

## Learning Media Innovation: Development of Kompang Music Game to Enhance Local Cultural Knowledge in Early Childhood

**Siti Jamiyah**

Universitas Negeri Padang, Indonesia  
email: [Sitijamiyah79@gmail.com](mailto:Sitijamiyah79@gmail.com)

**Setio Utoyo**

Universitas Negeri Padang, Indonesia  
email: [setyo.utoyo@gmail.com](mailto:setyo.utoyo@gmail.com)

---

### Abstract

**Keywords:**  
Kompang game;  
Local Culture;  
Early Childhood.

This study aims to develop a traditional kompang music game model as a learning medium to enhance early childhood knowledge of local cultural arts at TK Ishlahul Ummah. This research addresses the gap in the availability of local culture-based learning media, which remain limited in early childhood education, despite their importance in supporting cultural identity and meaningful learning. Using a Research and Development (R&D) approach with the ADDIE model, the study identified children's learning needs (Analysis), designed and developed the kompang game validated by experts (Design and Development, 4.9 very feasible), implemented the game with 40 children (Implementation), and evaluated its effectiveness (Evaluation). The effectiveness test, measured through pretest and posttest using a Paired Samples T-Test, showed a significant increase ( $p < 0.001$ ) with a 30% improvement in children's knowledge of local culture. The evaluation results also demonstrated that the media was well-received by teachers and learners, highlighting its practicality in classroom use. This study contributes theoretically by expanding the literature on local culture-based learning media in early childhood education and practically by providing an effective, enjoyable, and contextual alternative that can be integrated into early childhood curricula in various educational institutions.

---

### Abstrak

**Kata Kunci:**  
Permainan  
kompang;  
Budaya Lokal;  
Anak Usia Dini.

*Penelitian ini bertujuan untuk mengembangkan model permainan musik tradisional kompang sebagai media pembelajaran untuk meningkatkan pengetahuan seni budaya lokal anak usia dini di TK Ishlahul Ummah. Penelitian ini mengisi kesenjangan minimnya media pembelajaran berbasis budaya lokal dalam pendidikan anak usia dini, padahal media tersebut penting untuk membentuk identitas budaya sekaligus memberikan pengalaman belajar yang bermakna. Metode yang digunakan adalah Research and*

---

*Development (R&D) dengan model ADDIE. Tahap analisis mengidentifikasi kebutuhan belajar anak, tahap desain dan pengembangan menghasilkan media permainan kompang yang divalidasi ahli dengan skor 4,9 (sangat layak), tahap implementasi dilakukan pada 40 anak, dan tahap evaluasi menguji efektivitas media. Hasil uji pretest dan posttest dengan Paired Samples T-Test menunjukkan peningkatan signifikan ( $p < 0,001$ ) dengan kenaikan pengetahuan budaya lokal sebesar 30%. Evaluasi juga menunjukkan media ini efektif, menyenangkan, dan mendapat respons positif dari guru maupun anak. Penelitian ini berkontribusi secara teoretis dengan memperkaya literatur mengenai media pembelajaran berbasis budaya lokal, serta secara praktis menawarkan alternatif media edukatif yang kontekstual, menyenangkan, dan dapat diintegrasikan dalam kurikulum pendidikan anak usia dini di berbagai lembaga pendidikan.*

---

Received : 4 August 2025 ; Revised: 19 August 2025; Accepted: 26 August 2025

Copyright© Siti Jamiyah, et.al  
With the licenced under the CC-BY licence

<https://doi.org/10.19105/kiddo.v6i2.21500>



This is an open access article under the [CC-BY](#)

---

## 1. Introduction

Indonesia is known as a country with extraordinary wealth in arts and culture, reflected in the diversity of customs, languages, dances, and traditional music spread throughout the entire nation (Indrawati & Sari, 2024). Each region has its own distinctive musical instruments that not only represent cultural identity but also serve as a medium for instilling social and spiritual values (Aji, 2024). One of the traditional musical instruments still commonly found in Malay culture and other regions in Indonesia is the kompang, which is a round percussion instrument played by striking it with the hand (Madani, 2021). Kompang is often used in various religious, cultural, and social events that emphasize the values of togetherness and unity (Zam, Winata, & Burhan, 2022).

