

THE EFFECT OF FLASHCARD-ASSISTED CONGKLAK GAME INNOVATION ON READING LITERACY OF 5-6 YEAR OLD CHILDREN: AN EXPERIMENTAL STUDY

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Article Info	Abstract
Article History Received: December 2024 Revised: March 2025 Published: April 2025	<i>The purpose of this study is to assess or test whether or not it is feasible to influence the use of the game media congklak as literacy skills in children aged 5-6 years at RA Miftahul Hidayah. This study was conducted by researchers because of the lack of optimal children in literacy learning. The approach used in this research is to use a quantitative approach with a Pre-experimental research design and the type conducted in this study is the type of one group pretest posttest design. Data collection was carried out by means of observation, interviews and documentation. The subjects involved in this study were class B children aged 5-6 years totaling 36 children. Data collection techniques used are observation and techniques for testing instruments before conducting research using validity tests and reliability tests. The results of the calculation show that there are 6 invalid questions from 30 questions Rhitung less than Rtabel for $n = 30$ and $\alpha = 5\%$ which is 0.361 and the results of the reliability test can be known Cronbach's Alpha value of 0.826 which shows that the variable is reliable because $0.826 > 0.05$. In this study, the sampling method was used purposive sampling. So it can be concluded that the existence of congklak games in literacy learning for children aged 5-6 years can help improve the literacy skills of class B children at RA Miftahul Hidayah.</i>
Keywords Congklak game; Flashcard media; Teaching media; Reading literacy; Language acquisition;	
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INTRODUCTION

Early childhood education is defined as a coaching effort aimed at children from birth to six years of age and is carried out through educational stimuli to help the physical and spiritual growth and development of children so that they are ready to enter further education (Roza et al., 2019). Learning for early childhood should be tailored to their stage of development in the age range of 0-6 years. Learning experiences at this time are expected to be fun and not burdensome for children, and include the introduction of letters and numbers (Hasanah Masra Tangse, 2022)

According to the National Association for Education for Young Children (NAEYC), "Early childhood is a group of individuals who are in the age range between 0-8 years". Education services should be provided to young children. Early childhood is often referred to as the "golden age" (Luaili et al., 2024). Almost all potential children are currently experiencing a sensitive phase that allows rapid and extraordinary growth. Because each child has different development, the development of each child is not the same because each individual has different development. For such growth and development, a nutritious and balanced diet and intensive stimulation are necessary. If the child's environment provides intense stimulation, the child will be able to complete developmental tasks well. The learning provided today will have an impact on future life, so various stimulations are needed so that children can grow and

develop optimally. The process of growth and development in each child includes religion, cognitive, physical motor, language, fine and gross motor, language, and art (Milo, dhiu, 2023).

Language is critical to early childhood development, and literacy development supports their progress (Nahdi, K., & Yunitasari, 2019). Through literacy activities, children can access a variety of knowledge, information and technology that are important in their lives. Introducing literacy early can increase their interest in reading and writing (Inten, 2017). Literacy activities also improve children's language skills and help them solve problems. This early literacy occurs in preschool children, where their language skills are closely related to literacy (Harlock, cited by Baiti, 2020). Literacy plays an important role in children's social, emotional and cognitive development, influencing their ability to communicate and interact with the surrounding environment (Meilasari, D., & Diana, 2022).

According to (Permendikbud Nomor 147, 2014) on National Standards for Early Childhood Education (PAUD), children aged 4-6 years need to develop literacy skills such as understanding stories, recognizing adjectives, and expanding vocabulary. During the learning process, teachers should help improve children's language skills. This curriculum not only focuses on calistung (reading, writing, counting) but also on physical-motor, language, moral-religious, social-emotional, and artistic aspects. Early childhood learning emphasizes the importance of play in learning to develop all aspects of child development (Dian Pertiwi, Syafrudin, U., & Drupadi, 2021). The goal of language literacy development in early childhood is to build an early foundation in literacy that will help their reading ability in the future. It also prepares them to learn in formal schools and develop other skills (Yulia Resti, 2021). According to PISA (Program for International Assessment of Children), children's reading ability has a positive impact on their self-concept, increasing motivation to learn. The program affirms the importance of reading habits and engaging in literacy activities for learning success. According to (UNESCO, 2017), early literacy helps shape individuals as lifelong learners.

