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KAMITA: a web-based interactive media to introduce "*Kami*" & "*Kita*" differences to the 1st-3rd grader in SDN Sampetan

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Abstract

The distinction between the Indonesian pronouns "*kami*" and "*kita"* denoting exclusive and inclusive meanings, respectively is a linguistic feature not commonly found in many other languages. However, in a daily context, particularly among young generations, there has been a noticeable trend of misusing these pronouns. If this issue remains unaddressed, it may lead to a gradual decline in public understanding of the structural and grammatical concepts of the Indonesian language. In response to this concern, Kamita was developed as an interactive web-based learning platform based on Scratch, designed to improve primary school students' comprehension and proper usage of the pronouns "*kami*" and "*kita*". This educational technology incorporates visual, auditory, animation, and interactive gaming elements to foster an engaging and informative learning experience. Scratch was selected for its capacity to simplify programming concepts through a visual block-based interface, making it particularly appropriate for educational technology aimed at young learners. Kamita is expected to serve as an innovative solution in the teaching of Bahasa Indonesia, especially in reinforcing the correct use of personal pronouns, thereby supporting the development of linguistic literacy from an early age.

Keywords: ADDIE, Interactive Web-based Learning Media, KAMITA, Scratch

I. Introduction

Bahasa Indonesia has a rich structure of pronouns, one of which is the distinction between the pronouns "*kami*" and "*kita".* "*Kami*" is the first-person plural pronoun used exclusively, meaning it does not include the listener (Badan Pengembangan dan Pembinaan Bahasa, 2021). On the other hand, "*kita*" is also a first-person plural pronoun but is inclusive, meaning it includes the listener. This distinction is not merely technical but reflects the uniqueness of the Indonesian language, which is not shared by many other languages. In English, both "*kami*" and "*kita*" are represented by the single word "*we*", in Arabic by "*nahnu*", in German by "*wir*", in Dutch by "*wij*", in French by "*nous*", and in Russian by "*мы*" (Rahardjo, 2010). Therefore, Indonesians should

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be proud to have two distinct words to express this concept of first-person plural pronouns. However, in reality, the phenomenon of incorrect usage of these two pronouns has become more frequent in everyday life, particularly among the younger generation. Errors are observed both in oral and written conversations, especially in social interactions, which have become the main medium of communication. Many people no longer pay attention to these grammatical rules, causing the use of "*kami*" and "*kita*" to become blurred and neglected. If left unaddressed, this could not only lead to misconceptions in language usage but also risk eroding the understanding of correct *Bahasa Indonesia* grammar, potentially leading to its extinction.

Based on this situation, it is concluded that this problem urgently needs to be addressed, especially among the younger generation. According to Ridwan et al. (2024) the use of learning media in the teaching and learning process can develop new interests and motivations, even having psychological effects on the learning process. A similar opinion was expressed by Restiani (2024) who stated that innovative and engaging teaching strategies are expected to motivate students to actively participate in the learning process. Project-based learning, the use of information and communication technology (ICT), and educational games are examples of strategies that have proven effective in increasing student engagement. The application of these strategies not only makes learning more enjoyable but also helps students relate learning materials to real-life experiences, making it easier for them to understand and retain the information learned. Moreover, in order to increase the effectiveness and efficiency of learning, various creative and innovative learning models need to be developed. This is necessary to prevent the learning process from becoming monotonous and boring, which could hinder knowledge transfer. Therefore, the role of media in the learning process becomes crucial, as it will make the learning experience more varied and engaging (Muhson, 2010). As Nurdyansyah et al. (2017) emphasized the educational process is one of developing the potential of students to become inheritors and developers of the nation's culture.

Based on these opinions, it can be concluded that, in order to attract the interest of the younger generation, interactive learning media is needed that can clearly explain the differences in the meaning of "*kami*" and "*kita*" in an engaging and easily understandable way, particularly for elementary school students. Early learning processes play a crucial role in forming a strong understanding of language. Unfortunately, grammar material is rarely taught and is often delivered in a less interactive way, which does not capture the students' attention. According to Sasahan et al. (2017) interactive learning media is a medium for delivering messages from educators to students that enables communication between humans and technology through systems and infrastructure in the form of application programs and the use of electronic media as part of its educational method. With interactive learning media, the learning process can occur anytime and anywhere. According to Nurdyansyah et al. (2017) learning media refers to anything that can be used in the learning process, which can serve as an alternative for teachers to convey messages from learning

resources to students and encourage the creation of a learning process in students, thus facilitating the achievement of learning goals.