However, amidst the rapid development of technology and the wave of globalization, the younger generation's attention towards local cultural arts tends to decline (Nursyirwan, Enida, & Alfalah, 2021). Young children today are more familiar with modern music, digital games, and foreign popular culture that comes through social media and television. If there is no proper intervention, local cultural heritage such as the kompang is at risk of being forgotten or even extinct (Asral, Nursyirwan, & Minawati, 2017). Findings from Fitri (2020) show that the lack of media based on local culture in education causes early childhood education (PAUD) children to be more familiar with foreign cultures than their own. In this context, early childhood education becomes strategic, as the age period of 0–6 years is the golden period for brain development in children. All experiences during this period will shape their character, intelligence, and social skills in the future (Komari & Aslan, 2025; Muhammad & Desari, 2023).

Various theories of early childhood education state that meaningful and contextual learning experiences are the key to successful learning (Saihu & Umar, 2021). One of the approaches that has proven effective is through play. Playing allows children to explore their environment, learn new concepts, and develop various aspects of their growth in an integrated manner (Chaudry & Sandstrom, 2020; Nurlina & Bahera, 2024). In this case, games based on local cultural arts including traditional music such as kompang have the potential to become enjoyable yet meaningful learning media. The research results by Islamiya & Oktavianingsih (2024) show that music games based on local culture can enhance children's social skills and sensitivity to traditional values. By playing the kompang directly, children can learn to recognize the shape, sound, and rhythm of the musical instrument, while also developing motor coordination and the ability to work together in groups (Fitri, 2020).

However, the reality on the ground shows that the use of traditional musical instruments as a learning medium is still very limited, especially in early childhood education institutions. Many early childhood education institutions prefer modern media that are considered more practical and appealing, such as animations, digital videos, and popular songs (Ali & Ali, 2022). Research conducted by Putri (2024) also found that the majority of early childhood education (PAUD) teachers do not have the knowledge or skills to utilize traditional musical instruments educationally. At Ishlahul Ummah Kindergarten, for example, there are no learning media based on traditional music, and the teachers have never received training in using local musical instruments in their teaching. The initial observations in March 2025 indicate that the cultural arts education at this institution is still monotonous, lacking a genuine touch of local culture. The interviewed teachers even expressed the need for contextual, enjoyable, and child-relevant learning media.

In the context of community service, the development of learning media based on local culture is a form of community empowerment in the field of education, as well as an effort to preserve culture. This activity not only applies educational and technological knowledge in a real context but also encourages the involvement of the school community, teachers, and children in preserving local cultural identity. Traditional kompang music performances were developed as part of a program to strengthen educators' capacity to use local media as an integrative learning tool.

Educationally designed kompang games can be integrated with regional songs, folk tales, and simple dance movements, creating an enjoyable and meaningful learning experience. This approach aligns with the principles of the Merdeka Curriculum and the strengthening of the Pancasila Student Profile, particularly in the aspects of mutual cooperation, cultural preservation, and the strengthening of national identity (Asral et al., 2017). The research results by Wahyuni (2024) show that local culture-based learning increases children's interest in learning and strengthens their understanding of the social environment. Through this activity, children not only learn about

cultural arts but are also trained to think critically, communicate, collaborate, and develop creativity.

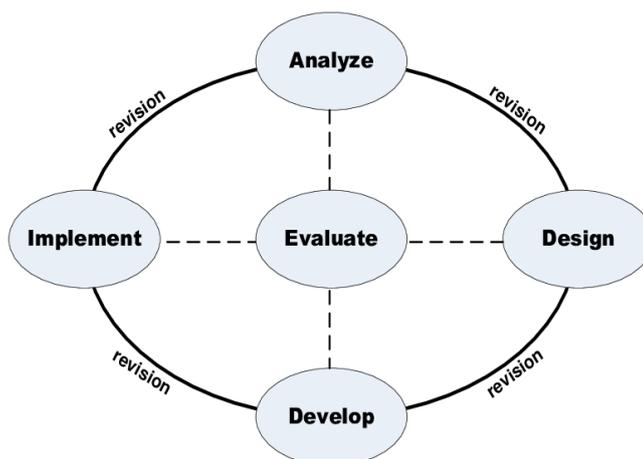
By considering these challenges and potentials, this research aims to develop an educational game model based on the traditional musical instrument *kompang* as a medium for teaching local cultural arts to early childhood at TK *Ishlahul Ummah*. This innovation is expected to enrich the learning approaches used by teachers, enhance children's understanding of local cultural arts, and make a tangible contribution to the preservation of Indonesian culture through early childhood education. Therefore, the objective of this research is to design, develop, and validate the *kompang* game model as an effective and enjoyable learning medium for strengthening local cultural knowledge in early childhood education.