Based on research conducted by researchers in one of the schools, it shows that the ability in the realm of literacy, especially reading letters assembled into syllables, there are still many who cannot. This can be seen from 10 children in one group but there are 6 children who cannot read in one word. Children are asked to read two to three syllables, children cannot read correctly unless the syllables are given a picture. For example, given two syllables (bu-ku) when asked by the teacher the child cannot say correctly but when helped by the teacher the child can read correctly. However, this method used is less effective, because not all children can be directed. Many of them prefer to disturb other friends. Through direct observation, many children complain that the learning activities carried out are only fixated on LKA (children's worksheets), so that it makes children feel bored. Therefore, teacher creativity is needed to arouse children's interest and talent to regain enthusiasm in learning activities by using more varied learning media to attract children's interest and adapted to children's needs.

Literacy development in early childhood is influenced by the development of the meaning of literacy (Nur Maulida, D., Labiba Kusna, S., & Puspitasari, 2023). Indonesia's literacy culture is low, as mentioned in World's Most Literate Nations Ranked (2016). Factors such as free time to read, technological advances and parental example influence this literacy culture. Children's literacy is crucial for their development as reading interest in Indonesia is still low, mainly due to the lack of early reading habits (Anisa, A. R., A. A. Ipungkarti, D., 2021). However, parents can shape their children's character because early childhood is a golden period where children experience very rapid growth (Meilasari, D., & Diana, 2022). Teachers play an instrumental role in allowing children to experience and explore literacy activities (Matsumoto, H., & Tsuneda, 2019).

One way to develop aspects of early childhood development is through learning media. Learning media is anything that can be used to channel messages so that it can attract students' attention, interests, thoughts, and feelings in learning activities to achieve certain learning goals

(Tio Gusti Satria, 2021). So it can be said that learning media are tools or objects used by teachers to convey messages or information to students during the teaching and learning process (Sari, 2022). The use of traditional game tools in learning is one of the development efforts made. Traditional game tools must be creative, varied, fun, and in accordance with the development of children aged 5-6 years (Nur Maulida, D., Labiba Kusna, S., & Puspitasari, 2023). One of the games that can be used to develop aspects of development in children is the traditional game of congklak. The game of congklak, known as dhakon or dhakonon, is one of the traditional Indonesian games (Harbiyah, A., & Lukmanulhakim, 2022). The congklak game tool has existed since ancient times and has been passed down from generation to generation. Traditional games have many benefits for developing various aspects of child development, one of which is that the child's language aspect also develops, so that children can understand the language used during play and can communicate verbally with their friends while playing (Harbiyah, A., & Lukmanulhakim, 2022).

The traditional game of congklak is systematically arranged in the form of game guidelines and the benefits contained in it, it is hoped that the congklak game here is intended to improve basic literacy in children according to the age and stages of child development (Resti Yulia, 2021). Thus, the traditional congklak game is indispensable for the development of this research, especially for early childhood which may not have many and no references. Research that has been carried out has an important role for researchers because the results of these studies can be used as references in research. The results of this research include (Dhiu & Ngura, 2023; Fuadah et al., 2024; Rahayu Kurniasih, Nindia Yuliwulandana, 2021)

RESEARCH METHOD

Research Design

This research adopted a quantitative approach with a Pre-Experimental Design, more precisely the one-group pretest-posttest design as described by Sugiyono (2018). This design involves measuring a single group of participants before and after the implementation of a treatment or intervention, allowing researchers to examine the effects of the treatment on the same individuals over time. The absence of a control group in this design means that comparisons are made within the same group, focusing on differences between pre-intervention and post-intervention outcomes. Although this limits the ability to control for external variables or to generalize the findings broadly, the design is still valuable in educational research where ethical or logistical constraints may prevent the formation of multiple groups. It is particularly useful for pilot studies or practical settings where immediate feedback and observable changes are desired. This design allows researchers to identify potential impacts of an educational intervention in a realistic and accessible manner.