To address this issue, an interactive game animation called "Kamita" was developed, based on the Scratch platform. According to Dewi et al. (2025) scratch is an application that can be used to learn computer programming processes. Scratch can be used both online and offline by downloading the application and installing it on a computer. The Scratch application is highly suitable for children or adolescents in the process of understanding logic. The block-based usage is ideal for children who enjoy games. Afrianto (2025) also explained that Scratch is a virtual programming language. The computer programming process does not use commands in the form of sentences or words as commands but uses pre-existing blocks. This block-based programming is perfect for beginners who want to learn computer programming. Scratch is typically used for creating stories in the form of images or visuals, animations, simple games, and adding sound or music.

Kamita is designed to help primary school students understand and differentiate the correct use of "*kami*" and "*kita*" through visual, audio, animation, and fun educational games. With this media, it is expected that students' understanding of *Bahasa Indonesia* grammar, particularly the use of the pronouns "*kami*" and "*kita*," will improve, while also providing teachers with an innovative and effective teaching aid. Furthermore, Kamita contributes to the preservation of the richness of the Indonesian language, ensuring that it remains intact and is used correctly by future generations.

II. Methodology

Research design

This study employs a Research and Development (R&D) methodology to design, develop, and evaluate an interactive web-based learning tool (KAMITA) aimed at introducing the basic *Bahasa Indonesia* pronouns concept to 1st to 3rd graders. R&D is a well-known method to create or developed product in research (Sugiyono, 2013). The R&D methodology is chosen due to its structured process in producing and assessing educational products, specifically tailored for the context of educational technology (Smaldino et al., 2019). Scrath was being used as the platform to create Kamita (https://scratch.mit.edu). The advantageous of this platform are 1) free; 2) user friendly interface so teachers with less IT experience are able to utilize it and 3) the result is web-based so it can be accessed across various devices. Moreover, the platform requirement is low-specification. So, it is suitable to be used even in the disadvantageous condition.

The development of KAMITA follows the procedural steps outlined in the ADDIE model, which is commonly used in instructional design for developing interactive educational materials (Branch, 2009). The R&D process in this study follows a structured and iterative approach, consisting of several key phases: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. This approach allows for systematic and data-driven refinement of the product at each stage to ensure the

final product effectively meets the learning needs of the target students. The ADDIE model is a widely used framework in instructional design that provides a structured approach for creating effective learning experiences. This model is considered iterative, as it encourages continuous assessment and improvement, ensuring that learning materials and methods are always optimized for learner needs and outcomes. Its cyclical nature allows for refinement and adaptation, ensuring that instructional programs meet the needs of learners and achieve desired outcomes. By following the ADDIE model, instructional designers can systematically create high-quality learning experiences.

Sample

The research was conducted in order to aid 1st-3rd grader students to learning "*kami*" and "*kita"* concepts in *Bahasa Indonesia*. Both are essential pronouns in *Bahasa* thus KAMITA could be a means to answer students' difficulties. The initial observation was conducted in SDN Sampetan, Boyolali, Central Java. Considering the trends of digital media, the paper intends to incorporate interactive web-based media (KAMITA) in the classroom. The study was conducted from February-April 2025 and the app was launched around late March. Analysing the issue was conducted through observation by several teachers across 1st to 3rd graders. It was concluded that some students had difficulty to make distinction of "*kami"* and "*kita"* as pronouns in *Bahasa Indonesia*. Furthermore, students from those grades are still in the playing stage so creating an interactive media is an alternative to boost students learning motivation. Hence, KAMITA was created to answer those demands.