## **2. Methods**

This study employed a Research and Development (R&D) approach using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2019). The main objective was to develop a learning medium in the form of a *kompang* game to improve early childhood children's knowledge of local cultural arts at TK *Ishlahul Ummah*.

At the Analysis stage, the researchers conducted observations and interviews with teachers to identify problems, including the lack of local culture-based learning media and children's limited knowledge of traditional arts. At the Design stage, the researchers created a blueprint for the *kompang* game media, including learning objectives, game rules, and integration with cultural content. At the Development stage, the *kompang* game prototype was produced and validated by three experts in early childhood education, instructional media, and local culture. The validation instruments assessed aspects of feasibility, material relevance, language clarity, practicality, and cultural contextualization. The validity scores were then averaged and categorized into feasibility levels.

The Implementation stage applied a quasi-experimental design with a pretest-posttest control group. A total of 40 children participated, consisting of 20 children in the experimental group who were taught using the *kompang* game media and 20 children in the control group who received conventional learning. The Evaluation stage measured the effectiveness, practicality, and feasibility of the *kompang* game through observation, teacher questionnaires, and children's learning outcomes. Effectiveness was analyzed using a Paired Samples T-Test to compare the pretest and posttest scores of the experimental and control groups. Data collection techniques included observation, questionnaires, and documentation. Data analysis was carried out quantitatively using descriptive statistics (mean, percentage, and category) to interpret validation and practicality results, and inferential statistics (Paired Samples T-Test) to examine the effectiveness of the *kompang* game media.



Fg 1. ADDIE research diagram  
Source : (Branch, 2019)

### 3. Result and Discussion

The results of the research and development conducted are the production of a teaching module used to enhance knowledge about the traditional music game kompang to introduce local cultural arts at TK Ishlahul Ummah in the Riau Archipelago, specifically in the city of Batam. The research model used in this study is the ADDIE model developed by Branch (The research procedure conducted in the development of the kompang game to enhance children's local cultural arts skills at TK Ishlahul Ummah follows the ADDIE model, which is a commonly used method in research and development (R&D) (Branch, 2019).

Based on observations and interviews conducted by the researcher on Tuesday, May 20, 2025, with the teaching staff and the principal at TK Ishlahul Ummah, the needs analysis obtained indicates that teachers require a module that can be used to develop a kompang playing activity model to enhance children's knowledge of local arts and culture at TK Ishlahul Ummah. Furthermore, based on the Google Form questionnaire, the results highlight the importance of instilling and imparting knowledge of local arts and culture from an early age.

**Table 1. Results of Question Introducing Local Cultural Art Kompang**

No	Question Variable Importance of Introducing Local Cultural Arts Kompang	Answer	
		Yes	No
1	Is it important to introduce traditional regional arts to young children	100 %	
2.	Can the Kompang game enhance children's cultural arts skills?	100 %	
3.	Can the Kompang game increase independence in play?	100 %	
4.	With children being involved in playing the kompang, what do you think about this statement? Do you agree? Children	100 %	

	show interest and pride in local traditional musical instruments		
5	Do you think that while playing the kompang, children can create variations in rhythm?	100 %	
6	Do you think that children show an increase in attention span during kompang activities?	100 %	
7	Do you think that kompang games can be included in the curriculum at early childhood education institutions?	96,8 %	3,2 %
8	Do you think that kompang games in early childhood education can enhance children's knowledge of local traditional arts?	100 %	
9	Do you think that children can follow the rhythm set by the teacher?	96,8 %	3,2 %
10.	Do you think the child can play the kompang without adult assistance?	45,2 %	54,8 %
Total		93,88%	

*Source: Merdeka Curriculum and 2013 Curriculum*

Based on the results of in-depth observations and interviews at TK Ishlahul Ummah, it can be concluded that there is an urgent need for engaging and varied module guidelines for the development of kompang games as a medium for local cultural arts education. Curriculum and task analysis show that although the current curriculum (Merdeka Curriculum and 2013 Curriculum) emphasizes the introduction of local culture, teachers still have limitations in varying the methods of teaching kompang. This has resulted in children not being fully stimulated and active in local cultural arts activities. Therefore, the development of the kompang game module becomes very important to provide comprehensive guidance for teachers, which will ultimately enhance children's abilities in social interaction, creativity, independence, and attention span, thereby fostering a love for local wisdom from an early age. Next, the media design phase is carried out. After that, it enters the development stage.

