

THE ROLE OF MORPHOLOGY LEARNING IN FOSTERING MORPHEMIC AWARENESS IN ELEMENTARY SCHOOL STUDENTS

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Abstract. This study aims to examine the role of morphology learning in fostering morphological awareness among elementary school students. This study uses a literature review method to examine various research results relevant to the topic of morphology learning in fostering morphological awareness among elementary school students. This study involves an analysis of scientific research published in various databases such as Google Scholar. This study obtained the following results: [1]. Morphological awareness is a metalinguistic ability that enables students to recognize and manipulate morphemes as the smallest meaningful units in words, which has been proven to contribute significantly to the development of vocabulary, reading comprehension, and writing skills in elementary school students. [2]. Planned and explicit morphology instruction has been proven effective in fostering morphological awareness, particularly through strategies such as structured word inquiry, morpheme games, and text-based contextual approaches. This study confirms that morphology instruction not only enriches students' knowledge of language structure but also strengthens their literacy foundation from the early grades.

Keywords: *Elementary School, Morphological Awareness, Morphology Learning.*

INTRODUCTION

Indonesian language learning in elementary school plays an important role in developing students' language skills such as reading, speaking, writing, and listening. In this regard, the process of word formation through morphology, namely the introduction of morphemes, affixes, reduplication, and composition, is important in mastering grammar and vocabulary (Waziana & Rohmatillah, 2025). One of the roots of language mastery is an understanding of word formation, commonly referred to as morphology. Morphology, as a branch of linguistics that studies the process of word formation, can help students understand the meaning of affixation, reduplication, and composition. In the context of primary education, an understanding of morphology is fundamental to enriching vocabulary and improving text comprehension skills. It can also help students understand the relationship between word form and meaning in the Indonesian language (Priskinanda et al., 2021).

However, in reality, several studies show that students still often make mistakes in learning morphology. According to research conducted by Johan and Aulia, elementary school students often make mistakes in morphological usage during class discussions, especially in the process of affixation (Gio Mohamad johan, 2017). Rohmawati revealed that errors in the affixation process in elementary school students' narrative texts, such as the incorrect use of suffixes, namely -kan, -i, and -an (Rohmawati et al., 2024). Another study conducted by Mely Rohmawati found that elementary school students still misuse prefixes and suffixes in their narrative texts (Rohmawati et al., 2024). This fact shows the need to explore ways in which morphological learning can be directed towards strengthening and improving students' ability to understand word elements (morphological awareness) so as to improve their language skills.

Several studies in elementary schools also show that morphology learning is often not optimally applied in the classroom. Fitria Audina shows that morphological errors still often occur in elementary school students because classroom learning tends to be rote memorization and theory introduction without being accompanied by in-depth word analysis practice (Audina et al., 2023). Learning media designed to assist activities such as affix manipulation, morpheme identification, and new word formation are still limited (Vebby Meilia Roja et al., 2024). According to Khoerunnisa, when morphology learning still lacks reinforcement and application in writing and daily activities, students do not have sufficient experience to apply morpheme concepts in their writing (Ngifat Khoerunnisa et al., 2022). Therefore, morphology learning in elementary schools is still not optimal because it tends to be rote memorization, with minimal word analysis practice and limited learning media, making it difficult for students to recognize, manipulate, and apply morphemes appropriately in language learning.

Morphology learning can be taught through various strategies, namely explicit learning, word analysis, and morpheme segmentation exercises. Explicit morphology learning has been proven to be more effective in developing students' reading comprehension and expanding their vocabulary compared to conventional learning methods (Priskinanda et al., 2021). However, the main obstacles are teachers' lack of understanding of the concept of morphemes and the limited availability of teaching materials specifically designed to develop morphological awareness. According to Anwar and Rosa, teachers focus more on teaching spelling and syntax than on the process of word formation, resulting in the neglect of morphology (Anwar & Rosa, 2020). Thus, the challenges in teaching morphology in elementary schools include teachers' lack of understanding of morphemes, the limited availability of teaching materials specifically designed for teaching morphology, and the lack of empirical research in elementary schools linking morphology teaching to students' morphological awareness.