Research Participants

The population in this study consisted of all children enrolled in Class B at RA Miftahul Hidayah, totaling 36 students within the age range of 5 to 6 years. These young learners were considered suitable for the study due to their developmental stage, which aligns with the focus of the intervention being tested. However, not all students were included as participants. The researchers employed a purposive sampling technique to select individuals who met specific criteria relevant to the objectives of the intervention. This method ensures that the participants chosen are most likely to benefit from or respond to the treatment, thus enhancing the relevance and accuracy of the findings. Based on these considerations, the study ultimately involved 30 children from Class B at Kartini Kindergarten as the experimental group. These participants were provided with the treatment or educational intervention, and their progress was monitored throughout the study to evaluate the effectiveness of the approach used.

Data Collection Technique

The data collection technique employed in this study relied on a structured questionnaire consisting of 30 items, which was distributed to the teachers at RA Miftahul Hidayah. The questionnaire was specifically designed to capture detailed observations and assessments of student behavior, responses, and learning development in relation to the intervention being implemented. It served as the primary instrument to gather data before and after the treatment, thus aligning with the one-group pretest-posttest research design. The pretest phase involved administering the questionnaire prior to the introduction of the treatment to establish a baseline of students' initial behavior and competencies. This initial data helped in understanding the students' starting point before any influence from the intervention. Following the treatment, the same questionnaire was administered again as a posttest to identify any observable changes or improvements in student outcomes. This comparison between pretest and posttest responses enabled the researchers to analyze the effectiveness of the intervention in a measurable and systematic way. Teachers, as key informants, played an important role in providing accurate and objective evaluations of the children's development, making the data collected both relevant and contextually grounded. This technique ensured consistency and reliability throughout the data collection process.

Data Analysis

To analyze the data collected in this study, a series of statistical tests were applied to ensure the quality and accuracy of the findings. The first step involved conducting a validity **test** to examine whether each of the 30 items in the questionnaire truly reflected the constructs or variables they were intended to measure. This step is essential to verify that the instrument accurately captures the aspects of student behavior and learning outcomes relevant to the research objectives. Valid items are those that align with theoretical expectations and can meaningfully represent the measured constructs. Following the validity test, a reliability test was carried out to assess the consistency and stability of the questionnaire. A reliable instrument yields similar results under consistent conditions, which is crucial in educational research where observations must reflect actual patterns rather than measurement errors. Reliability testing helps confirm that the questionnaire can be depended upon across different instances of use.

The final stage of analysis involved the use of the Normalized Gain (N-Gain) test, which compares the participants' scores before and after the intervention to determine the effectiveness of the treatment. The N-Gain test calculates the relative improvement by considering the difference between pretest and posttest results in relation to the maximum possible improvement. This method offers a clear and quantifiable measure of learning gains, allowing researchers to evaluate the degree to which the intervention enhanced student performance. Overall, this combination of validity, reliability, and N-Gain analysis ensures robust and credible interpretation of the research findings.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This study aims to determine whether there is an effect of using congklak game media on reading literacy of children aged 5-6 years. This research was conducted at RA Miftahul Hidayah Gunungpati District, Semarang City, Central Java. This research was conducted on class B children with an age range of 5-6 years and totaling 36 children. This research was conducted because after observing the researcher found a lack of interest in children especially in terms of reading literacy is very lacking and with learning activities that are less interesting for children. So here the researcher makes learning media, namely congklak games to improve reading literacy for children aged 5-6 years at RA Miftahul Hidayah. This study has three stages, namely pretest, treatment, and posttest. This study was attended by 36

children of RA Miftahul Hidayah aged 5-6 years and carried out with 12 meetings including 1 meeting for pretest, 10 meetings with the provision of congklak game media treatment, and 1 meeting for posttest.