The development stage aims to produce a module that is engaging and easy to implement by educators and parents in a valid manner. The validity value is obtained from the instrument scores developed and validated by experts in the field. From the assessment results, it was concluded that the media instrument is suitable for use. Here are the results from the design and development stages:



Fig 2. Results of Learning Module Validation

Then, a product trial was conducted at TK Al Kaffah Class B, involving 20 children aged 5-6 years. After that, a focus group discussion (FGD) was conducted with several teachers at TK in Cluster 2 Hang Nadim, Bengkong District, Batam City, and the following results were obtained:

**Table 2. Results of the FGD Statements with Kindergarten Teachers**

No	Statement	Validation	Categori
----	-----------	------------	----------

1	Usage guide for the Traditional Kompang Music Game Development Model to Enhance Cultural Arts Knowledge easy to use	4.9	Very Valid
2	The guide used is easy for teachers to understand	4.8	Very Valid
3	The material in the guide for using the Traditional Kompang Music Game Development Model to Enhance Children's Local Cultural Arts Knowledge is easily understood.	4.9	Very Valid
4	The material contained in the guide for using the Traditional Kompang Music Game Development Model to Enhance Children's Local Cultural Arts Knowledge is presented systematically.	5.0	Very Valid
5	Guide to the Use of the Traditional Kompang Music Game Development Model to Enhance Children's Knowledge of Local Cultural Arts, Making It Easier for Teachers to Implement the Learning Process	5.0	Very Valid
6	The language used in the guide is easy to understand	4.8	Very Valid
7	The time used in the guide can be efficient during the learning process	5.0	Very Valid
8	The teacher can utilize the time spent using the guide for the Model Development of Traditional Kompang Music Games to Enhance Children's Knowledge of Local Arts and Culture during the learning process	4.8	Very Valid
Total		4.9	Very Valid

*Source: Adapted From (Madani, 2021; Nursyirwan et al., 2021; Zam et al., 2022)*

Finally, it was continued to the implementation stage. Where at this stage, the module titled "Model Pengembangan Permainan Kompang untuk Mengenalkan Seni Budaya Lokal Pada Anak Usia Dini," which was deemed suitable by experts on June 12, 2025, is being implemented at Taman Kanak-Kanak Ishlahul Ummah to develop knowledge of local arts and culture through the kompang game model. Which was conducted from June 24, 2025, to July 17, 2025. Based on the practicality and effectiveness tests of the product, a normality test was subsequently conducted. The normality test was performed to determine whether the data in the pre-test and post-test groups are normally distributed or not. Here are the test results:

**Table 3. Results of the Normality Test**  
One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest	
N		40	40	
Normal Parameters <sup>a,b</sup>	Mean	60.35	70.25	
	Std. Deviation	3.017	8.802	
Most Extreme Differences	Absolute	.098	.144	
	Positive	.098	.144	
	Negative	-.087	-.115	
Test Statistic		.098	.144	
Asymp. Sig. (2-tailed) <sup>c</sup>		.200 <sup>d</sup>	.036	
Monte Carlo Sig. (2-tailed) <sup>e</sup>	Sig.	.422	.038	
	99% Confidence Interval	Lower Bound	.409	.033
		Upper Bound	.434	.043

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.
- e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 1314643744.

The data from the effectiveness test show that all children experienced an improvement in cooperative character. To see the extent of the improvement, a Paired Sample T-Test was conducted.

**Table 4. Results of the Paired Sample T-Test**  
Paired Samples Test

Pair 1	Pretest - Posttest	Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
		-9.900	9.690	1.532	-12.999	-6.801	-6.462	39	<.001

A significance value of  $< 0.05$  indicates that there is a statistically significant difference between the pretest and posttest scores. This means that the intervention provided in this study has proven to have a significant impact on the improvement of respondents' scores after the treatment was administered. In other words, the program or treatment designed and implemented in this research successfully achieved its goal of improving the abilities, knowledge, or attitudes of the research subjects in a measurable way and can be scientifically proven through statistical data.

These results indicate that the changes observed are not merely coincidental or natural variations, but are genuinely influenced by the treatment administered. The significant difference in pretest and posttest scores reflects that the increase in scores after the intervention is not only quantitatively important but also practically meaningful, which in this context can be interpreted as an improvement in quality in the aspect being studied whether it be participants' understanding, certain skills, or behavioral aspects that are the focus of the research.