One of the keys to learning morphology is morpheme awareness. Morpheme awareness is the ability of students to recognize, use, and implement morphemes as word-forming units, understand the concept of affixes, and understand how word forms affect the function and meaning of words (maher & huwari, 2020). Morphological awareness is the ability of students to understand, manipulate, and recognize morphemes as word builders. Morphological awareness is related to vocabulary development, writing skills, and reading comprehension (Utami & Mujadidah, 2021). Winia explained that clear guidance on meaningful morphemes such as affixation or affixation can develop students' vocabulary acquisition and morphological understanding (Waziana & Rohmatillah, 2025). Therefore, the context of Indonesian language learning in elementary schools, such as developing students' morphological awareness, can improve students' vocabulary mastery and reading comprehension and develop the writing quality of elementary school students.

Research on morphology and morphological awareness has indeed developed. However, most of it still focuses on morphological errors and morphological analysis in elementary school students. Studies that specifically examine the relationship between morphological learning and the development of morphological awareness in the context of Indonesian language in elementary schools are still very limited. Therefore, comprehensive literature research is needed to integrate previous research results and identify the objectives of morphological learning and its relationship to the development of students' morphological awareness.

Based on the above description, this article is important for reviewing the literature on the role of morphology learning in developing the morphological awareness of elementary school students. The results of this article can provide guidance to teachers in developing contextual morphology learning strategies and help students build morphological awareness that will affect their language skills. This article will provide a systematic integration of understanding related to morphological learning and morphological awareness, which have so far been studied separately, so that it can be a reference for further research to carry out evidence-based learning practices.

RESEARCH METHOD

This study uses a Literature Review method, which aims to examine various previous research results related to the role of morphology learning in developing the morphological awareness of elementary school students. This approach was chosen because it provides a conceptual understanding and synthesis of previous research results as a basis for developing morphology learning theory and practice in elementary schools. The research design used is descriptive qualitative with a Systematic Literature Review (SLR) model. This approach was chosen because it allows researchers to systematically synthesize relevant findings from previous studies. This process includes the identification, selection, evaluation, and interpretation of published research results.

The SLR method was used to organize the research results in order to provide a clear conceptual mapping of the relationship between morphological learning and students' morphological awareness (Valencia et al., 2022). The data sources were obtained from scientific articles, accredited national journals, proceedings, and university repositories published between 2015 and 2025. The databases used include Google Scholar, Garuda, ResearchGate, Semantic Scholar, and DOAJ. The data collection procedure consists of four main steps: literature identification, literature selection, source quality evaluation, and thematic classification. This process refers to the stages in a Systematic Literature Review (Zalsa et al., 2025).

The collected data were analyzed using thematic analysis. The analysis steps included reading all articles, marking key concepts, grouping themes, and drawing conclusions (sari et al., 2024). The validity of the study results is maintained through a process of source triangulation, which involves comparing the results of various articles to ensure consistency of findings. This approach ensures that the conclusions drawn are unbiased and represent the current empirical conditions in morphology learning. The SLR method is implemented in stages through several main phases, as shown in Table 1 below.

Table 1. Stages of a Systematic Literature Review (SLR)

Stage	Activity Description	Objective	Output
Literature Identification	Defining keywords such as morphology, morphological awareness, elementary school, Indonesian language learning.	Determining the focus of research	Initial list of articles from Google Scholar, Garuda, ResearchGate, DOAJ
Literature Selection	Selecting articles according to inclusion criteria (2015–2025, relevant, peer-reviewed).	Ensuring data quality	Selected articles for analysis
Quality Assessment	Assessing the credibility of sources based on SLR guidelines (Zalsa et al., 2025).	Minimizing data bias	Articles that pass quality testing
Thematic Analysis	Grouping research results into main themes.	Finding the main pattern	Thematic synthesis results
Interpretation	Draw conclusions from the findings.	Preparing the final synthesis	Conclusion of the literature review

These stages help researchers conduct systematic studies and avoid bias in their conclusions. Each stage makes an important contribution to ensuring that the results of the study have a strong empirical basis.

RESULT AND ANALYSIS

1.1 The Nature of Morphological Awareness in the Context of Language Learning in Elementary Schools.

Literature research explains that students' morphological awareness is their metalinguistic ability to analyze, manipulate, and recognize morphemes as units of word formation. According to Kenn, morphological awareness is a person's conscious and deliberate ability to manipulate the smallest units of meaning in language, also known as morphemes (Apel & Henbest, 2020). Another theory states that morphological awareness encompasses two aspects, namely oral and written morphological awareness, which means understanding changes in meaning and grammar due to affixation or derivation, as well as the ability to form words based on morpheme structure (Solehuddin et al., 2019). Kyle asserts that morphological awareness plays a key role in the use of morphemes as units for reading complexes and also analyzing their meanings based on morphemes (Levesque & Deacon, 2022). So the essence of morphological awareness is not only the recognition of affixation but also the ability to actively reflect on and manipulate meaningful word structures to facilitate vocabulary recognition and reading and writing skills (Association, 2017).