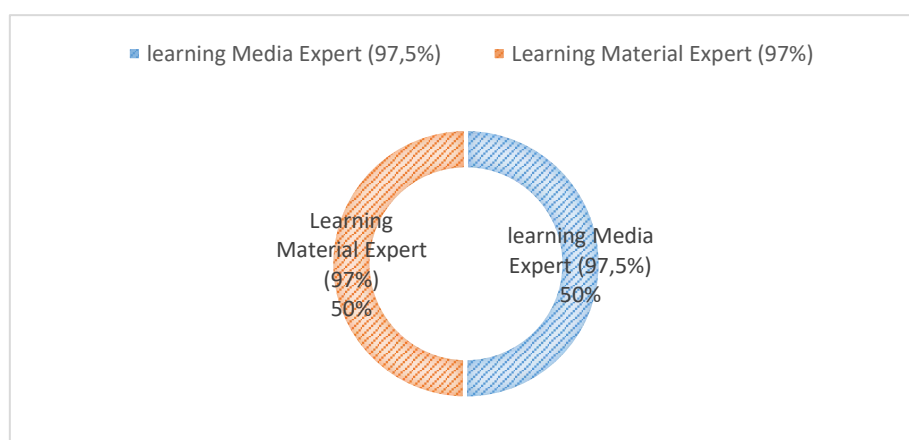
The congklak game media here with a game modification that is different from congklak in general, namely with a modified duck-shaped congklak design to make it interesting for children. And with the addition of flashcard cards in each hole of the congklak with a product design that pays attention to (a) media design, (b) the quality of media material, (c) media interactivity, and (d) practicality of media use. The results of the modification of the congklak game are presented in Figure 1.



Figure 1: The results of the Congklak Game Media Modification

Design validation. Before the congklak game media is used in learning activities for children aged 5-6 years, the congklak game media must be validated by experts first. Validation aims to determine the validity of the media developed. In this development research, researchers aim for media feasibility through expert validation. Expert validation in this study was carried out by two experts, namely material experts and media experts. The results of validation from experts are presented in Table 2.

Table 1. Results of Media Validation of Congklak Game from Experts



Based on the assessment of learning media experts, the traditional game media obtained a percentage of very good category which means this media can be used with revision. The assessment of learning material experts, obtained overall the traditional game media congklak

obtained a percentage of very good category which means the game media congklak can be used with minor revisions. The revised design of the congklak game media was then improved according to the suggestions of media experts and material experts.

In this study, after data collection, researchers performed statistical calculations using SPSS version 25, namely testing the classical assumptions of normality and hypothesis testing. The following are the attachment results

Table 1
Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		36
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	2,48318814
Most Extreme Differences	Absolute	,123
	Positive	,115
	Negative	-,123
Test Statistic		,123
Asymp. Sig. (2-tailed)		,182 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the results in the table above, the tests on pretests and posttests obtained asymptotic significance results greater than 0.05. When viewed from the table above, it is known that the significant level (2-tailed) is 0.200, so, the basis for decision making is the sig (2-tailed) value of $0.182 > 0.05$, it can be said that the residual values of the two variables that have been tested are normally distributed.

Table 2
Hypothesis Test Results

Paired Samples Test									
Paired Differences									Sig. (2-tailed)
95% Confidence Interval of the Difference									
		Mean	Std. Deviation	Std. Error	Lower	Upper	t	df	
Pair									
1	PRETEST - POSTEST	-25.9722	4.39796	.73299	-27.46028	-24.48417	-35.433	35	.000
		2							

Based on the significant value (2-tailed) H_0 is rejected and H_a is accepted if the significant value (2-Tailed) < 0.05 . Then H_0 is accepted and H_a is rejected if the significant value (2-Tailed) > 0.05 or can use the way the t-count is compared with the t-table. $T\text{-Table} > T\text{-Count}$ means H_0 is accepted or H_a is rejected, while $T\text{-Table} < T\text{-Count}$ then H_0 is rejected and H_a is accepted. In the table above, it can be seen that the tcount is 35.433 and for the ttable df = 35 with a sig value. (2-Tailed) $0.000 < 0.05$ which means H_0 is rejected and H_a is accepted. There is a significant increase in reading literacy of children aged 5-6 years after being given treatment using learning with the traditional game media congklak. In addition, it can be seen through the average value of the pretest and posttest after using the congklak game media.