### Discussion

The development of the traditional kompang music game model in this research aims to enhance the knowledge of local cultural arts

among early childhood children at TK Ishlahul Ummah. The development strategy follows five systematic stages in the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) as proposed by (Branch, 2009). This model has proven to be relevant and effective in the development of media and learning programs, especially in the field of early childhood education, which requires a holistic, enjoyable, and contextual approach. At the Analysis stage, the identification of children's needs and the learning environment conditions was carried out through observation, interviews with teachers, and documentation studies. It was found that the learning media used have not yet integrated local cultural arts, particularly traditional musical instruments, into the children's learning process. This is in line with the findings of Aditya et al., (2025), which state that the low utilization of media based on local culture is due to limited innovation and the lack of cultural literacy among early childhood education teachers. This condition serves as the basis for designing more contextual learning media through educational games based on the traditional musical instrument *kompang*.

In the Design stage, a *kompang* game was designed to align with the developmental characteristics of early childhood, using a scientific and thematic approach, involving rhythm, movement activities, and regional songs to instill cultural values through enjoyable play experiences. The Development stage produces a product in the form of a *kompang* music game module that has been validated by cultural arts experts and early childhood education (ECE) specialists, and includes practical guidelines for using this musical instrument to train rhythm, motor coordination, cooperation, and strengthen knowledge of local culture. Expert validation shows that this module is suitable for use in terms of content, method, and appearance.

In the Implementation stage, the module was tested on 40 children divided into experimental and control groups. During the activity, children were introduced to the *kompang* through demonstration, then practiced producing simple rhythmic patterns, clapping along, and combining *kompang* play with regional songs. Group activities were also conducted where children played *kompang* in turns and collaboratively, fostering cooperation and rhythm synchronization. The pretest and posttest results were analyzed using the Paired Samples T-Test, showing a significant difference ( $p < 0.001$ ) indicating that the *kompang* game not only improved factual knowledge of local cultural arts but also provided meaningful experiences that supported the holistic development of children, in the increase of knowledge about local cultural arts after the intervention using the *kompang* game, which means the treatment given was effective and not merely due to natural variation. These findings are supported by the research of Gunawan & Swandi (2025), which shows that games based on local culture can significantly enhance children's understanding of traditional values. Children showed high enthusiasm, activity, self-confidence, and improvements in cognitive, affective, and psychomotor aspects, as emphasized in the early childhood education

principles that highlight participatory and experiential learning (Rupnidah & Suryana, 2022).

The Evaluation stage is conducted formatively through observation during implementation and summatively through quantitative data analysis. The teacher stated that the module is easy to implement, the children are very interested, and this activity enriches the thematic learning that was previously monotonous.

Thus, the development of the ADDIE-based kompang music game has proven to be effective and contextual in enhancing early childhood understanding of local cultural arts, as well as contributing to the preservation of national culture from an early age through an enjoyable educational approach. This research also highlights the importance of local media as a tool for community empowerment through culture-based education. However, there are several limitations in the development process, including the diverse backgrounds of children in Batam City as a culturally heterogeneous metropolis, so not all children have an initial closeness to Malay culture. Additionally, the developers' knowledge of local Malay culture is still limited because they come from outside the region, and there are time constraints in development due to institutional and organizational obligations. Nevertheless, these limitations do not diminish the significance of the findings and the urgency of local culture-based learning innovations in early childhood education.

#### **4. Conclusion**

The conclusion of the development of this traditional kompang music game model shows innovation in integrating local cultural art elements into early childhood education systematically through the ADDIE approach. The development of the kompang game model not only produces valid, practical, and empirically effective learning media but also becomes a relevant innovation in the context of community service because it actively involves teachers and children in the process of cultural preservation. The kompang game not only enhances children's cultural knowledge but also strengthens their motor, socio-emotional, and character values through a fun and contextual learning approach. This research provides a theoretical contribution by reinforcing the idea that cultural arts education can be effectively internalized from an early age through play media that is developmentally appropriate and based on local wisdom.

From the perspective of community service, this model provides tangible benefits to educational institutions and the early childhood education teacher community, particularly in building capacity to develop meaningful and applicable local culture-based learning. The recommendation from this research is the importance of continuous support from local governments and educational institutions to strengthen the use of local culture in learning through teacher training, the development of local content modules, and integration into the curriculum. The development of the kompang game model can also be replicated by adapting traditional musical instruments from other

regions as a concrete form of community empowerment in the preservation of national culture from an early age.