A meta-analysis study explains that students' morphological awareness has a significant impact on the literacy and writing outcomes of elementary school students, including spelling and reading comprehension skills (Solehuddin et al., 2019). Empirical research also explains that students with higher morphological awareness perform better when writing and understanding complex vocabulary. The study shows that morphological analysis in narrative writing instruction in elementary schools introduces affixation elements found in narrative writing. Students still experience many difficulties, and this will have an impact on their writing results and morphological awareness (Tunggal Putri et al., 2023). Other findings also revealed that Indonesian language learning in elementary schools still has shortcomings in analyzing affixation, reduplication, and composition. This shows that morphological awareness and mastery of morphemes are not yet optimal (Gio Mohamad johan, 2017). These findings explain that morphological learning, if implemented appropriately and effectively, can be a factor in developing students' morphological awareness and supporting improvements in vocabulary and language skills.

According to Elizabeth, students who are accustomed to identifying basic morphemes such as affixation and word formation are able to increase their morphological awareness because they are accustomed to identifying morphemes, thus making Indonesian language learning more meaningful. Therefore, explicit practice in morphology is important to help students understand the form and meaning of words (Sulistyawati et al., 2021). Other studies also show that morphemic awareness-based learning has an effect on students' vocabulary mastery, and it is emphasized that morphology learning must be integrated with literacy activities such as reading and writing in elementary school (Waziana & Rohmatillah, 2025). Carlisle emphasized that teaching morphological awareness directly contributes to the literacy achievements of elementary school students, and that morphology also serves as a bridge between mastery of word forms and word meanings in Indonesian language learning in elementary schools (Carlisle, 2015).

Structured and planned morphology learning can significantly improve elementary school students' morphological awareness through interactive activities that help students understand word formation and meaning (Sulistyawati et al., 2021). Morphological awareness, which is recognizing morphemes in words and word formation in the context of literacy, encompasses cognitive, linguistic, and functional aspects (Apel, 2014). In the context of basic education, the essence of morphological awareness cannot be separated from language learning objectives that emphasize the ability to understand words and their meanings. Therefore, the theory of morphological awareness is not only

useful for understanding the structural aspects of language but also for building a foundation of logical, creative, and communicative thinking in elementary school students.

1.2 Morphology Learning Strategies in Fostering Morphological Awareness in Elementary School Students.

Morphology learning contributes significantly to improving the language skills of elementary school students, especially in developing morphological awareness. Morphological awareness is defined as the ability of students to recognize and understand word-forming structures such as prefixes, suffixes, confixes, reduplication, and compounding (Tunggal Putri et al., 2023). Through this skill, students can identify word formation patterns and interpret the meaning of new words they encounter in reading or writing activities (Asrina & Saleh, 2019). The results of the study indicate that the application of explicit and contextual morphological learning strategies is highly effective in increasing morphological awareness. Explicit learning is carried out by providing direct instruction on the form and function of morphemes, accompanied by exercises in breaking down and forming words. Meanwhile, the contextual approach places the concept of morphemes in the activities of reading texts and writing compositions, so that students are able to relate word forms to meaning in real contexts (Aura Yolanda et al., 2024).

In addition to this approach, the use of language-based strategies such as “word dominoes,” “guess the affix,” and “word chains” has been shown to increase student motivation to learn. Language games foster curiosity and provide meaningful learning experiences because students are actively involved in manipulating word forms (Ramadhan, 2025). Research by Dandi Alfa Ramadhan (2025) notes that Kokabino Domino Cards can be used as an innovative alternative in vocabulary learning in elementary schools. This media not only helps in achieving learning outcomes, but also creates a more conducive, active, and enjoyable classroom environment in accordance with the principles of the Merdeka Curriculum.

An integrative approach is also an important factor in morphology learning. Integrating morpheme concepts into literacy activities, both reading and writing, enriches students' vocabulary (Ningsih et al., 2025). When reading, students can identify affixes or derivative forms of words in the text; while when writing, they are trained to use derivative forms of words correctly (Belinda Budijanto & Setyaningsih, 2022). In order for knowledge about morphemes to be more effective, Indonesian language learning should be supplemented with a contextual and applied approach, integrating the principles of syntax, semantics, and phonology into teaching. Therefore, students not only understand word structure theoretically, but are also able to apply this understanding in formal and informal communication, both in writing and in spoken conversation.