III. Results and Discussion

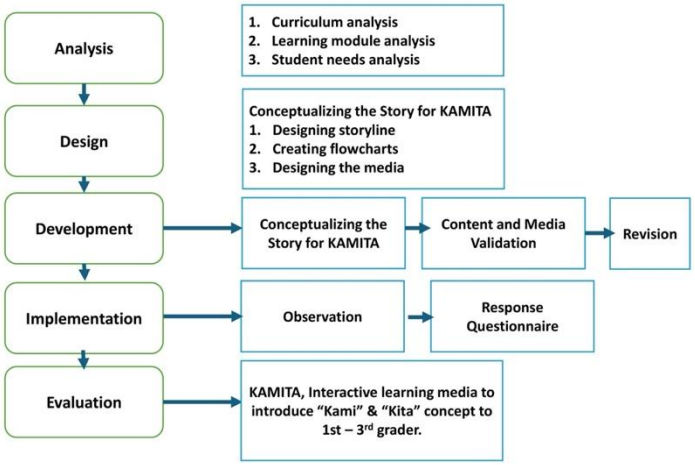

Figure 1. ADDIE Diagram of KAMITA

Figure 1 shows the ADDIE flow in creating and developing KAMITA as an interactive learning media. The initial phase was Analysis, students issue and needs were investigated in order to create a tailored learning media. Next, Design, KAMITA was made from zero with (https://scratch.mit.edu). The interface was designated for 1st – 3rd grader so it is user friendly and could cater the learning. After that,

Development, KAMITA was created through iterative process due to the feedback and advice from teachers. Thus, its development was conducted to answer teachers’ need as well. Implementation was the next step. KAMITA was used among 1st – 3rd grader not only to the students who faced difficulties to distinct “*kami*” dan “*kita*” concept but also to all students. Other than to aid students who struggled, KAMITA also an interactive media that has potential to improve learning motivation and learning ambiece in the classroom. However, such study has not been conducted yet. Hence, in the next study, the effectiveness, students’, teachers’ and parents’ response could be investigated. The next step is Evaluation. KAMITA evaluated by creators and teachers in order to maintain its quality. The evaluation is also an iterative process that fits into every steps. Conversely, evaluation is not the end of the KAMITA devolpment yet it’s a continously process.

Analysis

The Analysis phase in instructional design is a crucial first step that focuses on identifying the learning problem, understanding the needs of the learners, and determining the specific learning objectives. This phase serves as the foundation for the entire instructional design process, as it ensures that the instructional designer has a clear and comprehensive understanding of the target audience's current knowledge, skills, and experiences (Branch, 2009). It involves conducting a detailed needs assessment to identify any gaps in learners' understanding and to define what exactly needs to be taught. Additionally, the designer must gather information about the learning context, including the physical environment, technological tools available, and the resources that may impact the learning process. The analysis phase also involves identifying any constraints that could influence the instructional approach, such as time limitations, budgetary restrictions, or institutional policies (Spatioti et al., 2022).

Accomplishing this step is critical because it helps the instructional designer plan how to address learners’ specific needs along with the broader educational goals. Typically, the outcome of this phase includes a clearly articulated set of learning objectives that focus on the learners and the educational context. Additionally, this phase of analysis provides the needed information to make the decisions in design, development, and evaluation of the project. Thorough analysis at the outset mitigates the disproportionate mismatch between the learners and instructional materials or strategies resulting in a more productive and enjoyable learning experience (Greer et al., 2012).

In the first Analysis phase of the instructional design process, a needs analysis focuses on understanding the learning problems and challenges the pupils in 1st to 3rd grade face while learning *Bahasa Indonesia* pronouns. This phase centers on the instructional design so that it is developmentally appropriate and aligned with young learners’ cognitive capacities. The needs analysis starts with considering the existing curriculum to locate components that are contributing to learners’ difficulties in understanding *Bahasa Indonesia* pronouns. Sharif and Cho (2015) referred to the process of analyzing the curriculum's scope on pronouns and assessing their teaching

to determine if the content is age-appropriate and meeting developmental benchmarks. Furthermore, the analysis component includes interviewing instructors, educational stakeholders, and linguistics specialists to uncover the precise components of learner misconception. Teachers' professional expertise aids in identifying persistent challenges that learners face with pronouns, including the differentiation with regard to gender and formal expressions, and the application of possessive pronouns in numerous contexts.

The first step is conducting supplemental interviews with teachers who work with the intended age group, as these sessions gather rich qualitative information regarding student difficulties. With respect to instructional design, teachers usually know what has been taught successfully or unsuccessfully with regard to pronoun teaching, and this information further aids in developing a pedagogically sound intervention. Consultation with education professionals and acquisition linguists focusing on the teaching and learning of *Bahasa Indonesia* ensures that the language used in the lesson is accurate and the culture elements are appropriate. Moreover, classroom observation captures the ways students use and how deeply they think about pronouns and the mental mistakes they often repeat in their learning. This provides supplemental data on students' cognitive processing of language.

