



Revitalization of Sundanese Language in Elementary Education Through Culinary Thematic Board Game Design

Gricelda Khalilah Fatmanto, Martiyadi Nurhidayat*, Nurul Fitriana Bahri

Product Design, Faculty of Creative Industry, Universitas Telkom, Indonesia.

*Corresponding Author. Email: martiyadi@telkomuniversity.ac.id

Abstract: This study aims to design learning media that can improve understanding of the Sundanese language, including traditional Sundanese cuisine, among children aged 9–12 years. This study employs a descriptive qualitative method, including observation instruments, interviews, documentation, and literature review. The data analysis technique utilizes comparative analysis with similar products. The findings of this study indicate that, based on the analysis of six design aspects (user, material, dimensions, visual, functional, and operational), Ngagigit Sunda is notably superior and has great potential for development as an educational learning tool to enhance motivation and understanding of the Sundanese language among children aged 9–12 years, compared to similar products that are purely entertainment-based without local educational content.

Article History

Received: 16-04-2025

Revised: 20-05-2025

Accepted: 08-06-2025

Published: 25-07-2025

Key Words:

Sundanese Language;
Traditional Sundanese
Cuisine; Board Game;
Learning Media.

How to Cite: Fatmanto, G., Nurhidayat, M., & Bahri, N. (2025). Revitalization of Sundanese Language in Elementary Education Through Culinary Thematic Board Game Design. *Jurnal Paedagogy*, 12(3), 680-690. doi:<https://doi.org/10.33394/jp.v12i3.15703>



<https://doi.org/10.33394/jp.v12i3.15703>

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Introduction

In learning and teaching activities in elementary schools, it is necessary to develop a companion media in classroom learning to help facilitate teachers and students in learning, besides that it can increase children's motivation to learn the material given in class. Therefore, educators, namely teachers, need to design a variety of companion media with a variety of methods and forms that can provide children with fun and not boring learning. According to (Sardiman, 2023) teaching and learning activities are educational activities in which there is interaction between students and teachers in learning. Based on the Decree of the Governor of West Java Number 423.5/Kep.674- Disdik/2006 and the regulation of the Governor of West Java Number 69 of 2013 has regulated that Sundanese Language or Literature to be taught in elementary schools which has the aim to develop and protect regional language and literature for the main component in regional culture and increase the use in regional language and literature in learning at school.

Sundanese is one of the regional languages in Indonesia used by the people of West Java, has a function to communicate in daily activities, but also shows a reflection in cultural identity. Research (Christian et al., 2024) said that Sundanese is not only a means of communication but also provides a cultural identity that distinguishes Sundanese culture in the cultural and social fields at large. By using Sundanese in everyday life, it can support the preservation of Sundanese culture and language. In the implementation of teaching activities, the ability of elementary school children in Sundanese is still relatively low. This can be seen from research (Rustandi & Sasongko Putro, 2018) that grade V students' understanding of Sundanese is still somewhat lacking, this is due to teaching methods that are less varied and less interesting for children.



Primary education has a very important role in preserving local culture, because in primary school children are just starting to learn about the importance of preserving local cultural diversity as a national identity. In this research, there is a preliminary study conducted at Lengkong Elementary School which is located in Bandung City. Based on the results of the interview that children at Lengkong Elementary School, Bojongsoang showed that it tended to be difficult to learn Sundanese so that the children's abilities were still lacking. The homeroom teacher of Grade 5 said that there are obstacles faced by students regarding Sundanese language learning in the classroom, namely the lack of motivation of students to learn Sundanese language subjects regarding Sundanese culinary material caused by the lack of interesting learning media which is one of the causes of low interest students towards Sundanese language lessons. The homeroom teacher of Grade 5 also explained the lack of innovative accompanying media which makes students easily bored and sleepy.

Based on the problems described above, a solution is needed in the form of companion media that can help increase students' interest in learning Sundanese language subjects which include Sundanese cuisine. Learning media is needed that can help learning activities efficiently, effectively, and interestingly. One type of game media that can be utilized as a companion media for learning is the Board Game. According to (I. A. Putri & Anggapuspa, 2023) board games are games that are useful for children, because in addition to knowledge children can interact with each other so that they do not only focus on playing and learning. In addition, using board game media can also make children more enthusiastic about learning and can make it easier for children to understand learning materials.

