

Development of Alphabet Word Card Learning Media for Thematic Learning on the Theme "Objects Around Us" for Second-Grade Elementary School Students

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Article Info	ABSTRACT
Keywords: Alphabet Word Card Learning Media; ADDIE; Thematic Learning; Elementary School; Research and Development.	This study aimed to develop Alphabet Word Card Learning Media for thematic learning on the theme "Objects Around Us" for second-grade elementary school students. The study employed a Research and Development (R&D) approach using the ADDIE instructional design model, which in this research was limited to the Analysis, Design, and Development stages. Data were collected through classroom observations, interviews, documentation, and expert validation questionnaires involving media experts, subject matter experts, and elementary school teachers. The collected data were analyzed using descriptive quantitative analysis by calculating the percentage of validity scores obtained from the expert validation process. The results showed that the media expert validation achieved a score of 77.99% (feasible), the material expert validation obtained 90.48% (very feasible), and the lesson plan validation reached 89.35% (very feasible). The overall feasibility score of the developed product was 85.94%, indicating that the Alphabet Word Card Learning Media met the required instructional standards and was feasible for use in thematic learning after minor revisions. The novelty of this study lies in the integration of alphabet recognition, vocabulary development, contextual illustrations, and thematic learning activities into a single instructional medium designed specifically for second-grade elementary school students. The developed learning media are expected to provide an alternative instructional resource that supports meaningful, contextual, and student-centered learning in elementary schools.
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INTRODUCTION

Education plays a strategic role in preparing human resources capable of responding to rapid developments in science, technology, and society. Modern education is expected not only to facilitate knowledge acquisition but also to develop students' creativity, communication, collaboration, and critical thinking skills that are essential for lifelong learning (Pavlova, 2008; Altbach et al., 2017; Reimers & Chung, 2019). Consequently, teachers are required to design learning experiences that actively engage students and accommodate their developmental characteristics. One important component supporting this objective is the use of appropriate learning media. Well-designed instructional media facilitate concept understanding, increase students' motivation, improve classroom participation, and create meaningful learning experiences (Adawiyah et al., 2021; Afifa & Astuti, 2024; Susilawati et al., 2023). Furthermore, systematic development of learning media has been reported to improve instructional quality and students' learning achievement (Irvan & Mushlihuddin, 2021; Mulyasari et al., 2023; Pamungkas, Panggabean, & Irvan, 2024).

The implementation of thematic learning in elementary schools requires instructional media that are attractive, contextual, and suitable for young learners. Thematic learning integrates concepts from different subjects into meaningful learning experiences; therefore, students need concrete

instructional media that facilitate understanding through visual representations and direct interaction. However, observations conducted at SDN 06 Laut Tador revealed that classroom instruction is still dominated by teacher explanations and textbook-based activities, while innovative learning media are rarely utilized. As a consequence, students often experience difficulties in recognizing letters, understanding vocabulary, and identifying objects related to the theme "Objects Around Us." In addition, the limited availability of attractive instructional media reduces students' motivation and classroom participation, making the learning process less effective.

Another challenge identified during classroom observations concerns students' learning characteristics and academic backgrounds. Interviews with classroom teachers indicated that many students demonstrate relatively low learning motivation and varying academic abilities, affecting their participation and achievement during thematic instruction. Furthermore, several students still experience difficulties in recognizing alphabet letters, reading simple words, and connecting learning materials with everyday objects. These conditions indicate the necessity of developing instructional media capable of presenting learning materials in a concrete, attractive, and meaningful manner while encouraging students' active participation throughout classroom activities.

One instructional medium considered appropriate for addressing these problems is Alphabet Word Card Learning Media. Word cards integrate alphabet letters, vocabulary, and pictures into visual learning materials that support literacy development and conceptual understanding. Compared with conventional learning resources, alphabet word cards provide students with opportunities to interact directly with learning materials through matching, grouping, discussion, and collaborative learning activities. Such activities not only strengthen students' recognition of letters and words but also improve vocabulary acquisition and comprehension of thematic concepts. Consequently, alphabet word cards are expected to create more enjoyable, interactive, and meaningful learning experiences that are consistent with the characteristics of elementary school students.

