



Validity and Practicality of E-KOMED Traditional Riau Malay Language Games as Cultural Literacy in Elementary School Children in Pekanbaru City

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ABSTRAK

Permainan tradisional merupakan bagian penting dari warisan budaya yang perlu dilestarikan agar tidak hilang akibat dominasi permainan digital. Namun, penelitian sebelumnya menunjukkan bahwa literasi budaya pada anak sekolah dasar masih rendah, terutama terkait pemahaman dan penghargaan terhadap permainan tradisional daerah. Untuk mengatasi gap tersebut, penelitian ini bertujuan mengembangkan media E-KOMED permainan tradisional Riau berbasis bahasa Melayu sebagai sarana literasi budaya pada anak sekolah dasar. Penelitian menggunakan metode Research and Development (R&D) dengan model ADDIE, meliputi analisis, desain, pengembangan, implementasi, dan evaluasi. Validasi media dilakukan oleh 11 ahli (5 guru bersertifikasi dan 6 dosen), sementara praktikalitas diuji melalui angket dan observasi pada siswa SD. Hasil penelitian menunjukkan bahwa E-KOMED memiliki validitas rata-rata 92,95% dengan kategori "Sangat Valid" dan praktikalitas rata-rata 82,24% dengan kategori "Praktis". Media ini terbukti meningkatkan minat dan keterlibatan siswa dalam literasi budaya, memudahkan pemahaman konten, serta menanamkan nilai budaya lokal melalui bahasa Melayu. Temuan ini menunjukkan bahwa pengembangan media komik edukatif tradisional efektif dalam meningkatkan literasi budaya, sekaligus memberikan model pembelajaran interaktif yang relevan dengan kebutuhan anak SD. Penelitian ini menyarankan pengembangan lebih lanjut untuk mengeksplorasi keterampilan abad 21 dan adaptasi pada berbagai tema budaya lainnya.

ABSTRACT

Traditional games are an essential part of cultural heritage that must be preserved to prevent being overshadowed by digital games. Previous studies indicate that cultural literacy among elementary school children remains limited, especially regarding understanding and appreciating local traditional games. To address this gap, this study aimed to develop E-KOMED, a Riau traditional game-based media in the Malay language, as a tool for enhancing cultural literacy in elementary school students. The research employed a Research and Development (R&D) approach using the ADDIE model, including analysis, design, development, implementation, and evaluation phases. Media validation was conducted by 11 experts (5 certified teachers and 6 lecturers), while practicality was assessed through questionnaires and classroom observations. The results revealed that E-KOMED achieved an average validity of 92.95% ("Very Valid") and practicality of 82.24% ("Practical"). This media effectively increases students' interest and engagement in cultural literacy, facilitates understanding of content, and promotes local cultural values through the Malay language. Findings suggest that developing educational comic-based traditional games is effective for enhancing cultural literacy and providing an interactive learning model suitable for elementary school students. Future research is recommended to explore 21st-century skills and adapt the media for other cultural themes.

INTRODUCTION

Traditional games are essentially a form of regional culture that grows and develops in the community and is passed down from generation to generation, both directly and indirectly (Jayendra, 2018). Traditional games as one of the OPK (Cultural Advancement Objects) have

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great potential to instill character values that are useful for the formation of children's characters (Fauziah et al., 2022). Traditional games must be maintained and preserved so as not to lose the characteristics of the Indonesian nation (Irawan, 2022). One of the influences is felt through the increase in the use of gadgets that occur in all circles, including children and adolescents. Various kinds of game applications are an attraction for children to use gadgets. They endure for hours playing gadgets, even without parental supervision (Mantri, 2019). Coupled with traditional game facilities that are rare, especially in urban areas. For example, playing stilts, clogs or long trumpets, and tops. In today's era, there are not many means to play this game anymore. Sometimes, these games only appear at certain times (Makorohim et al., 2022). For example, in the August 17 competition. It doesn't even appear at all. Traditional games are slowly starting to be forgotten by children. In fact, not a few of them are completely unfamiliar with traditional games (Mariani, 2017). The current conditions should be anticipated to prevent the loss of traditional games which are the cultural heritage of our ancestors.