The average value before and after the application of the use of congklak game media is as follows:

Table 3
The Results of T-test Analysis

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	75,1944	36	3,44607	,57434
	posttest	101,1667	36	2,48998	,41500

From the table above, it can be seen that the average pretest and posttest scores with the manufacture of eobrik products to improve children's reading literacy skills are 75.1944% to 101.1667%, an increase of 26%. So that through the data above it can be concluded that using the game media congklak can improve the reading literacy skills of children aged 5-6 years at RA Miftahul Hidayah which proves a significant difference.

Table 4
N-Gain Scores

N-Gain Score	Normalized Gain Criteria
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g < 0,3$	Low

Table 5
Interpretation Category Table

Presentase	Interpretation
$< 40\%$	Not Effective
$40\% - 55\%$	Less Effective
$56\% - 75\%$	Moderately Effective
$< 76\%$	Effective

Table 6
Descriptive Statistical Analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
NGain score	35	,58	1,00	,8970	,09276
NGain persen	35	60,00	104,00	93,2925	9,64659
Valid N (listwise)	35				

Based on the results of the calculation in the N-Gain percent table on the Mean, which is 93.29 with a percentage category $> 76\%$, it is concluded that the knowledge of earth science and the environment in children aged 5-6 years through learning with the media of the game of congklak with the N-Gain interpretation category is effective. Based on the results of the above calculations, it can be seen that the N-Gain Score value on the Mean is 0.897, therefore the criteria for increasing reading literacy of children aged 5-6 years after the application of treatment through the media of the game of congklak are in high criteria, with the N-Gain score category $g > 0.7$. because it gets a result of 0.897 or is in the N-Gain score category > 0.7 .

Discussion

The results of data analysis show that the traditional game media congklak to improve reading literacy of children aged 5-6 years get very good qualifications from experts, teachers, and students. This is due to several factors. First, that through the media of the game congklak children can recognize new vocabulary. This study shows that the increase in children in recognizing new vocabulary through interaction in the game, children learn to recognize new

vocabulary by using the game method. Second, improving reading skills, in this study children must understand game instructions and associate spoken words with actions, in accordance with research (Fuadah, N. R., & Ruhaena, 2024) that game-based learning facilitates early literacy mastery. Third, in this study children's receptive language development progressed in early childhood understanding of receptive language. This progress can be measured by improvements in identifying the media of the game of congklak, understanding simple instructions, and using newly acquired vocabulary. In addition, the analysis can also include observations of children's social interaction patterns when taking turns in playing congklak, including their ability to follow the rules of the game, cooperate.

This research is a traditional game as a learning medium in improving reading literacy of children aged 5-6 years at RA Miftahul Hidayah, it can be seen that children's reading literacy before treatment and after being given game media. The results of this study are in accordance with research (Cendana, H., & Suryana, 2021) which shows that traditional games are effective in developing children's reading literacy and cognitive skills. Games such as congklak involve many rules for playing and also with the modification of the game with the flashcard in the game, thus improving children's reading skills. The congklak game media significantly increased the average score of pretest 75.19 to posttest 101.17 with an increase of 26%.

The use of game media is used because the world of children is a world of play by playing, children learn to recognize their environment, themselves, others, and their emotions. Play can improve children's linguistic intelligence. Play will help children communicate well with their friends and the environment. "Play is an activity that is done repeatedly and causes pleasure/satisfaction for a person" (Trinova, 2012). Play is also a means of socialization, says Parten. It is expected that play gives children the opportunity to discover, experiment, create, and learn in a fun way (Cendana, H., & Suryana, 2021). The congklak game media in this study is not just an introduction to traditional games, the main goal is to improve children's reading literacy through educational game media. In the context of this study, there were 12 meetings consisting of the first meeting for observation and pretest, the second to the tenth meeting was the implementation, and one posttest meeting. In learning, children are introduced to the game of congklak or they know it better as dakon, introducing letters and pictures in a fun way, and reading simple sentences. This approach not only introduces children to traditional games, but also shapes children's positive attitudes to socialize with friends children learn to queue and patiently wait for their turn to play. Thus, the learning media of congklak or dakon game has a significant impact.