## 5. Acknowledgements

Thank you to Mr. Dr. Setio Utoyo, M.Pd for guiding the writing of this article, and also to Mrs. Dr. Delfi Eliza, M.Pd and Mr. Dr. Dadan Surayana, M.Pd for their guidance in perfecting this scientific writing, as well as to other friends who helped in the completion of this article.

## References

- Aditya, F., Sugiarno, S. U., Nuhalizah, S., & Sa'idah, D. (2025). Early Childhood Learning Based on Local Wisdom: A Study of Kindergartens in Pontianak City. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 6(1), 15–26.
- Aji, W. T. (2024). Dari Melodi Ke Nilai: Kesenian Musik Gendang Beleg dalam Membangun Nilai-Nilai Masyarakat Pulau Lombok. *ETHNOGRAPHY: Journal of Design, Social Sciences and Humanistic Studies*, 1(2), 76–94.
- Ali, M., & Ali, M. (2022). *Innovative Leadership Management in Early Children Education*.
- Asral, K., Nursyirwan, N., & Minawati, R. (2017). Estetika Musik Kompang di Bengkalis, Riau. *Bercadik*, 2(2), 217781.
- Branch, R. M. (2019). Robert Maribe Branch-Instructional Design (The ADDIE Approach). *In Journal of Chemical Information and Modeling*.
- Chaudry, A., & Sandstrom, H. (2020). Child care and early education for infants and toddlers. *The Future of Children*, 30(2), 165–190.
- Fitri, A. R. (2020). Early Children Education Management in Integrated Kindergarten of Mutiara Bunda Learning Management to Develop the Potential of Early Childhood. *International Conference of Early Childhood Education (ICECE 2019)*, 125–128. Atlantis Press.
- Gunawan, N. P. S. M., & Swandi, N. L. I. D. (2025). Ragam Permainan Tradisional dalam Menstimulasi Aspek Perkembangan Anak Tunagrahita: Sebuah Literature Review. *Jurnal Pendidikan Kebutuhan Khusus*, 9(2), 61–75.
- Indrawati, M., & Sari, Y. I. (2024). Memahami warisan budaya dan identitas lokal di Indonesia. *Jurnal Penelitian Dan Pendidikan IPS*, 18(1), 77–85.
- Islamiya, S., & Oktavianingsih, E. (2024). Development Of Scrapbook Visual Media As An Effort To Introduce Sex Education To Children Aged 4-5 Years. *JP2KG AUD (Jurnal Pendidikan, Pengasuhan, Kesehatan Dan Gizi Anak Usia Dini)*, 5(2), 404–422.
- Komari, K., & Aslan, A. (2025). Menggali potensi optimal anak usia dini: Tinjauan literatur. *Jurnal Ilmiah Edukatif*, 11(1), 68–78.
- Madani, A. (2021). *Nilai-Nilai Estetika Dalam Kesenian Tradisional Kompang Di Desa Pambang Pesisir Kecamatan Bantan Kabupaten Bengkalis Provinsi Riau*. Universitas Islam Riau.
- Muhammad, D. H., & Desari, A. E. (2023). Early child education based on islamic psychology. *International Journal of Islamic Thought and Humanities*, 2(1), 12–20.
- Nurlina, N., & Bahera, B. (2024). Belajar Melalui Bermain: Seni sebagai

- Sarana Pembelajaran bagi Anak Usia Dini. *CERIA (Cerdas Energik Responsif Inovatif Adaptif)*, 7(2), 222–232.
- Nursyirwan, N., Enida, D., & Alfalah, A. (2021). Keanekaragaman Busana Sebagai Jati Diri Komunitas Tualang Siak Terhadap Pertunjukan Musik Kompang. *Gorga: Jurnal Seni Rupa*, 10(1), 107–114.
- Putri, H. A. (2024). Menciptakan Lingkungan Belajar Aman dan Nyaman di Lembaga Pendidikan Anak Usia Dini. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 754–767.
- Rupnidah, R., & Suryana, D. (2022). Media pembelajaran anak usia dini. *Jurnal PAUD Agapedia*, 6(1), 49–58.
- Saihu, M., & Umar, N. (2021). The Humanization of Early Children Education. *Al-Ishlah: Jurnal Pendidikan*, 13(1), 173–185.
- Wahyuni, A. (2024). Media pembelajaran berbasis kebudayaan lokal pada pembelajaran anak usia dini. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 743–753.
- Zam, S., Winata, B. A., & Burhan, H. (2022). Kompang Berarak Bengkalis. *Dinas Kebudayaan Provinsi Riau*.