In research (Hadiyanti, 2021) also said that board games can be used as educational media and fun entertainment media because in it there are collaborative, competitive, and cooperative elements. Based on this statement, therefore, a board game design for innovative learning media is carried out to help increase students' motivation and interest in learning Sundanese language which includes Sundanese culinary. This learning companion media is expected to help increase motivation and interest in students in Sundanese language learning at school so that learning objectives in the classroom can be achieved properly. The effectiveness of the board game companion media to increase children's understanding of Sundanese language which includes traditional Sundanese cuisine is also reinforced by the opinion (M. Fadli et al., 2025) that the effectiveness of using board games on the ability to increase understanding and introduce traditional Sundanese cuisine to students is at a good level.

In designing this board game, the snakes and ladders game was adapted based on the results of observations and interviews conducted by the author with students and teachers at SDN Lengkong, Bandung Regency. It can be seen that the Snakes and Ladders game is a familiar game for children aged 9-12 years so it can be easily understood by children. In addition, so far there has been no research that examines the use of learning media on specific topics about traditional Sundanese cuisine which is expected to help children increase their motivation and understanding of traditional Sundanese cuisine.

Research Method

This study employs a qualitative approach with a descriptive method. According to (Fadli, 2021) descriptive qualitative research is a form of research that examines the extent of an activity, condition, or relationship in a problem with non-participant observation techniques, in-depth interviews, documentation, and literature studies conducted at Lengkong Elementary School Bojongsoang. The data collection techniques used are Nonparticipant



Observation techniques carried out on students of Lengkong Elementary School, Bandung Regency, In-depth Interview techniques conducted with students and teachers in class, Documentation techniques by taking photos, and literature Studies related to theories as references in the study of the topic being studied. In addition, there is also a product design method after the qualitative research method. In the process of designing this board game using the SCAMPER method which is used as an exploratory guide. In this development, it does not use all elements of SCAMPER that are applied to the development of the game, besides that according to (Yuliani et al., 2024) there are several elements that are analyzed to explore the potential for developing creative and innovative ideas, this method also applies design elements based on educational needs and characteristics of children aged 9-12 years. In the SCAMPER method, there are several elements used in this design, namely Substitute, Combine, Adapt, Modify, and Put to Another Use which can be described as follows:

a) *Substitute*

Replacing conventional game boards by using pine wood material, due to the consideration of safe and comfortable materials when used by children aged 9-12 years.

b) *Combine*

Combining the concept of snakes and ladders game with Sundanese language learning materials to introduce traditional Sundanese cuisine to children aged 9-12 years.

c) *Adapt*

This element adjusts the theme and illustration of Sundanese learning materials that include relevant Sundanese traditional culinary and with the level of visual illustration of children aged 9-12 years.

d) *Modify*

This element modifies the visual illustrations on the game board with simpler illustrations in the form of more or less snake-shaped plots based on traditional Sundanese cuisine. In addition, adding several components such as question cards, challenge cards, dice, and timers to help run the game by applying traditional Sundanese culinary learning materials.

e) *Put to Another Use*

In designing this game, this game is designed not only to be used as a means of entertainment, but also as an interactive and fun educational learning media in schools during learning.

This study uses data analysis techniques in the form of a comparative study of similar products. The analysis was conducted by comparing the board game design concept developed with two existing similar board games. The aspects compared include user aspect, material aspect, dimension aspect, visual aspect, and functional aspect. Data was collected through literature reviews and documentation of similar products, including scientific articles, media development reports, and product descriptions from reliable sources. The results of this comparison were analyzed systematically and presented in the form of comparison tables to identify the uniqueness, strengths, weaknesses, and development potential of the board game design proposed in this study.