Numerous previous studies have demonstrated the positive contribution of instructional media to improving learning quality. Irvan and Mushlihuddin (2020) reported that systematically developed teaching materials significantly enhanced students' critical thinking skills. Mulyasari et al., (2023) concluded that teaching materials developed through the ADDIE model met validity standards and were feasible for classroom implementation. Likewise, Tassa et al., (2023) found that Canva Comic-based instructional materials increased students' interest and motivation during classroom learning. Furthermore, Pamungkas, Panggabean, and Irvan (2024) emphasized that learning media integrating Higher Order Thinking Skills (HOTS) and Technological Pedagogical Content Knowledge (TPACK) effectively supported meaningful learning experiences. Similar findings were reported by Alfauzan and Irvan (2024), who highlighted the importance of innovative instructional media in twenty-first-century classrooms. These findings consistently indicate that systematically designed learning media positively contribute to students' learning experiences and instructional effectiveness.

Despite these developments, several research gaps remain. Most previous studies have focused on the development of mathematics teaching materials, digital learning media, comic-based learning resources, or technology-assisted instruction, whereas relatively few studies have developed Alphabet Word Card Learning Media specifically designed for thematic learning in second-grade

elementary schools. Moreover, studies integrating alphabet recognition, vocabulary development, contextual images, and thematic learning into a single instructional medium are still limited. Previous research has generally emphasized product development without specifically addressing the learning needs of students studying the theme "Objects Around Us." Therefore, further research is needed to develop instructional media that are specifically designed to support thematic learning while accommodating the developmental characteristics of young learners.

Based on these considerations, this study aims to develop Alphabet Word Card Learning Media for thematic learning on the theme "Objects Around Us" for second-grade elementary school students using the ADDIE instructional design model. The novelty of this study lies in the integration of alphabet recognition, vocabulary enrichment, contextual illustrations, and thematic learning into a single instructional medium designed specifically for second-grade students. In addition, the product is developed through systematic stages of analysis, design, and development, followed by expert validation to ensure its validity and feasibility before classroom implementation. The findings of this study are expected to contribute to the development of innovative instructional media and provide practical guidance for elementary school teachers in implementing more interactive, meaningful, and student-centered thematic learning.

RESEARCH METHOD

This study employed a Research and Development (R&D) approach to develop Alphabet Word Card Learning Media for thematic learning on the theme "Objects Around Us" for second-grade elementary school students. The study adopted the ADDIE instructional design model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. However, in accordance with the objectives and scope of this study, the development process was limited to the first three stages, namely Analysis, Design, and Development, because the primary objective was to produce and validate a feasible learning medium before classroom implementation. This approach is appropriate for studies focusing on product development and expert validation rather than testing instructional effectiveness.

The research was conducted at SDN 06 Laut Tador, involving second-grade students as the target users of the developed learning media. Preliminary information was collected through classroom observations and interviews with the school principal and classroom teacher to identify instructional problems, students' characteristics, curriculum implementation, and learning material. The findings indicated that thematic learning was still dominated by textbooks and teacher explanations, while the availability of attractive instructional media was limited. These findings served as the basis for developing Alphabet Word Card Learning Media that are consistent with students' learning needs and the characteristics of the theme "Objects Around Us."

During the Analysis stage, the researcher identified students' learning needs, learning characteristics, curriculum requirements, and instructional materials through observation, interviews, and document analysis. The results of this stage were used to determine the specifications of the learning media and formulate instructional objectives. The Design stage involved preparing the initial prototype of the Alphabet Word Card Learning Media, including selecting learning content, contextual illustrations, vocabulary, typography, colour combinations, and layout suitable for second-grade elementary school students. Lesson plans (RPP) and expert validation instruments were also designed during this stage to support product evaluation.

The Development stage focused on producing the learning media prototype and validating its quality through expert judgment. The developed product was evaluated by two media experts, two subject matter experts, and two elementary school teachers using structured validation questionnaires. The validation covered media appearance, instructional content, language, contextual relevance, usability, and lesson plan quality. Suggestions provided by the validators were incorporated into the revision process to improve the quality and feasibility of the developed product before it was recommended for classroom use.