Moreover, this completes the instruction design analysis phase, which the searching process for children instructors teaching concepts of *Bahasa Indonesia* using the web-based resources. Analyzing the tools and curricula retrospectively reveals interactivity, age appropriateness, and content intricacy as potential gaps or limitations. These reviews determine the objectives of the new tools by outlining what features are absent as well as what could be enhancements and need improvements. Daryanes et al. (2023) suggest assessment frameworks to discover features that foster engagement, such as games for motivation, which may freely be neglected.The outcome during the Analysis stage is a set of learning outcomes and design criteria, which are requirements for the new interactive tool. The learning outcomes detail what pronouns the tool teaches and their classification – basic personal pronouns, possessives, and demonstrative pronouns. As described by Schwan et al. (2018), the design requirements are derived from the collected data during the needs analysis and outline some primary characteristics of the tool such as visual aids, self-contained lessons, interactive exercises, and language that matches the learners' developmental level to foster learner engagement and understanding. This ensures that the design and development work done afterwards is based on real learner needs as defined in the analysis, resulting in an attractive and functional educational tool for young learners.

Design

In the Design phase of the instructional development process, the content, user interface (UI), and features of KAMITA are meticulously planned. This phase builds upon the findings from the previous Analysis phase, where specific learning needs and objectives were identified. The goal in this phase is to create an educational

experience that is both engaging and accessible to young learners, specifically those in 1st to 3rd grades, while effectively introducing them to the concept of *Bahasa Indonesia* pronouns. The design process focuses on ensuring that the instructional content is both developmentally appropriate and pedagogically sound, aligning with established learning theories (Spatioti et al., 2022).

The content design is centered on teaching the basic pronouns in *Bahasa Indonesia*. The content is structured to present these pronouns in contextually relevant situations, ensuring that examples resonate with the daily lives and experiences of 1st to 3rd-grade students. This approach not only aids in the understanding of grammatical structures but also makes the learning experience more relatable and meaningful for young learners (Tarchi & Mason, 2023). The design also integrates various forms of media, including simple dialogues, interactive tasks, and age-appropriate storytelling, to reinforce the learning of pronouns. To enhance engagement and foster an active learning environment, the web-based tool incorporates interactive features, such as quizzes, exercises, and animated visuals. These interactive components allow learners to practice the use of pronouns in a dynamic and enjoyable manner, reinforcing the learning process. By including immediate feedback mechanisms, such as correct/incorrect responses or hints, the tool provides learners with opportunities for self-assessment and reflection, promoting a deeper understanding of the content (Greer et al., 2012). Additionally, interactive elements help maintain the learners' attention and keep them motivated throughout the learning process.

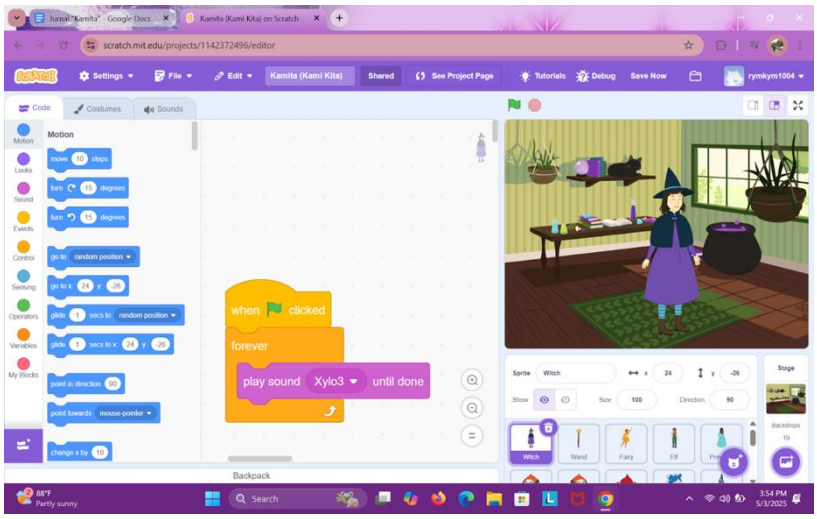

Figure 2. Designing KAMITA Interface

The user interface (UI) is designed with simplicity, colorfulness, and intuitiveness to cater to the developmental needs of young learners. In figure 2, it shows the designing of KAMITA interface. By providing an easy to use interface to the students, KAMITA might be able to ease students' study load. Recognizing the cognitive limitations of children in this age group, the UI minimizes distractions while

incorporating visual elements that are both attractive and easy to navigate. Simple icons, buttons, and a clean layout ensure that children can interact with the content independently, promoting autonomy in learning. The interface is also designed to be accessible on various devices, ensuring a seamless learning experience whether on desktop computers, tablets, or mobile devices (Johnson-Barlow & Lehnen, 2021).