Results and Discussion

It is necessary to analyze the problem before designing the board game, in order to develop a plan in designing the Ngagigit Sunda Board Game as a companion media for



learning Sundanese language subjects in elementary schools. From the results of deepening the data that has been obtained based on observations made at Lengkong Elementary School, Bojongsoang. There are three problem identifications based on the results of field observations that have been carried out with teachers and students of Lengkong Elementary School, Bojongsoang, including those described in the following table:

Table 1. Problem Identification

No.	Problem Statement	Description
1.	Lack of knowledge of Lengkong Elementary School, Bojongsoang students about Sundanese language subject matter which includes Sundanese culinary	In this problem, grade 5 students at Lengkong Elementary School, Bojongsoang, have a lack of understanding of Sundanese language learning material which includes traditional Sundanese cuisine. With this lack of knowledge can be known from the discussion of traditional Sundanese cuisine and the form of serving food. This happens because of the lack of contextualized learning media with the involvement of children students in learning the learning material.
2.	Lack of motivation of students of Lengkong Elementary School, Bojongsoang in learning Sundanese language which includes Sundanese culinary	In addition, in this problem, it was found from field observations that students' learning motivation in Sundanese language which includes traditional Sundanese culinary is still relatively low. Students tend to be passive and less enthusiastic about the material presented because there is no fun contextual approach to use in learning. This can make the quality of learning decrease so that it can reduce the learning quality. As a result, children's interest in traditional Sundanese cuisine has decreased.
3.	Lack of interesting educational companion media at Lengkong Elementary School, Bojongsoang which can help the effectiveness of Sundanese language learning which includes Sundanese culinary for children aged 9-12 year old	Finally, in this problem, Sundanese language learning which includes traditional Sundanese culinary has not been assisted by interesting and fun learning media suitable for children aged 9-12 years.

Based on results of the problem identification that has been described, it can be seen that the Sundanese language skills of children at Lengkong Elementary School Bojongsoang are still below the minimum competency. Therefore, this problem shows that there is a lack of knowledge, motivation, and lack of educational companion media in carrying out Sundanese language learning activities. The solution that can be given in the problems that have been described is to design a board game as an educational companion media in order to help increase the knowledge and motivation of students of Lengkong Elementary School, Bojongsoang in Sundanese language learning activities. This design has a goal to be able to design board game media that can increase student motivation and understanding by providing convenience in learning Sundanese.

According to (Eliasa, 2024) children aged 9-12 years already have good abilities in logical thinking, in managing working memory, and solving problems in their daily activities. At this age, children are focusing on social interactions with their friends and teachers, focusing on their role in the school environment and at home, and increasing the stimulation of children to support the teaching and learning process of children. In addition, in this phase (Putri et al., 2023) said that children are able to think well and logically, but the children's thinking is still connected to objects in real and concrete situations. These children can



understand that quantity remains the same even though the form can be changed or what can be called the concept of conservation, then children can also arrange objects based on order or category, and can solve simple problems such as school subjects.

1) Preparation of Learning Materials

In the preparation of traditional Sundanese culinary learning materials on the board game designed, several stages of simplification have been carried out to ensure that the material to be conveyed is easily understood by students. Learning materials are obtained from the applicable curriculum and Sundanese language textbooks and then made into interesting and fun questions. Materials obtained from the applicable curriculum, namely Sundanese language textbooks, were developed into interesting and fun questions. Then, the material obtained through interviews with 5th grade teachers at Lengkong Elementary School Bojongsoang who have provided material information that is in accordance with the level of understanding of students. Added references obtained from the book "Sundanese Culinary Nikmat Sedap Melegenda" from (Purnama et al., 2019) which shows insight into the types of traditional Sundanese culinary and how they are served. This information was very helpful in developing questions that were appropriate to the students' understanding.

In addition, the questions created can help students to motivate students and increase students' understanding of learning material. That way, the materials provided in this design have been compiled based on relevant, valid sources, and developed contextually according to learning needs. The next stage, namely, gamifying the learning material in the board game designed has the aim of being able to apply learning material that is generally applied only in conventional form so that it becomes one of the elements of an interactive and fun game. The predetermined learning materials sourced from textbooks and the book "Sundanese Culinary Nikmat Sedap Melegenda" are applied in the form of questions and challenges in the game. Each question applied to the game is expected to provide motivation and increase students' understanding of the learning material. Challenges and questions that are applied in the game in addition to are used to provide understanding and test the understanding of students, but also designed so that can provide If the challenge is interesting for the students, then the students can be motivated and participate in the game.