The research instruments consisted of observation sheets, interview guidelines, documentation, and expert validation questionnaires developed using a five-point Likert scale ranging from 1 (very poor) to 5 (excellent). The collected data were analyzed using descriptive quantitative analysis by calculating the percentage score of each validation aspect. The validity level of the developed media was interpreted according to predetermined feasibility criteria, enabling the researcher to determine whether the product was very feasible, feasible, fairly feasible, or not feasible for use in thematic learning. Because this study focused on product development and expert validation, Product Moment correlation analysis was not employed, and the data analysis emphasized descriptive validity percentages obtained from expert evaluations.

RESULTS AND DISCUSSION

Results

This section presents the findings obtained from the development and validation of the Alphabet Word Card Learning Media using the ADDIE instructional design model. In accordance with the scope of this study, the development process was limited to the Analysis, Design, and Development stages. The results include the findings of the needs analysis, product design, expert validation, and product revision conducted prior to classroom implementation.

1. Results of the Needs Analysis

The analysis stage was conducted to identify learning problems, students' characteristics, curriculum implementation, and instructional material that would become the basis for developing the learning media. Data were collected through classroom observations, interviews with the school principal and classroom teacher, and document analysis.

The classroom observation revealed that thematic learning in Grade II was still dominated by conventional teaching methods, particularly teacher explanations and textbook-oriented instruction. Interactive learning media were rarely used, causing students to become passive and less motivated during classroom activities. As a result, many students experienced difficulties in recognizing alphabet letters, understanding vocabulary, and identifying objects related to Theme 3 "Objects Around Us." These findings indicate that more attractive and concrete instructional media are required to improve students' participation and understanding.

Interviews with teachers also showed that students possessed diverse academic abilities and relatively low learning motivation. Several students still encountered difficulties in reading simple words and remembering the names of everyday objects. Moreover, the available learning resources were limited to textbooks, with very little use of instructional media specifically designed for thematic

The developed learning media were evaluated by two media experts to assess the visual appearance, instructional presentation, language, and usability of the product. The validation results are presented in Table 1.

Table 1. Results of Media Expert Validation

Aspect	Average Score	Category
Format	77.00%	Feasible
Content	72.00%	Feasible
Language	85.00%	Feasible
Overall Score	77.99%	Feasible

The overall validation score obtained from media experts was 77.99%, indicating that the Alphabet Word Card Learning Media met the feasibility criteria for instructional use. Nevertheless, the validators recommended several improvements related to image quality, colour combinations, layout arrangement, and typography before the product was finalized.

Material Expert Validation

Material validation was conducted to evaluate the relevance of instructional content, contextual suitability, clarity of presentation, and ease of understanding. The results are summarized in Table 2.

Table 2. Results of Material Expert Validation

Aspect	Average Score	Category
Content Suitability	86.92%	Very Feasible
Presentation	90.00%	Very Feasible
Contextual Assessment	100.00%	Very Feasible
Ease of Use	85.00%	Very Feasible
Overall Score	90.48%	Very Feasible

The material experts assigned an overall validity score of 90.48%, categorized as very feasible. This result indicates that the instructional content was well aligned with the curriculum, learning objectives, and characteristics of second-grade elementary school students.

Lesson Plan Validation

The lesson plan (RPP) prepared to support the implementation of the developed media was also validated by two experts. The validation results are shown in Table 3.

Table 3. Results of Lesson Plan Validation

Aspect	Average Score	Category
Lesson Plan Components	90.00%	Very Feasible
Content Suitability	75.00%	Feasible
Language	100.00%	Very Feasible
Overall Score	89.35%	Very Feasible

The validation demonstrated that the lesson plan fulfilled the required pedagogical standards and could effectively support the implementation of the Alphabet Word Card Learning Media in

thematic learning. Minor revisions were made following suggestions from the validators regarding instructional procedures and time allocation.

Overall Product Feasibility

To obtain an overall evaluation of the developed product, the results from media validation, material validation, and lesson plan validation were combined. The summary is presented in Table 4.