A critical design consideration is the alignment of the instructional content and tasks with the cognitive development stages of young learners. Theories of cognitive development, such as those proposed by Piaget (1964) suggest that tasks should be appropriately challenging to stimulate learning without overwhelming the learner. In this context, the tasks included in the web-based tool are designed to match the developmental capabilities of 1st to 3rd graders. Activities are sequenced from simple to more complex, beginning with basic pronouns and gradually introducing more contextual uses and nuances. This progression is meant to build confidence and competence in the learners while supporting their cognitive development.

The Design phase plays a pivotal role in translating the insights gained from the Analysis phase into a concrete learning experience. By focusing on engaging content, interactivity, a user-friendly interface, and developmentally appropriate tasks, this phase ensures that the web-based learning tool will not only teach basic Indonesian pronouns but also provide an engaging and educational experience for young learners. The integration of these design elements is grounded in well-established learning theories and development principles, ensuring that the final product is both effective and appealing for its target audience.

Development

The Development derives from the creation of KAMITA. It is done using Scratch website (https://scratch.mit.edu). MIT medialab developed the Scratch community for children. At this phase, the completion of the KAMITA platform's functions boils down to it containing various devices features, integrating different multimedia elements to improve user experience engagement, and device and web browser compatibility.

a. Coding and Implementing Web Functionality: At this stage, online users expect KAMITA to work as a fully functioning web application. Scratch as a drag and drop interface allows ease of use greatly increasing its customization for the user. As mentioned by Dewi et al. (2025), coding includes the development of interaction features: buttons, menus, user navigation, user registration, and many other systems aimed towards automating design for easement of interaction with the website.
b. Adding Multimedia Content (Audio, Animations): Enhancing user engagement while maintaining user engagement, audio and animations are added to the platform. Beside user engagement, these elements cater more to the different types of learners by giving them options to see and hear the information being presented. The method of animation, story-telling, and audio integration into KAMITA development is shown in figure 3. KAMITA is made to be interactive and playful for

the 1st – 3rd graders. While audio gives background sounds and instructions, animations do more than just capture students' interest. They depict essential parts of the lesson (Schwan et al., 2018).

