2024). The development of thinking in preschool-aged children is very rapid. Rapid intellectual development of children occurs from the age of 0 to preschool age. The preschool age period can be called a sensitive period for learning (Munawaroh et al., 2024). During this period, all potential abilities of children can be developed optimally, of course with the help of people in the environment of these children, for example with the help of parents or teachers (Putri & Suryana, 2022). Early childhood is an individual who is experiencing a very rapid process of growth and development, even said to be a period *golden age*. At this age, children develop very rapidly (Amiliya & Susanti, 2024). Early childhood is a very valuable age range compared to later ages because it is the most optimal time for intellectual development. This age is a unique phase of life and is undergoing a process of change in the form of growth, development, maturation, and refinement, both in various physical and spiritual aspects. This process lasts throughout life, gradually and progressively (Kalsum et al., 2023).

The development of religious and moral values is one of the six aspects of development that need to be developed after the aspect of language development, because later children will mingle with the wider community so that the development of religious and moral values becomes the basis for polite behavior as a reflection of noble morals that play an important role in society, one of which is in speaking politely, four magic words that must be instilled in children, namely the words please, sorry, excuse me and thank you (Dewi & Pd, 2022). In everyday life, the application of polite speech to parents, teachers, friends and others is very important for children because children's behavior will be seen from how the child speaks, because in speaking there is communication ethics and in communication ethics there are morals that contain teachings about the good and bad of an action (Juliana & Nurrisalia, 2023). Therefore, it is very necessary to teach and get used to instill politeness in speaking in children, because children will not understand and know and apply polite speaking behavior if children are not given an understanding and are not taught how to speak politely with other people, so it is very important for children to be taught how to speak politely (A. M. Rahmi et al., 2026).

Language and speaking are two different words. Language is a verbal tool used for communication, while speaking is the process of conveying information in that communication (U. A. Siregar et al., 2023). Descriptive linguistics experts usually define language as "a system of sound symbols that is *arbiter* (neutral)" which is then commonly added with "used by a group of community members to interact and identify themselves" and states the importance of the function of that language (Putri & Eliza, 2022).

An interesting and interactive learning environment greatly influences children's interest in learning, which is the key to reading, language and speaking skills, but conventional learning methods such as the use of books or worksheets are

still widely used and often do not attract children's interest in learning to read and write (Maulidia et al., 2025). Game-based learning is an innovative approach to support children's basic skills and make learning more fun (Friwahyuni et al., 2026).

By using learning media, researchers hope to be able to help improve the language development of children aged 5-6 years, because learning media is something that is used to convey information from teachers to students. Both physical and digital (Maulida et al., 2023). Learning media is anything that can be used to convey messages or learning materials so that it can stimulate students' attention, interest, thoughts, and feelings (Ramadani et al., 2023).

Learning media in the form of *puzzle* is a type of media in the form of a game designed to stimulate students' creativity and memory, by using media *puzzle* can facilitate the learning process more interesting because it encourages students to continue trying to solve the problems given (Azi Matur Rahmi1, 2022). Although challenging, the game *puzzle* It remains fun because it can be played over and over again. Challenges in the game *puzzle* arousing curiosity and enthusiasm to continue trying until successful, thus fostering a high enthusiasm for learning (Wati et al., 2025). Through this game, students get the opportunity to think imaginatively and creatively, which is very important in supporting the development of their creativity (Nurapriani, 2025).

Using media *Puzzle Magic words*: Children can learn while playing. In introducing letters or words through visual interaction play, researchers aim to create learning media. *Puzzle magic words* aimed at children aged 5-6 years in the Cikarang Timur District Kindergarten. *Puzzle Magic words* have the potential to improve children's polite language skills, such as sorry, please, excuse me, and thank you. This activity not only develops children's language development but also fosters social-emotional skills such as patience, focus, collaboration, and communication when children play in groups. *Puzzle Magic words* also train cognitive development such as pattern recognition and logic, as well as artistic development, namely children will match images and recognize colors (Inrafa et al., 2024).

Based on data from several institutions in the sub-districts of East Cikarang District, which has been issued by the Bekasi Regency government, the percentage of schools that have implemented a curriculum in polite language in daily learning is shown in the following table:

**Table 1.1 Percentage of Polite Language of Children Aged 5-6 Years in Kindergarten in East Cikarang District**

No	Name of Institution	Number of Students	%
1	Tkit Al Mishbah	102	75%
2	Al Falah Kindergarten	48	60%

**Source:** Observation Results

The data shows that polite language is essential for children's daily communication, not only at school but also at home and in the community. During learning activities, teachers provide guidance using positive language, such as encouraging, guiding, and setting a good example. If a child makes a mistake, teachers reprimand them gently and without hurting their feelings, so that the child still feels safe and valued. The use of polite language helps build children's self-confidence and comfort during the learning process (Jannah et al., 2025). Furthermore, teachers encourage children to use polite language in all activities. Through this practice, character values such as mutual respect, empathy, and cooperation can be instilled from an early age. Thus, the curriculum's implementation aims not only to develop children's cognitive and motor skills but also to shape positive attitudes and behaviors through polite language (Rina et al., 2024).