Learning materials that have been determined and packaged into challenges and questions are applied to various game elements in it. The steps taken are included in gamification, according to (Praptomo et al., 2022) gamification is applying learning to make it more interesting and fun by providing challenges that can be completed by students by giving appreciation after achieving victory or if they can answer questions in the game by using a points system and benefits in the game in order to increase student motivation. This is corroborated by the results of research from (Kuron & Pakpahan, 2023) that the use of gamification learning methods produces significant results that are included in the level of moderate achievement, where the gamification method has resulted in effective learning with a moderate level that can increase student motivation has been done well.

2) Board Game Visuals and Game Concept

In the board game of course there are visual illustrations applied to the game, illustrations are one of the important things in the game because, illustrations have a function to be able to provide ease in understanding the flow of the game, can provide educational messages, and attract attention to children aged 9-12 years (Weirian et al., 2019).



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Figure 1. Preliminary Illustration of the Board Game Figure 2. Preliminary Illustration of Pawn
 The picture above shows a rough illustration for the game board and pawns that are still in the process of making, using ordinary children's cartoon illustrations. On the game board illustration will be applied using print sticker material to facilitate the application on the board game, in addition to the material used in the manufacture of pawns will use pine wood material the same as the main material on the board game. Furthermore, these game pieces serve the function of helping to organize the flow of the game and facilitate interaction with other players (Pasmahputra et al., 2019).



Figure 3. Preliminary Illustration of Question Card & Card

Figure 3 shows the rough illustration form that will be applied to the question cards and challenge cards on the board game that will be given questions and challenges about traditional Sundanese cuisine, The cards in the board game serve to provide information and instructions during the game (Bangsawan et al., 2023). The next step is to develop the concept of the game designed. It can be seen from the results of the research and needs analysis previously described; the next step is to design the concept of board game learning media. In designing this design concept, it was chosen to use the concept of the game "Snakes and Ladders" because with this concept, of course, the concept of a game that is familiar and likes to be played by children in their spare time, an easy-to-understand, adaptive way of playing, and mechanisms in game elements by applying learning materials.

In addition to the application of the rules, there is also the addition of educational components to the board game, namely by adding aspects that exist in the snakes and ladders game adapted from (Wulansari et al., 2022), described as follows, a game board adapted from a snakes and ladders board game has several components and has a mission tailored to the design concept and purpose of the Sundanese traditional culinary board game, game cards made into two parts, namely question cards covering Sundanese culinary material and challenges, and designed by adjusting the theme of the game, namely traditional culinary, pawns that develop pawn designs with designs that can show various children's characters

3) 3D Visualization of The Game

The next step after making several alternative sketches, according to (Wang, 2024) visualization in 3D using Rhino 3D can integrate technology to be able to facilitate visualization in design.

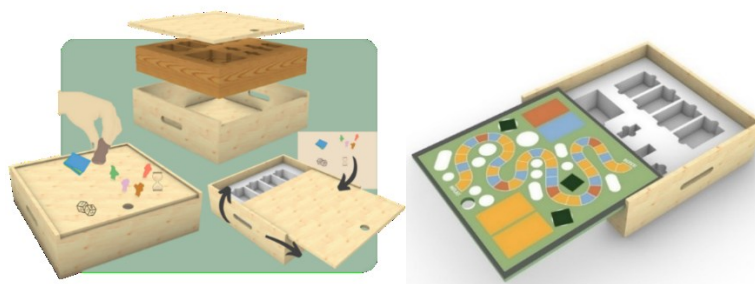


Figure 4. Visualization of The Board Game and Product View

Figure 4 shows the result of the visualization done using Rhino 3D that has implemented the results of the previous analysis and design concept. The picture above shows the shape of the game which is a representation for the final product that will be produced. In addition, the picture also shows how the designed educational learning media system works.

4) Comparison of Ngagigit Sunda Product with Existing Products

The purpose of the design comparison is to be able to provide a description, description, and validation of the design being studied, besides that the design comparison is carried out because the Ngagigit Sunda game product in this is still unfinished and is still in the production process so that direct validation in the field for students cannot be carried out, then besides the production has not been completed there are also time constraints in the development process. In order to still get an objective picture regarding how the potential and advantages of the product developed, it is necessary to validate it through comparative analysis of two similar products already on the market. This design comparison analysis method was chosen to identify the advantages and disadvantages of the design being developed, therefore by comparing the product being developed with market products using parameters such as user aspects, dimensions, products.