Table 4. Overall Product Feasibility

Validation Component	Score	Category
Media Validation	77.99%	Feasible
Material Validation	90.48%	Very Feasible
Lesson Plan Validation	89.35%	Very Feasible
Average	85.94%	Feasible

The combined validation results produced an average score of 85.94%, indicating that the developed Alphabet Word Card Learning Media is feasible for classroom implementation after minor revisions. The product satisfies the required standards in terms of instructional content, media quality, usability, and pedagogical appropriateness.

Product Revision

Following expert validation, several revisions were implemented to improve the quality of the developed product. Revisions focused primarily on enhancing image quality, improving colour combinations, adjusting typography, refining the layout of learning cards, and clarifying instructional procedures within the lesson plan. These revisions were carried out based on recommendations provided by media experts, subject matter experts, and elementary school teachers to ensure that the final product met instructional quality standards before classroom implementation.

Discussion

The present study aimed to develop Alphabet Word Card Learning Media for thematic learning on the theme "Objects Around Us" for second-grade elementary school students using the ADDIE instructional design model. The findings demonstrate that the developed learning media achieved a high level of feasibility based on evaluations conducted by media experts, subject matter experts, and lesson plan validators. The overall feasibility score of 85.94% indicates that the product satisfies the required standards for instructional use after minor revisions. These findings suggest that the systematic development process adopted in this study successfully produced a learning medium that is appropriate for supporting thematic learning in elementary schools.

The high feasibility of the developed learning media can be explained through the systematic application of the ADDIE instructional design model. During the analysis stage, the researcher identified students' learning characteristics, instructional needs, curriculum requirements, and learning problems through classroom observations and interviews. This preliminary analysis ensured that the developed product addressed actual classroom needs rather than being designed solely based on theoretical assumptions. The design stage translated these findings into instructional

specifications, including the selection of contextual vocabulary, attractive illustrations, readable typography, colour combinations, and learning activities appropriate for second-grade students. Finally, the development stage involved expert validation and product revision, enabling continuous improvement before classroom implementation. This systematic process contributed substantially to the high validity of the developed learning media and demonstrates the effectiveness of the ADDIE model in instructional product development. These findings are consistent with Mulyasari et al. (2023), who reported that instructional products developed using the ADDIE model achieved high validity because every stage was conducted systematically and based on learners' needs. Similarly, Irvan and Mushlihuddin (2020) emphasized that systematic instructional development improves the quality and feasibility of educational products before implementation.

The results also indicate that the Alphabet Word Card Learning Media possesses several characteristics that support meaningful learning for young learners. The integration of alphabet letters, vocabulary, and contextual illustrations enables students to associate abstract symbols with concrete objects found in their everyday environment. Such visual representations are particularly important for second-grade elementary school students, who remain in the concrete operational stage of cognitive development. Learning media that provide concrete visual experiences facilitate concept acquisition more effectively than verbal explanations alone. Moreover, arranging vocabulary according to alphabetical order supports literacy development while simultaneously reinforcing thematic learning objectives. Consequently, the developed learning media are expected not only to improve students' recognition of letters and words but also to facilitate conceptual understanding within thematic learning contexts.

These findings can also be explained through the Cognitive Theory of Multimedia Learning proposed by Mayer (2024). According to this theory, meaningful learning occurs when students actively process verbal and visual information simultaneously. The Alphabet Word Card Learning Media combines textual information, images, and learning activities into a single instructional medium that facilitates dual-channel information processing. Such integration enables students to organize information more efficiently and construct stronger cognitive connections between words, images, and thematic concepts. Therefore, the high validation scores obtained in this study indicate that the developed media successfully incorporate multimedia learning principles that support students' cognitive development.

The findings of this study are consistent with previous research concerning the development of instructional media in elementary education. Tassa et al., (2023) reported that Canva Comic-based instructional materials increased students' learning motivation because visual learning resources attracted students' attention and promoted active classroom participation. Likewise, Pamungkas, Panggabean, and Irvan (2024) concluded that learning media integrating pedagogical principles with technology effectively support meaningful learning experiences and improve instructional quality. In addition, Alfauzan and Irvan (2024) emphasized that innovative instructional media represent an essential component of twenty-first-century education because they facilitate student-centered learning and improve classroom interaction. The consistency between the present findings and previous studies strengthens the evidence that systematically developed learning media contribute positively to elementary education.