Based on the results of initial observations conducted in several kindergartens

located in East Cikarang District, Bekasi Regency, children carry out learning activities and interact with peers and also teachers, from the results of observations aimed at children aged 5-6 years when they interact with their peers, they often say bad words and when learning when the teacher has finished explaining and inviting children to discuss, the child speaks by saying inappropriate words. Therefore, the author innovates to introduce media *Puzzle* magic words in learning at these institutions to further improve polite language in children aged 5-6 years.

Based on interviews between researchers and teachers at one of these institutions, information was obtained that there is a tendency for children aged 5-6 years to use words that are inappropriate for their developmental stage. The teacher stated that this is quite common in children's daily interactions, both during free play and when children interact at school, whether with peers or teachers. According to the teacher, most children use these words without understanding the meaning and impact of their words. The teacher explained that children tend to imitate the language they hear, whether from their surroundings, family, digital media, or social interactions outside of school. According to the teacher, the use of inappropriate language is common and has become normal for children. Therefore, the school strives to approach children by providing examples of polite language, gently reprimanding them, and getting them used to using polite language. This situation indicates an opportunity to utilize media *Puzzle* Magic words as an effective learning tool to foster polite language habits in children. This research is not only theoretically relevant but also practically important in addressing the problem of young children who do not yet know and apply polite language.

## METHODS

The research model used in this development is the ADDIE model (T. Siregar & Rhamayanti, 2025). The ADDIE development method is *design* Learning is based on an effective and efficient systems approach and an interactive process. In other words, the evaluation results of each phase can guide learning development to the next phase (Astuti et al., 2026). Developing development models, namely the ADDIE model, this model consists of five development stages, namely: *analysis, design, development, implementation, And evaluation* (Yulianto, 2026).

The study was conducted in the even semester of the 2025/2026 academic year at two kindergarten institutions in East Cikarang District. Based on initial observations at the institution, almost all children do not use good language (polite language) in daily communication, in addition, the learning media used by teachers do not fully support the development of polite language in children aged 5-6 years. The research subjects consisted of children aged 5-6 years in group B and class teachers in kindergartens in East Cikarang District. The research population was 35 group B students and 20 kindergarten teachers. The sampling technique used was purposive sampling, namely a sampling technique based on certain considerations relevant to the research objectives. The research instrument was validated through expert judgment by media experts and material experts to ensure the appropriateness of the content, language, and media design. In addition, the reliability of the questionnaire instrument was tested using Cronbach's Alpha to determine the level of internal consistency of the instrument. The instrument is declared reliable if the Cronbach's Alpha value is in the high category or  $\geq 0.70$ .

As for the media development flow *puzzle* The magic words in this study can be described as follows:



**Figure 1. Steps of the ADDIE development model**

Through these stages, this research is expected to produce a Magic Word Puzzle media that is valid, practical, and effective for use in early childhood language learning, especially in developing polite language skills of children aged 5–6 years in Kindergarten, East Cikarang District. The validity test of the questionnaire instrument was carried out using Pearson Product Moment correlation, namely by correlating the score of each statement item with the total score. The calculation results were then compared with the  $r$  table value at a certain significance level to determine whether each instrument item is valid or not. An item is declared valid if the calculated  $r$  value is greater than the  $r$  table.

## RESULT AND DISCUSSION

Based on the researchers' analysis, schools lack learning media specifically designed to support early childhood character development, particularly in fostering the habit of using polite language in everyday life. This situation indicates that the learning process is still dominated by conventional activities and lacks the support of interactive and contextual media to foster polite language habits in children aged 5–6 years.

These findings align with previous research showing that the development of storyboard media, as conducted by (A. Rahmi & Mahyuddin, 2020), can positively contribute to the social and language development of early childhood. However, most of this research focuses on the character aspects of early childhood education, while media development specifically targeting polite language habits is still limited.