In addition to strategies and approaches, the role of teachers is decisive in the success of morphology learning. Teachers act as facilitators who provide scaffolding or step-by-step guidance so that students can deeply understand the concept of morphemes. A step-by-step learning model, starting from concrete examples to complex forms, has been proven to help students generalize concepts (Rahmawati, 2019). Research at SDN 5 Dersalam shows that students who receive systematic guidance demonstrate more consistent improvements in morphological ability compared to the control class (Vebby Meilia Roja et al., 2024). Therefore, the success of morphology learning greatly depends on the role of teachers as facilitators who provide step-by-step guidance, because a systematic and gradual learning model from concrete examples to complex forms has been proven to consistently foster students' morphological awareness.

The age and cognitive development stage of students also influence the effectiveness of learning strategies. For lower grades (I–III), teachers can utilize visual media and simple games (Anafiah, 2018). Meanwhile, in the upper grades (IV–VI), learning is directed toward activities such as word structure analysis, morpheme mapping, and word derivation grouping (Anny Amanda, 2017). Strategies tailored to children's developmental stages optimize the learning process and help students gradually develop morphological awareness. Overall, morphological learning that applies a varied, explicit, contextual, and integrative approach and involves creative activities can significantly increase the morphological awareness of elementary school students. This awareness not only

expands vocabulary but also strengthens basic literacy skills, which are the main foundation for success in learning Indonesian at the next level.

This section presents a synthesis of literature from various studies discussing the relationship between morphology learning and the morphological awareness of elementary school students. The results of the literature analysis are presented in the following table to clarify the main findings of previous studies.

Table 2. Summary of Previous Research Findings

No	Researcher & Year	Research Focus	Method	Key Findings
1	Waziana & Rohmatillah (2025)	The effect of morphology learning on vocabulary mastery	Experiment	Explicit morphology instruction improves elementary school students' vocabulary
2	Sulistiyawati et al. (2021)	Teaching strategies for morphology and reading comprehension	Experimental study	Explicit strategies to improve reading skills and morphological awareness
3	Tunggal Putri et al. (2023)	Analysis of morphological errors in narrative writing	Content analysis	Affixation errors are related to low morphological awareness
4	Rahmawati (2019)	The application of scaffolding in reading instruction	Class action study	Scaffolding effectively aids in understanding morpheme structure
5	Ramadlan (2025)	The “Domino Kokabino” medium in vocabulary learning	Development research	Morpheme game media increases motivation and understanding of word meaning

Based on the analysis of the table above, it can be seen that the majority of previous studies show a positive influence between morphology learning and morphological awareness. Explicit and contextual learning has been proven to improve elementary school students' vocabulary, reading comprehension, and writing skills. In addition, language-based games and scaffolding approaches also contribute to creating meaningful learning experiences and encouraging active student participation. Overall, the synthesis results show that morphological awareness can develop optimally if teachers apply morphological learning strategies that are planned, integrative, and appropriate to the cognitive development stage of students. This reinforces the importance of integrating morphological learning into the Indonesian language curriculum in elementary schools.

CONCLUSION

Based on the results of the literature review, it can be concluded that morphology learning plays a very significant role in fostering morphological awareness in elementary school students. Morphological awareness is not only the ability to recognize word structure but also the ability to understand the relationship between form and meaning of morphemes. Students who have high morphological awareness will definitely have good reading, writing, and text comprehension skills.

Morphology learning designed in a contextual manner can improve students' morphological comprehension skills. In addition, morphological awareness provides an important foundation for students regarding the relationship between words and their meanings, which will make students more independent when learning about morphology. The higher the students' morphological awareness, the greater their ability to understand the structure and meaning of language. From a pedagogical perspective, teachers need to be active in developing morphological concepts in Indonesian language learning activities in elementary schools. Teachers must develop learning strategies that encourage exploration of morphological structures through language-based games, literacy projects, and the use of interactive media.

Further research is recommended to conduct empirical studies or field experiments that are useful for testing the effectiveness of various morphological learning models to foster morphological awareness at the elementary school level. In addition, the development of interactive digital media based on morphemes is also an innovative learning tool that supports student motivation and interest in learning in the modern era. Further research is also expected to involve teachers and prospective teachers as subjects of study to assess students' level of understanding of morphological concepts and their pedagogical abilities. The results of this research will help formulate relevant professional training programs for Indonesian language teachers at the elementary education level.

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