Figure 5. Jumanji Board Game Figure 6. Board Game Board Game 2 in 1 Animal Chess & Flying Chess

In the picture above shows two existing game products, namely the Jumanji game and the 2 in 1 Animal Chess & Flying Chess game, the two games will be analyzed for design comparisons with the game product being developed which consists of several aspects, namely, users, materials, dimensions, appearance, functional, and operational. The following is a description of the design comparison analysis of the Ngagigit Sunda game which is in the development stage with the Jumanji game and 2 in 1 Animal Chess & Flying Chess based on several aspects, namely aesthetic, operational, user, material, functional, and dimensional aspects of the product (Purnama et al., 2019) as follows.



Table 2. Aspects of Design Comparison
(Source: (Purnama et al., 2019))

No.	Design aspects	Description
1.	User Aspect	In terms of users, Ngagigit Sunda is designed for children aged 9-12 years with an educational approach by applying culture, especially Sundanese traditional culinary. Jumanji is intended for children aged 8 years and over which has the aim of entertainment and filling leisure time. In addition to the Jumanji game, there is also a 2 in 1 Animal Chess & Flying Chess game aimed at children aged 3 years and over which also has more or less the same purpose as the Jumanji game, namely for entertainment, filling leisure time, and also for entertainment there is an educational element in counting.
2.	Material Aspect	In the material aspect, the Ngagigit Sundanese game uses pine wood material for the main casing, game board, and pawns using pine wood material has been done with various considerations, especially pine wood material which is safe for use by children aged 9-12 years, then there is also a storage area for game components using cardboard material. In addition, pine wood material also provides durability to the products developed. Unlike the Jumanji game, which uses a combination of materials from mahogany, plastic, and cardboard, which gives a three-dimensional visual impression with a distinctive pop-up mechanism. Meanwhile, the 2 in 1 Animal Chess & Flying Chess game uses lightweight fabric and plastic materials to make the game more durable. components, giving a sense of practicality.
3.	Demension Aspect	In terms of dimensions, the Ngagigit Sunda game is based on the results of the design concept that has been described with a size of 40x40 cm consisting of the main casing, game board, and the handle on the side right and left sides of the main case. Then, the Jumanji game has slightly larger dimensions with a size of 4.9x25.3x40.5 cm and is also equipped with a storage area for game components such as cards and pawns. In addition to the Jumanji game, there is also a 2 in 1 Animal Chess & Flying Chess game which has dimensions of 11x8.99x5.99 cm and is also equipped with a place to store components in the game inside.
4.	Visual Aspect	In the visual aspect, the Ngagigit Sunda game for its square- shaped game board has a snakes and ladders-based illustration combined with visual illustrations in the style of children's cartoons in traditional Sundanese cuisine. Then, for the Jumanji game that has illustrations that resemble nature containing forests, animals, and traps that have a very fun adventure theme. addition, there is also the appearance of the game 2 in 1 Animal Chess & Flying Chess which has a more or less cartoonish appearance as well with images of animals without the need for a cartoon has complex story and visual elements.
5.	Functional Aspect	In the functional aspect, Ngagigit Sunda provides flexibility in use. This game can be played by 2-4 people, and also this game is designed with the addition of handles on the right and left sides of the main casing to make it easier for children to carry, Ngagigit Sunda has a multifunctional board game contained on the game board can be used as a board game cover in storing game components such as cards, dice, pawns, and timers and storing the game using materials that are safe for children, besides that it can also avoid injury to children. The Jumanji game has a function to be played in groups, but in playing a narrator is also needed to be able to help read instructions to facilitate play, this game is not given a handle on the board game. In addition to the Jumanji game there is also a 2 in 1 Animal Chess & Flying Chess game which has a function as a game that plays using simple logic and has less interaction between fellow players because it is competitive. But the cover of this game has a rope part that can be used as a handle to make it easier to carry the game with materials that are safe for children.