Facing the above challenges, traditional games are one of the cultural content that needs to be maintained so that they are not lost. Don't let traditional games be lost by the emergence of digital games that are going viral. This, of course, is a challenge so that traditional games that prioritize the values of responsibility, teamwork, honesty, and even involving nature as their characteristics remain present in every generation. One of the efforts that can be made is to increase cultural literacy in elementary school children (Makorohim et al., 2023).

Cultural Literacy is one of the basic literacy that elementary school students need to master. Cultural literacy is important to equip students to have a better understanding of the underlying cultural values of elementary school students. This understanding includes a number of skills, such as the ability to recognize, appreciate, and understand different cultural perspectives and practices. Cultural literacy competencies are important to be developed in children. This competency is not only related to the ability to read and write, but also related to understanding and appreciating the culture and values that exist in society. By understanding different cultural values and perspectives, students can become more open and tolerant of differences, appreciate cultural diversity, and build confidence in interacting with people from different backgrounds. However, in reality, there are still many children who do not have adequate cultural literacy competencies. This is due to the lack of media that interests children in cultural literacy in children (Rokhimah et al., 2023).

Traditional games are an important part of cultural preservation and the formation of children's character. Some recent research shows different approaches to integrating

traditional games in primary education. For example, Makorohim et al. (2023) examined the revitalization of traditional Riau games as cultural literacy in elementary school children and found that the introduction of these games improves children's understanding of local cultural values. Furthermore, Rokhimah et al. (2023) developed children's story-based comic media to improve cultural literacy competence, and the results showed an increase in children's interest and cultural understanding.

In addition, Fauziah et al. (2022) emphasized that traditional games have the potential to instill character values such as responsibility, cooperation, and honesty, which are in line with the goals of cultural literacy in elementary schools. Another study by Irawan (2022) observed the effectiveness of traditional game modification in Generation Z children, but it is still limited to the practical aspect, so there is no digital-based interactive media that systematically combines elements of local culture. Makorohim, Yulianti, & Alficandra (2022) highlight the long clogs among Riau teenagers, showing that traditional games are becoming less recognized by children in the digital era, which shows the need for innovative media such as E-KOMED.

Based on these studies, it can be seen that although various efforts have been made to preserve traditional games and improve cultural literacy, there has been no study that has developed electronic learning media based on traditional Riau games that are integrated with the Malay language for elementary school children in a valid and practical manner. This is a research gap that encourages this research to develop and test E-KOMED as an interactive and effective cultural literacy learning medium.

Based on the above data and facts, the researcher raised E-KOMED (electronic educational comics) a traditional Riau game based on the Malay language as cultural literacy in elementary school children. The development of traditional Riau game comic media as cultural literacy is very important. This is because comics contain attractive images so that they can increase interest in cultural literacy in elementary school children. Language is one of the important aspects of comics. The Malay language is one of the cultural literacy that must also be preserved. Adding aspects of the Malay language to traditional Riau game comics can make the cultural literacy experience in elementary school children more effective.

RESEARCH METHOD

This research is a research and development that aims to develop E-KOMED learning media for Traditional Riau Games in Malay as cultural literacy in elementary school children in Pekanbaru City. The development model used is ADDIE (Analysis, Design, Development, Implementation, Evaluation) introduced by Dick, Carey, & Carey (2005). This approach allows researchers to create media that is valid, practical, and according to the needs of students. The research subjects consisted of: Elementary School Students as the main users of the media. Elementary School Teachers as Practicality Evaluators. Media expert lecturer as an evaluator of the validity of E-KOMED media.

The research was conducted through five stages of ADDIE, with the following details:

Analysis

Conducting a study of the needs of students' cultural literacy competencies. Observation of the existing conditions of traditional games in schools, including the level of children's familiarity with Riau games. Analysis of the gap between the needs of cultural literacy and the available media. Data collection through interviews with teachers and questionnaires for students.

Design

Determine the structure of E-KOMED media, including Riau traditional game content, character illustrations, and aspects of the Malay language. Preparation of storyboards for digital comics E-KOMED. Design instruments to assess the validity and practicality of media (questionnaires and observation sheets). Create a blueprint of learning media with visual, text, and user interaction elements.

Development

The creation of an E-KOMED prototype based on the design that has been made. Content validation by 11 experts, consisting of 5 certified teachers and 6 lecturers (average validity results of 92.95%, very valid). Revision of prototypes based on expert input to improve the content, language, appearance, and technical aspects of the media.