Based on this analysis, the researcher is interested in developing the Magic Word Puzzle media as a learning innovation to develop polite language in children aged 5–6 years in kindergarten in East Cikarang District. This media development uses the ADDIE model which includes the stages of analysis, design, development, implementation, and evaluation (Syahfitri et al., 2023). Based on the results of the researcher's analysis, the school does not yet have media for early childhood character development, namely media that supports character development in children in implementing habits. Based on this analysis, the researcher is interested in developing this media. *Puzzle* magic words for the development of polite language in 5-6 year old children in kindergarten in East Cikarang District. Based on five stages: analysis, design, development, implementation, and evaluation.

### Analize (analisis)

Based on the results of the formulation and management of data at the analysis stage consisting of curriculum analysis, early childhood analysis and kindergarten educators. The results of the analysis were obtained based on observations and interviews conducted by researchers from December 19, 2025 to January 30, 2026. Observations and interviews were conducted with several teachers and also with the principals of two Kindergarten Institutions in East Cikarang District. Researchers conducted an analysis based on the needs and analysis of students. The analysis obtained is: Curriculum and Student Analysis.

Based on the results of the curriculum analysis at TKIT Al Mishbah and TKIT Al Falah, both schools have implemented the Independent Curriculum through a KOSP (Comprehensive Instructional Guide) designed to meet the specific needs and conditions of the educational units. However, learning still tends to focus on the use of Children's Worksheets (LKA), while character development, particularly the development of polite language, remains limited to teacher examples in everyday communication. The schools also lack learning media that specifically support children's character development through engaging and sustainable activities.

The results of the student analysis indicate that not all children aged 5–6 years demonstrate polite behavior when interacting with teachers and peers. Teachers' habituation has not fully developed polite language behavior in all children.

Yet, politeness is an important character trait that needs to be instilled from an early age to prepare children for adapting to their social environment and subsequent levels of education (Mufarrohah & Suyadi, 2025).

Therefore, innovative, engaging, and appropriate learning media are needed to support the development of polite character traits in early childhood. Based on this need, the Magic Word Puzzle media is deemed relevant for development as a learning tool that can help improve polite language skills and develop character in 5–6-year-old children in kindergartens in East Cikarang District.

### Design

Researchers began to design media learning media *puzzle* The magic words that will be developed. Researchers designed learning media from February 2026 to May 2026. The steps that researchers took in the design stage were: selecting learning media *puzzle* appropriate learning objectives based on the media developed, materials or activities that can be carried out based on the media developed, and assessment instruments. This can be seen in the following image:



Figure 1. Determining *jigsaw puzzle*



Figure 2. Puzzle Media

The design stage is based on the analyzed needs regarding the importance of early childhood character education. Based on the analysis of character education that becomes the behavior of each individual child, there are nine basic characters in (Ahmad's interpretation: 43), one of which is politeness. The researcher designed the story to educate the character of politeness by taking four magic words that will be developed in the media, *puzzle* magic words (sorry, please, excuse me, and thank you), from the four magic words that researchers developed, it explains the cause and effect of the attitudes that children have shown, so that children can understand the attitudes and behaviors they show.

### Development

The development stage is a continuation of the design stage. Researchers begin to create media, *Puzzle* magic words for polite language development in children aged 5-6 years. The planning stage aims to design a media development model *puzzle* which will be designed includes media expert validation, material expert validation and research instrument validation.

**Table 1. Results of Media and Material Expert Validation**

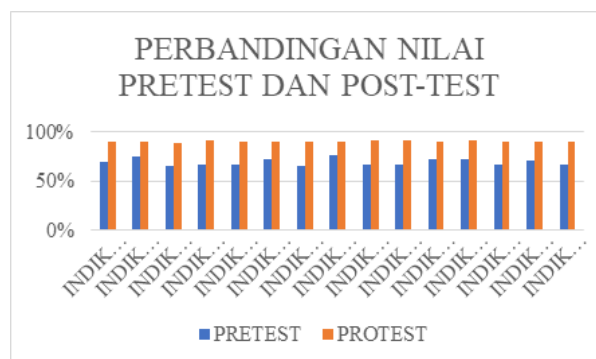
No	Validator	Item / Butir	Presentase Validasi	Nilai Maksimum / Kategori
1	Media Member	1 - 16	92,5%	Very Valid
2	Subject Matter Expert	1-16	83,75%	Valid

Instrument validation relates to the character development of children aged 5-6 years. In this case, it was validated by expert validators. The results of the instrument validation are as follows: 1) The language development aspect, providing positive words in each development questionnaire item. 2) The social-emotional and cognitive development aspect, knowing the child's abilities before and after using media. 3) Question items in the instrument questionnaire filled out by teachers were submitted directly to the school where the research was conducted.