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| 6. Operational Aspect | In the operational aspect, the Ngagigit Sunda game provides an interactive and fun gaming experience with the help of several components such as question cards, challenge cards, pawns, dice, and timers that must be run by players by answering question cards about traditional Sundanese culinary food and drinks with a game concept such as snakes and ladders. Meanwhile, the Jumanji game also involves more components such as game boards, challenge cards, decoder card readers, pawns, miniature rhinoceros, timers, number dice, picture dice with the concept of snakes and ladders. More complex gameplay and games that follow the narrative of the games story. There are also 2 in 1 Animal Chess & Flying Chess game that has standard gameplay based on positional strategy and luck of the dice without having any challenges or interesting mission. |
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Based on the results of the design comparison analysis of the Ngagigit Sunda game with Jumanji and 2 in 1 Animal Chess & Flying Chess described above, it can be seen that the Ngagigit Sunda game has several advantages over the other two existing products, namely this game has an incorporation of educational learning material about traditional Sundanese culinary which is not owned by the Jumanji game and 2 in 1 Animal Chess & Flying Chess. Flying Chess, then this game also has a handle on the board game that can make it easier for users to carry and store the board game to avoid injury which of course is not owned by the Jumanji game and has a visual appeal for children aged 9-12 years compared to Jumanji and 2 in 1 Animal Chess & Flying Chess which only provide simplicity of gameplay and strategy, only for entertainment and social engagement. In terms of material and form, Ngagigit Sunda is certainly superior because it has sustainability by using pine wood material and designs that provide handles make it easier for users to carry and avoid injury. Apart from the material and shape, there is also an interactive and fun game operation of Ngagigit Sunda that can be used in educational environments and in general.

This study contributes conceptually to the development of locally-based educational media by emphasizing the importance of integrating cultural values in this case, traditional Sundanese cuisine as a meaningful learning context for children aged 9–12 years. These findings reinforce the constructivist approach in education, where learning becomes more effective when linked to students' experiences and cultural environments (Kejora et al., 2021). Additionally, the game-based learning approach used in this media supports multimedia learning theory, which emphasizes the importance of combining visual, narrative, and interactive elements to enhance students' understanding (Aliffatul Hasanah et al., n.d.). The practical implications of this study are significant for educators, educational media developers, and education policymakers in the context of preserving local culture and regional language learning. Game-based educational media that integrates traditional Sundanese cuisine can be used as an innovative alternative to increase the motivation and engagement of children aged 9–12 years in learning Sundanese in a more interactive and contextual manner.

Conclusion

Based on the results of a comparative analysis of the designs of the Ngagigit Sunda learning media and similar products, namely the Jumanji board game and 2 in 1 Animal Chess & Flying Chess, it can be concluded that Ngagigit Sunda has a design advantage that is more suitable for educational purposes and the characteristics of children aged 9–12 years. Specifically, the advantages of Ngagigit Sunda include:

- 1) Content Aspect: Integrating Sundanese language learning content, particularly traditional culinary vocabulary, which is not present in the two comparison products.



- 2) Visual & Dimensional Aspect: The board game design includes special handles that make it easier for children to carry and store the media safely, while minimizing the risk of injury.
- 3) Functional & Operational Aspect: The board game is designed to be multifunctional, where the game board also serves as a cover to store game components (cards, dice, pawns, and timer), making it more practical and efficient.

Therefore, based on the analysis of the six design aspects (user, material, dimensions, visual, functional, and operational), Ngagigit Sunda is deemed superior and more worthy of development as an educational learning tool to enhance motivation and understanding of the Sundanese language among children aged 9–12 years compared to similar products that are purely entertainment-based without local educational content.

Recommendation

For teachers, it is recommended to integrate local culture-based learning media, such as traditional Sundanese cuisine, into the daily learning process to increase students' motivation and understanding of regional language material. Teachers are also encouraged to adapt this media to the characteristics and needs of students in their class and actively combine interactive learning methods to make the learning process more interesting and effective. For future researchers, it is recommended to develop further research by expanding the scope of local culture covered, for example, by including elements of traditional art or other regional languages, as well as conducting long-term evaluations of the effectiveness of these learning media in improving language competence and love for culture. In addition, research with larger quantitative methods and diversification of student ages can strengthen the validity and generalization of findings.

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