Implementation

Trial of media in the classroom with elementary school students. Collects practicality data through student and teacher questionnaires. Evaluate the efficiency of the media in supporting cultural literacy learning.

Evaluation

Formative and summative assessments from experts to ensure the media meets valid and practical criteria. Data analysis uses Excel to calculate the percentage of validity and practicality. Final revision of the prototype based on the results of the field evaluation.

The instruments used include: Expert validation sheets to assess the content, language, display, and technical aspects of the media. Practicality questionnaire for students and teachers (ease of use, efficiency, interest in learning). The validity of the media is calculated using the percentage of expert scores, categorized as very valid if >90%. Practicality is measured by a questionnaire of 10 indicators, categorized as practical if >80%. The data is presented in tables and percentage charts for visualization of validity and practicality results.

RESULT AND DISCUSSION

Result

E-Comedy Media Validation

The expert assessment was carried out by 11 experts, namely 5 certified teachers and 6 lecturers. The expert evaluates technical quality.

11 responses

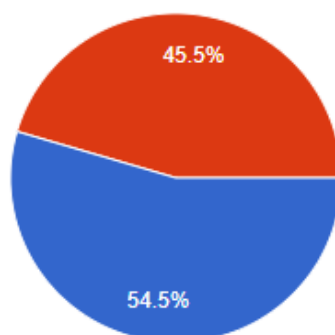


Figure 1 Diagram of E-Comedy Media Experts

The results of the assessment of learning media by media experts in terms of technical quality. Based on the results of the assessment conducted by media experts, the percentage of validity score obtained was 92.95% with very feasible criteria. In the assessment of learning media on the Content indicator, there are three aspects assessed, namely the suitability of the content with the application of cultural literacy, the suitability of the content with local wisdom and the suitability of the content with local wisdom. Furthermore, the aspect of linguistic feasibility includes Ease of understanding language, Accuracy of the use of terms and Clarity of material presentation. Display aspects include the attractiveness of the media, the readability of the main idea of the story, the use of appropriate media supporting images,

the use of appropriate fonts, font sizes, and spacing, the appropriate composition and color combinations and the use of characters that are appropriate to the learning media. Technical aspects include Ease of use of media, Practicality of media use and media ability to help students understand cultural literacy material.

Table 1. E-Komed Expert Validation Results

No	Assessment Indicators	Percentage of score acquisition	Criteria
Contents			
1	Content compatibility with cultural literacy	92.73%	Highly Valid
2	Content compatibility with local wisdom	90.91%	Highly Valid
3	Content accuracy with cultural literacy	89.09%	Highly Valid
Language			
4	Ease of understanding the language	94.55%	Highly Valid
5	Accuracy of the use of terms	89.09%	Highly Valid
6	Clarity of material presentation	92.73%	Highly Valid
Display			
7	Media attractiveness	92.73%	Highly Valid
8	Readability of the main idea of the story	90.91%	Highly Valid
9	Use of appropriate media supporting images	94.55%	Highly Valid
10	Use of proper typeface, font size, and spacing	92.73%	Highly Valid
11	Composition and color combinations	94.55%	Highly Valid
12	Use of figures that are appropriate for learning media	96.36%	Highly Valid
Technical			
13	Ease of use of media	96.36%	Highly Valid
14	Practicality of using Media	94.55%	Highly Valid
15	Media skills help students understand cultural literacy materials	94.55%	Highly Valid
Total		92.95%	Highly Valid

In the Content aspect, it can be seen that the value of each indicator in the content component aspect ranges from 89.09% to 92.73% with a very valid category. In addition to the content feasibility aspect in E-Komed, another aspect that is seen is the language feasibility aspect in E-Komed ranging from 89.09% to 94.55% with a very valid category. In addition to the language feasibility aspect in E-Komed, another aspect that was seen was the Display aspect on E-Komed ranging from 90.91% to 96.36% with a very valid category. The Technical Aspect of E-Komed ranges from 94.55% to 96.36% with a very valid category.