After the media and materials were validated by expert validators, the researchers proceeded to the trial stage. The trial was conducted on children aged 5-6 years. The results showed that: *Puzzle* magic words are suitable for use in stimulating the development of children's polite language, this can be seen when children are enthusiastic about playing and reading conversations in the media, *puzzle* the magic word. Then the teacher felt very helped by the existence of the media *puzzle* magic words because learning is not only focused on LKA but there are game media at the same time to improve language, social emotional and cognitive development and children feel very enthusiastic when arranging pictures *puzzle*, because of the attractive pictures and colors on it *puzzle*. So children know what to say when they need help, want to pass in front of someone, make a mistake, and even when they receive help or something. They know what to say.

### Implementation

After the media *puzzle* magic words for the development of polite language in children aged 5-6 years in a small group trial at the AL MISHBAH Kindergarten Institute with 15 people. Next, the media *puzzle* implemented in large groups. The media implementation was carried out at the TKIT AL FALAH Institution with a total of 20 students. The implementation technique was carried out directly at the Institution with an implementation time of 3 weeks, with the results of the media implementation *puzzle* magic words once at each meeting, then a pretest and posttest were carried out as follows:



**Figure 3. Pretest and Posttest**

After the implementation stage is carried out, the next stage is media assessment. *Puzzle* magic words for the development of polite language in 5-6 year old children in the Cikarang Timur District Kindergarten. At this stage, media assessment *puzzle* the aspects used are the practicality and effectiveness of the media *puzzle* magic words. The initial evaluation was carried out through *Focus Group Discussion*(FGD) with 20 kindergarten teachers in East Cikarang District. The following results were obtained:

**Table 2. Practicality Value Results**

No	Indicator	Item	Practicality Presentation	Kategori
1	Ease of use	1-3	94%	Very valid
2	Time	4-6		
3	Attractiveness	7-9		
4	Understanding the concept	10-13		
5	Benefits of media	14-15		

Based on the practicality percentage data above, it can be concluded that the media *puzzle* The magic word falls into the very valid category. This can be seen in the practicality percentages, namely ease of use, time, appeal, conceptual understanding, and media benefits. With an overall score of 1414, 94% is categorized as very valid.

### Evaluation

Based on the results of research and development, media **Magic Word Puzzle** The development of polite language in 5-6 year old children in kindergarten in East Cikarang District has been successfully developed through the ADDIE model stages, which include analysis, design, development, implementation, and evaluation. The analysis results show that polite language learning is still limited to the use of LKA and simple habits, so more interesting and interactive media are needed. Therefore, the Magic Word Puzzle media is designed according to the characteristics and needs of early childhood, paying attention to aspects of safety, attractiveness, ease of use, and material suitability.

The validation results by material experts, media experts, and instrument experts show that the media is in the category **very valid** and suitable for use. Small group trials also showed that the media increased children's enthusiasm, understanding, and engagement in learning polite language. Furthermore, teachers found the media to be very helpful in creating a more engaging and enjoyable learning process.

The three-week implementation of the media showed an improvement in children's polite language skills, demonstrated through changes in behavior, habits, and the use of more polite language in everyday life. This improvement was supported by pre-test results of **70%** which increased to **91%** on the post-test. The results of the teacher's practicality were **94%** by category **very practical** This further reinforces the effectiveness, practicality, validity, and appropriateness of the Magic Word Puzzle as a learning tool for developing polite language in children aged 5–6 years. Therefore, this medium can be an innovative learning alternative to support the development of polite character in early childhood.

### CONCLUSION

This study developed the Magic Word Puzzle media to improve polite language skills in children aged 5–6 years using the ADDIE model. The validation

results showed that the media obtained a validation percentage of 83.75% from media experts and 92.5% from material experts with valid and very valid categories. Thus, the developed media is declared suitable for use in the learning process in early childhood education. The novelty of this research lies in the development of puzzle media as an innovative learning tool specifically designed to instill polite language habits in early childhood. This media not only functions as an educational game tool, but also as a character learning strategy that helps children understand and practice politeness values in daily interactions. The results of the study indicate that the Magic Word Puzzle media is practical, interesting, and potentially effective in fostering children's enthusiasm for learning and understanding of the concept of cause and effect in social behavior.

Based on these results, the Magic Word Puzzle media can be used as an alternative learning medium in schools to develop polite language character in early childhood. Teachers are advised to integrate this media into routine learning activities and provide guidance to optimally achieve learning objectives. Furthermore, further research is recommended to test the effectiveness of this media with a broader experimental design and develop variations of digital or interactive media to enrich early childhood character learning.

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