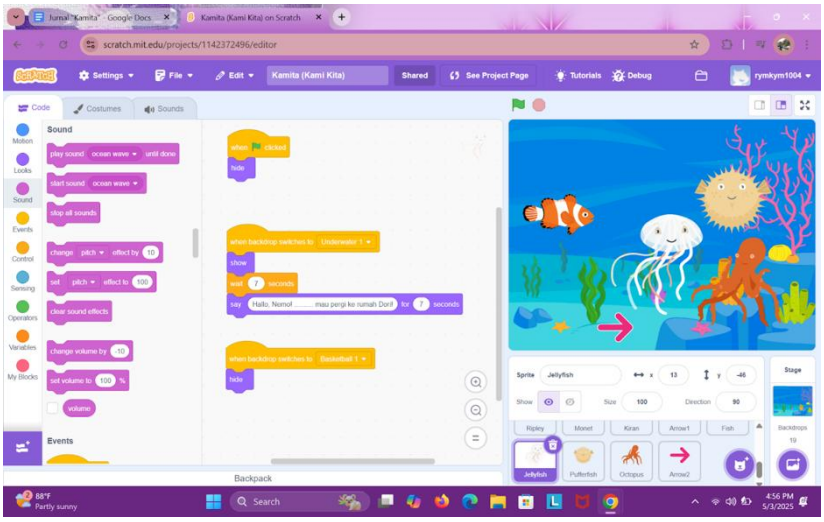

Figure 3. Animation and Sound Integration into KAMITA

c. Checking Compatibility with Different Devices and Browsers: The operational comparability of the platform with different devices and browsers is critical during the development phase. KAMITA is checked for operating smooth on desktops, tablets, as well as mobile phones irrespective of the operating system used or browser used. This involves checking for responsiveness, that the user interface is tailored to different screen sizes and resolutions (Spatioti et al., 2022). Affordability ensures that the platform provided accessible is usable to individuals with disabilities.
d. Tools and Technologies: During the project stages, specific tools and technologies for web development are utilized. For the coding processes, debugging, and underlying level work with the platform's code, word Visual Studio Code is one of the most powerful text editors available. For KAMITA, both content management systems and educational platforms are utilized so that the relevant educational materials can be updated in a streamlined manner with user-friendly interfaces. Moreover, KAMITA ensures to test interactivity for effective engagement and a valuable educational experience throughout the development stages. These tools work towards helping the development team improve efficiency in the creation of interactive educational materials alongside the website.
e. User Testing: Periodic user testing focused on functionality, interactivity, and access of the platform are conducted and the work done is evaluated. These tests are designed to gather information such that the results can be used to make changes improving the design and features in a repetitive manner based on the use of the system. This cycle of repetitive refining aids in ensuring that the end product

strongly serves the requirements of KAMITA's users while maintaining a centered design approach the users need for any educational tool.

Implementation

Once the development phase of KAMITA is completed, the platform is implemented in a classroom setting to assess its effectiveness and usability. In this phase, a pilot study is conducted with 1st to 3rd-grade students across several schools, focusing on how well KAMITA helps students understand and apply *Bahasa Indonesia* pronouns in context. The pilot study aims to gather valuable data on the tool's effectiveness in enhancing students' learning experiences and its ability to meet the educational goals of teaching pronouns.

Figure 4. KAMITA Implementation in the 3rd Grade Students

The pilot study is conducted in a group of 1st to 3rd graders. Figure 4 shows students from 3rd grade operated KAMITA via laptop. Since KAMITA is a web-based interactive learning media, it is also accessible with mobile devices. Hence, it would be easier for students to access it beyond the classroom. These students use KAMITA in their regular classroom activities as a supplementary educational tool designed to enhance their understanding of basic *Bahasa Indonesia* pronouns. The study focuses on measuring how the tool aids students in learning pronouns by integrating these concepts into interactive stories and contextual examples.

a. Duration: The pilot study runs for 4 weeks and students are evaluated comprehensively in their interaction with the tool over time. The duration makes it possible to observe the students over a learning cycle and gather sufficient feedback regarding the tool's functionality in assisting students to learn and use pronouns appropriately in context.
b. Frequency: In the course of the pilot study, students engage with the KAMITA tool 2-3 times each week. Sessions are kept to 15-20 minute intervals which aids in maintaining student enthusiasm and energy while the tool is being implemented. The frequency and duration are optimal for the students as they align neatly with the usual classroom timetable. This provides the students with ample time to interact with the tool, complete the set tasks, and work on the provided assignments.

c. Feedback Collection: Collection of Data is an important component of the feedback and implementation stages. Empirical observations are conducted concerning student interaction and understanding with focus on how the participants are grasping the ideas of pronouns. Information is gathered from both learners and instructors to assess the effectiveness of the tool as well as the holistic learning experience. Standards are given to instructors on how to assimilate the tool into their lessons so that it does not conflict with conventional teaching practices. Also, instructors provide feedback concerning the influence of the tool on the pupils’ attitude, class engagement, and understanding of the content taught.
d. Outcome: The result from the pilot study is a dataset on learner activities, engagement, and the tool’s efficacy. This information is analyzed to establish if KAMITA aids students in understanding and learning to use *Bahasa Indonesia* pronouns. This feedback will assist in designing strategies that would enhance the tool’s functionality for wider use. Major concerns to be monitored include the students’ comparative performance pre and post the implementation of the tool, the observed interactions with the tool, and the teachers’ and students’ ease of use feedback.

Upon completion of the pilot study, the gathered data will evaluate the extent to which the tool has impacted participants’ understanding and its effectiveness in improving learning results. Moreover, the feedback will help inform subsequent versions of the tool to best address the educational needs of young children.