Based on the categories of validity in terms of content, language aspects, display aspects and technical aspects, which have been described above, the overall validity of E-Komed can be seen in Table 2

Table 2. Overall E-Komed Validation Results by Experts

No	Aspects assessed	Percentage of score acquisition	Criteria
1	Content Aspects	90.91%	Highly Valid
2	Language Aspects	92.12%	Highly Valid
3	Aspect of Display	93.64%	Highly Valid
4	Technical Aspects	95.15%	Highly Valid
	Total	92.95%	Highly Valid

These four aspects get very valid criteria. Based on the table above, the assessment of E-Komed by media experts is stated to be very valid with an average of 92.95% and in the range of 92% to 100% so that E-Komed learning media does not require revision. However, suggestions for improvement from experts are used as improvement materials to improve this learning medium. The results of the data validation analysis from this media expert show that E-Komed gets a very feasible category with a percentage of 92.95%, the results of this study show that E-Komed is declared very feasible by validators so that it can be used as a learning medium.

Practicality of E-Comedy Learning Media

The E-Komed learning media that will be used is revised first. The revision stage is carried out after validation. After revising the learning media developed based on suggestions from the expert team and the responses of 175 students, the media can be disseminated to students.

Suggestions and inputs are used as material for improvement in the E-Komed learning media that has been developed and the suggestions given have been revised. Data were obtained from a practicality test based on 10 statement items. The results of the E-Komed practicality test are as follows:

Table 3. Results of E-Komed Practicality

No	Aspects Assessed	Percentage of score acquisition	Criteria
Ease of use			
1	Easy-to-understand material delivery	84.57%	Practical
2	Clear material delivery	83.89%	Practical
3	Attractiveness in the presentation of the material	84.11%	Practical
4	Clarity of the text presented	83.54%	Practical
5	Clarity of Voice presented	75.54%	Practical
6	Clearly presented images	82.86%	Practical
7	Attractive Background View	81.37%	Practical
8	The Character Attractiveness of the Characters	81.37%	Practical

Efficiency and Competence

9	Overall appearance attractiveness	81.37%	Practical
10	Cultural Literacy Learning becomes more efficient	83.20%	Practical

The practicality questionnaire contains several aspects, namely: (1) Ease of use and (2) E-Comedy Efficiency. The results of the questionnaire on the response of students to the practicality of E-Komed can be seen in Table 4 below.

Table 4. Overall E-Komed Practicality Results

No	Aspects assessed	Value of practicality	Category
1	Ease of use	82.20%	Practical
2	E-Commerce Efficiency	82.29%	Practical
	Average	82.24%	Practical

Based on Table 4 above, it can be seen that the average value of practicality is around 82.24% with the practical category. This means, based on the practicality questionnaire filled out by students after the field trial, the E-Komed was declared to be practical.

Discussion

The results of expert validation showed that E-KOMED media had a very high level of validity with an average score of 92.95% in content, language, display, and technical aspects. These findings are in line with the research of Camuñas-García et al. (2024) that emphasized the potential of heritage-based video games to increase student engagement in cultural learning. Lin et al. (2024) found that the integration of digital technologies and alternate reality games can improve students' understanding of local culture. Pala (2025) emphasized the importance of the analysis, design, implementation, and evaluation stages in the development of game-based educational media. Chuang et al. (2025) stated that digital games can significantly increase students' literacy and motivation. Meanwhile, Makorohim et al. (2023) and Fauziah et al. (2022) emphasized that valid digital traditional games are able to maintain local cultural values as well as children's characters.

The practicality test of E-KOMED media on students and teachers resulted in an average score of 82.24%, including the practical category. Research by Lin et al. (2024) and Chuang et al. (2025) shows that interactive digital media can increase students' interest and engagement in cultural literacy. Camuñas-García et al. (2024) added that digital heritage games can make it easier for students to understand cultural values. Pala (2025) emphasizes the importance of integrating games in social instruction to enhance the learning experience. Sari et al. (2024) and Makorohim et al. (2023) emphasized that the ease of use of engaging media can encourage independent and efficient learning. Rokhimah et al. (2023) found that

digital comics based on children's stories are very effective in increasing interest in cultural literacy.