One important contribution of this study lies in addressing the research gap identified in the Introduction. Previous studies have primarily focused on developing mathematics teaching materials, digital instructional media, or technology-assisted learning resources, whereas relatively limited attention has been given to developing Alphabet Word Card Learning Media specifically designed for thematic learning in second-grade elementary schools. Furthermore, few studies have integrated alphabet recognition, vocabulary development, contextual illustrations, and thematic learning into a single instructional product. The present study addresses this gap by developing a concrete learning medium that combines these instructional components into an integrated product specifically designed for Theme "Objects Around Us." Consequently, this study expands the existing body of knowledge concerning instructional media development for elementary education.

The novelty of this research lies not merely in producing a new learning medium but also in integrating literacy development with thematic instruction through contextual visual learning. Unlike previous instructional media that generally emphasize only vocabulary recognition or visual attractiveness, the developed Alphabet Word Card Learning Media combines alphabet recognition, contextual vocabulary, thematic illustrations, and structured learning activities into one integrated instructional resource. This integrated design enables students to develop literacy skills while simultaneously understanding thematic concepts, thereby providing broader educational value for elementary school learning.

From a practical perspective, the findings of this study have important implications for classroom instruction. The developed learning media provide teachers with an alternative instructional resource that is inexpensive, easy to produce, attractive, and adaptable to different thematic topics. Teachers may modify vocabulary, illustrations, and learning activities according to students' learning needs without changing the overall instructional structure. Therefore, the developed media have considerable potential for wider implementation in elementary schools, particularly in thematic learning emphasizing literacy development and contextual understanding.

Despite these positive findings, several limitations should be acknowledged. First, the present study was limited to the Analysis, Design, and Development stages of the ADDIE model and focused primarily on expert validation. Consequently, the effectiveness of the developed learning media in improving students' learning outcomes has not yet been empirically examined. Second, the study was conducted in a single elementary school, limiting the generalizability of the findings. Future studies are therefore recommended to continue the Implementation and Evaluation stages of the ADDIE model by involving larger samples from different schools and examining the effectiveness of Alphabet Word Card Learning Media on students' literacy achievement, learning motivation, classroom engagement, and thematic learning outcomes.

CONCLUSION

This study successfully developed Alphabet Word Card Learning Media for thematic learning on the theme "Objects Around Us" for second-grade elementary school students using the ADDIE instructional design model. Consistent with the objectives of this study, the development process was limited to the Analysis, Design, and Development stages, focusing on producing and validating an instructional medium that addresses students' learning needs and supports thematic learning in elementary schools.

The results of the expert validation indicate that the developed learning media achieved a high level of feasibility. The media expert validation produced a feasibility score of 77.99%, while the material expert validation obtained 90.48%, and the lesson plan (RPP) validation reached 89.35%. The overall feasibility score of 85.94% demonstrates that the developed Alphabet Word Card Learning Media meets the required instructional standards and is feasible for use in thematic learning after minor revisions. These findings confirm that the systematic application of the ADDIE model contributes to the development of high-quality instructional media that are appropriate for the characteristics of second-grade elementary school students.

The novelty of this study lies in the development of an instructional medium that integrates alphabet recognition, vocabulary development, contextual illustrations, and thematic learning activities into a single learning resource specifically designed for the theme "Objects Around Us." This integrated design provides an alternative instructional medium that supports literacy development while facilitating meaningful thematic learning for young learners.

From a practical perspective, the developed learning media can serve as an alternative instructional resource for elementary school teachers seeking to create more interactive, contextual, and student-centered learning environments. Because the product has been validated by experts, it may be adapted for other thematic topics with appropriate modifications to learning content and illustrations.

This study has several limitations. The research was limited to the Analysis, Design, and Development stages of the ADDIE model and focused only on expert validation. Consequently, the effectiveness of the developed learning media in improving students' learning outcomes, literacy skills, and classroom engagement has not yet been empirically examined. Therefore, future research is recommended to continue the Implementation and Evaluation stages of the ADDIE model by involving larger samples from different elementary schools and investigating the effectiveness of the developed media through experimental studies.

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