Evaluation

In the last phase of the project, KAMITA's effectiveness in aiding students to learn and use *Bahasa Indonesia* pronouns is evaluated. This part takes into consideration both formative and summative evaluations with respect to the students' learning journey and the web tool provided for teaching those pronouns. The evaluative component attempts to analyze the use of KAMITA not just through its results, but also through the responses collected from students and teachers regarding the tool for any possible triangulated enhancements. There is a specific formative evaluation that is done concurrently when KAMITA is used so that there is real-time evaluation from the field which informs how the tool can be modified. This ensures that any changes needed based on user suggestions can be made continuously during the trial stage. On the contrary, summative evaluation takes place at the conclusion of the research where the use of the KAMITA learning tool is evaluated in relation to the goals set, specifically aid in the recognition and contextual usage of basic Indonesian pronouns.

a. Teacher Feedback: One of the primary methods for gathering evaluative data is through teacher feedback. Teachers who have implemented KAMITA in their classrooms are asked to complete a questionnaire regarding their experience using the tool. The questionnaire focuses on key areas such as the ease of use, engagement, and the overall effectiveness of the tool in helping students understand and apply pronouns in *Bahasa Indonesia*. Teachers provide insights

into how well the tool integrates with their teaching practices, whether it helps to maintain students' attention, and how it affects the overall learning environment. Additionally, teachers assess the tool's potential for scalability and its alignment with educational goals, which will guide any necessary modifications or future developments (Branch, 2009).

b. Student Feedback: To gain a comprehensive understanding of how students experience KAMITA, interviews and questionnaires are conducted with the students who used the tool. These feedback instruments are designed to capture students' enjoyment of the learning process, as well as their perceived usefulness of the tool in improving their understanding of pronouns. The questionnaires and interviews are designed to explore factors such as user-friendliness, the level of interaction, and the students' ability to retain and apply the pronouns after using the web-based tool. By assessing students' perspectives, it becomes possible to measure not only how engaging the tool is but also its effectiveness in making the learning of pronouns more relatable and accessible to young learners (Schwan et al., 2018).

Assessing the overall effect of KAMITA on learning outcomes requires analysis of data gathered from both teachers and students. In this case, it involves measuring a student's mastery of *Bahasa Indonesia* pronouns and gauging the engagement and enjoyment the tool added. Furthermore, the assessment unravels possible concerns which may be solved in the subsequent versions of the tool to improve its educational usefulness and overall value. Conclusively, the evaluation aims to produce an actionable evaluation that can be used to steer the future development of KAMITA and other similar pedagogical tools. Assessment of KAMITA's effectiveness, level of engagement, and user experience provide the data needed to refine the tool so it properly serves the students and educators. It also ascertains the possibility of using the tool in other educational settings or adapting it to teach different concepts of *Bahasa Indonesia*.

IV. Conclusion

The development of KAMITA has followed a systematic procedure, framing each stage to enhance the learning of *Bahasa Indoneisa* pronouns for children under the age of 10. The project starts off with the Analysis phase where a primary survey to gather information from teachers was conducted to address some difficulties which the learners in Grade 1 to 3 are facing, resulting in the development of a suitable instructional resource. During the Design phase, the interactive elements together with the graphical user interface of KAMITA was created, capturing the interests of the learners. Scratch was selected as the main framework during the development phase, and revisions were made to the design based on suggestions from the teachers and first users of the tool. Thus the implementation phase exposed the tool to real classroom environments where its potential to resolve the learning challenges brought by the pronouns was observed, together with heightened motivation and active participation because of the interactive nature of the tool.

Determining the overall impact and success of the KAMITA platform as an educational tool to train 1st to 3rd grade students in *Bahasa Indonesia* pronouns is ascertained in the evaluation phase. This phase includes both formative and summative assessments which cumulatively ascertain the engagement of users (students), interactions, knowledge outcomes, and measurable results. Blending real-time assessment with holistic evaluation facilitates an understanding of the extent to which the defined objectives of the BST Learning Tool were accomplished and how well the needs of the students and teachers were addressed. Feedback from teachers and student interviews served to uncover vital insights on KAMITA's usability and effectiveness. In this context, the findings served to refine the platform, ensuring sustained educational relevance for students and alignment with teachers' instructional objectives. The feedback further revealed opportunities for interface enhancement, addition of more interactive elements, and increased content customization to address multiple learning preferences.

Aside from enabling instant changes for adjustment and refinement, the feedback obtained during this stage set the stage for further studies on the enduring impact of KAMITA. Subsequent research may investigate how effectively the tool fosters learning retention over time and its capacity to engage students as well as deepen their long-term proficiency in *Bahasa Indonesia.* Moreover, the evaluation data provides more information about the KAMITA's educational value regarding the prospects for its adaptation to other languages or for use in teaching older students.

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