E-KOMED media not only increases cultural literacy, but also instills character values such as responsibility, honesty, and teamwork. The study of Fauziah et al. (2022) emphasized that traditional games are effective for character formation in elementary school children. Camuñas-García et al. (2024) and Lin et al. (2024) show that heritage-based digital games can improve cultural understanding and social-emotional competence. Chuang et al. (2025) added that educational games can develop students' empathy and intercultural skills. Purnamasari & Sefriyanti (2025) emphasized that traditional digital media facilitates the integration of character values and cultural literacy. Makorohim et al. (2023) also emphasized that visuals and local language in media enhance children's cultural learning experiences.

Previous research is still limited to conventional media or field observation (Purnamasari & Sefriyanti, 2025; Indriani et al., 2025). E-KOMED is present as a digital innovation that combines traditional games and cultural literacy, answering the limitations of media to attract children's interest in the digital era. Camuñas-García et al. (2024), Lin et al. (2024), and Chuang et al. (2025) emphasize the effectiveness of interactive digital media for cultural learning. Nutmeg (2025) emphasizes the importance of design-based research to produce valid media. Gultom et al. (2024) emphasized that interactive media supports learning effectiveness, while Widiani et al. (2022) show that character- and culture-based modules can improve the profile of Pancasila students. Rokhimah et al. (2023) emphasized that digital comics based on children's stories provide a fun and interesting learning context.

The use of E-KOMED has the potential to expand 21st century skills, including creativity, collaboration, and problem-solving. The study of Purnamasari & Sefriyanti (2025) and Indriani et al. (2025) emphasized that digital media can facilitate collaborative learning and critical thinking. Lin et al. (2024) and Camuñas-García et al. (2024) show that legacy games improve creative skills and problem-solving. Chuang et al. (2025) emphasize improving affective literacy through interactive digital games. Makorohim et al. (2023) added that the integration of traditional games supports the development of cultural contexts in a creative and interactive way. Widiani et al. (2022) emphasized that character-based modules help the mastery of 21st century competencies holistically.

This study has limitations because it was only conducted on elementary school students in Pekanbaru City and has not explored the long-term effects of E-KOMED on cultural literacy. Purnamasari & Sefriyanti (2025) emphasized the need for multi-location trials for generalization of findings. Lin et al. (2024) and Chuang et al. (2025) highlight the need for

continuous evaluation of student engagement in educational games. Sari et al. (2024) show that the variation in students' interests can affect media practicality. Makorohim et al. (2023) emphasized the importance of developing broader local content for effectiveness. Gultom et al. (2024) emphasized the use of interactive media at various levels of education so that research results are more generalizable.

The results of this study fill the research gap related to the digitization of traditional games as an interactive cultural literacy media. E-KOMED has been proven to be valid, practical, and effective. The studies of Camuñas-García et al. (2024), Lin et al. (2024), and Chuang et al. (2025) emphasize the importance of interactive media for preserving local culture. Purnamasari & Sefriyanti (2025) emphasized media digitalization as a solution to the limitations of conventional media. Gultom et al. (2024) and Widiani et al. (2022) affirm the development of 21st century character and skills through educational media. Rokhimah et al. (2023) added that digital comics based on children's stories provide a fun and interactive learning context, so that E-KOMED can be an innovative alternative in cultural literacy education.

CONCLUSION

The results of the study show that the development of E-KOMED learning media based on traditional Riau games and Malay language has proven to be valid and practical to improve cultural literacy in elementary school children. The validity of the media obtained from the expert assessment reached an average score of 92.95%, indicating that the content, language, display, and technical aspects of the media are suitable for use in learning. In addition, practicality tests conducted on students and teachers showed an average score of 82.24%, indicating that this medium is easy to use, engaging, and able to actively increase student engagement. These findings are in line with the current literature emphasizing the effectiveness of interactive digital media in improving children's cultural understanding and learning motivation.

The theoretical implications of this study show that integrating local culture-based digital games into learning can improve cultural literacy while instilling positive character values such as responsibility, honesty, and teamwork. The research also shows that interactive digital media can be an effective means for the development of 21st century skills, including creativity, collaboration, and problem-solving. However, this study has limitations, namely it was only conducted on elementary school students in Pekanbaru City and has not evaluated

the long-term impact on cultural literacy. Therefore, further research is recommended to explore the use of E-KOMED at different levels of education, location, and cultural contexts, as well as assess its impact on 21st century skills more comprehensively. Advanced research can also expand media content with other traditional game variations to make it richer and support the sustainable preservation of local culture .

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