One of the advantages of this research is the modification made to the game of congklak to make it more interesting for children. With a duck-shaped congklak design and flashcards in each hole of the congklak, there are interactive elements that make this learning media more interesting for children. This media is proven to be effective in increasing children's interest in reading literacy learning activities with designs that pay attention to quality, interactivity and practicality. Assessments conducted by learning media experts and learning material experts showed that this media can be used with minor changes, indicating that the design and quality meet the standards required for early childhood. The results of this evaluation reinforce the idea that this modified congklak game is suitable for use to improve the reading skills of children aged 5-6 years.

In addition to hypothesis testing, the researcher conducted an N-Gain test to determine how effective learning with congklak game media is. An N-Gain value of 0.897 was found, which is included in the high category (g more than 0.7). This shows that congklak game media is very effective in improving reading skills in children aged 5-6 years at RA Miftahul Hidayah through learning using congklak game media. The high N-Gain category indicates

that learning through the medium of the game of congklak has a significant impact on improving the reading skills of these children.

According to previous research, the use of traditional game media can improve children's literacy skills. For example, (Garzia, 2020) found that traditional games such as congklak can improve children's social and cognitive skills. In addition, (Rohayati, R., & Budiarti, 2022) found that interactive educational game media can improve early childhood reading and writing skills. According to (Kibah, N., Lubis, M., Sinaga, N. A., & Chornelius, 2024), traditional games contribute greatly to children's literacy and cognitive development. The results of this study corroborate the evidence that congklak games can be used as an effective tool or media for learning. According to research conducted by Yani et al, traditional games have a significant influence on the development of children's social, emotional and cognitive skills at an early age. The study found that games such as congklak can improve counting and reading skills in a fun and interactive way.

According to (Cendana, H., & Suryana, 2021) children's language skills can be improved through traditional games, such as listening to friends talk, re-imitating 3-4 word links, understanding the commands given together, understanding the game to be played, recognizing the difference in words about adjectives, imitating sentences that are conveyed simply, answering questions about games played simply, sharing opinions with others, and retelling what they did. Children can improve aspects of language skills, such as receiving and expressing language, through playing traditional games. According to (Munastiwi et al., 2018), play is a great way to teach various knowledge, attitudes and skills to early childhood. Play is a way for early childhood to learn things and communicate. Play is a very important component of learning, and this applies to literacy learning. Incorporating letter knowledge during play is the way to go. This will help and accelerate early childhood literacy development.

The results discussed in the study The use of congklak game media in this study not only increases children's interest in learning, but also makes learning fun. This is very important for children's literacy development at an early age. Interactive game media gives children the opportunity to learn in a more fun way, which in turn can improve their reading skills.

CONCLUSION

The findings of this study indicate that the use of modified traditional congklak game media plays a significant role in enhancing the literacy skills of children aged 5 to 6 years. The integration of this culturally rooted, interactive medium into the learning process not only fosters engagement but also stimulates children's interest in reading-related activities. The traditional game, when adapted for educational purposes, becomes a dynamic tool that encourages children to participate actively and meaningfully in literacy learning. Through hands-on play, children are provided with opportunities to recognize letters, form words, and comprehend basic reading concepts in a context that feels enjoyable and familiar. The high level of involvement created by the game encourages children to develop positive associations with reading, promoting intrinsic motivation and a deeper learning experience.

Moreover, the effectiveness of the congklak game as a literacy tool lies in its ability to merge play with structured learning. This approach aligns well with early childhood education principles, which emphasize that learning through play is one of the most effective methods for cognitive and language development. The game format helps reduce the pressure often associated with traditional reading exercises, making children feel more comfortable and confident in their abilities. As a result, their literacy skills progress more naturally and sustainably. These findings suggest that early childhood education institutions should consider incorporating similar traditional and interactive learning tools into their curricula.

Not only do such media honor local cultural heritage, but they also serve as innovative solutions to common challenges in early literacy development.

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