The Effectiveness of Local Wisdom-Based Integrative Thematic English Education Games in 2013 Curriculum

Indah Arvianti, Ana Wahyuni*

AKI University, Indonesia

A B S T R A C T

The 2013 curriculum at the elementary level emphasizes the competence of students focused on character education. However, this curriculum does not include English as a means of mastering global knowledge. Based on this, the purposes of this research are to fulfill the absence of English subject which has not been integrated thematically in 2013 curriculum and to examine the effectiveness of English learning model using local wisdom-based thematic integrative education games for the 1st grade of elementary school students as well as to maintain local wisdom as a strategy to construct the character of youth nation. Data collection methods are interview, observation, questionnaire, and literature study. The other method is the pre-test and post-test experimental design. Respondents of this study are 148 students of the 1st grade elementary school in 17 elementary schools in Central Semarang. The results of both tests show that this model has proven to be effective in increasing the English competence of those students. This learning media is considered appropriate because this media is very interesting and fun so that it can encourage students to learn English and make students enthusiastic in learning so that it gives good results.

1.   Introduction

The 2013 curriculum more emphasizes on character education especially at the elementary level as the foundation for the next level. Through this curriculum, we hope that this nation will become a dignified nation, and the people will have added and selling value, so that we can compete with other nations globally. It is possible, if the implementation of the 2013 curriculum can truly build students who are productive, creative, innovative, and characterized (Mulyasa, 2013, p. 7). Character education in 2013 curriculum aims to improve the quality of the process and educational outcomes, which lead to the character of students related with the standard competency of graduates in each educational level (Kemendikbud, 2013). Through the implementation of both competency and character-based 2013 curriculum, added with thematic and contextual approach, it is expected that students will be able to independently improve and use the knowledge, analyze, internalize and personalize character values, so that it can be implemented in their behavior.

One of the government's efforts in shaping the nation's character is the application of teaching and learning processes which integrate character education into thematic-integrative learning in 2013 curriculum. Integrative thematic learning is a learning approach that integrates various competencies from various subjects into various themes (Kemendikbud, 2013). The integration is carried out in two ways, namely the integration of attitudes, skills and knowledge in the learning process and the integration of various related basic concepts. This theme becomes a unifying tool for diverse material from various subjects. Thematic learning is a designed and packaged learning on certain theme and the theme discussions are reviewed from various subjects. In learning, teachers can integrate religious traditions and modern science into thematic learning.

The 2013 curriculum was implemented in 2013/2014 academic year at elementary grades I and IV and at Junior High School grade VII. In this curriculum, some subjects such as natural science, social science, mathematics, civics, cultural arts and crafts, physical education, sports and health, and Indonesian are integrated into one theme (Astuti, Kristianti & Adhalia, 2013). The government does not require English subjects in the elementary curriculum, so English is not yet included in the core subjects and is being a local subject. Based on interviews with several elementary school teachers in Central Semarang area, some elementary schools do not provide English subjects at all. This is a serious concern considering that English is a necessity in the current era of globalization. Based on these problems, it is a crucial to develop and create English learning model that is integrated with the subjects in 2013 Curriculum, namely civics which contains local wisdom. Even though students learn foreign languages and cultures, they still maintain the character and culture of Indonesia.

Indonesian local wisdom can be applied to learn English which aims to maintain national identity. Although we have to study English as a necessity in the current era of globalization, it is not impossible that we can still maintain the values of local wisdom and character in learning. The uniqueness of the local wisdom of Indonesian culture can be an inspiration to enrich further the development of life values as an effort of the community in sustaining life (Widiyanto, 2011, p.227).

One strategy of constructivism of the nation's character is to include local wisdom of integrative thematic English learning with Civic subject at the Elementary School level using technological media. The use of information and communication technology in almost all lines of life makes it easy for humans to carry out their creative tasks. The phenomenon of children's high interest in games can be integrated with education through learning media. It is considered as interactive multimedia because this media is very interesting and enjoyable so that it is expected to be able to encourage students to learn English, and to make students enthusiastic in learning so it gives good results. According to Constantinescu (2007), multimedia refers to computer-based systems that use various types of content such as text, audio, video, graphics, animation, and interactive. If all these aspects are combined, it can produce educational games.

Based on the lack of English learning integrated with thematic and character building matters, it is necessary to make an English learning model integrated with Civics based on local wisdom in education games. The English subjects that possibly can be integrated with Civics, namely greeting and introducing yourself, alphabet, number, part of body, and my family. With education games, students can learn English, but do not forget their local culture as well as they will be able to get the values of national character. That is why this research entitled The Effectiveness of Integrative Thematic English Language Education Games Based on Local Wisdom 2013 Curriculum is necessary to be carried out as an innovative model of learning English. This is in accordance with one of journal discussing the integrative implementation of character education at elementary schools that needs to revitalize the values of Indonesian's ideology, Pancasila, and culture (Niron, Budiningsih and Pujiriyanto, 2013). The purpose of this research is to provide a solution for the English learning model at elementary school level, to maintain local culture as an effort to construct the nation's character, to provide new alternative regarding the English learning model based on local wisdom and to build the students' character.

2. Research Methods

Data collection methods are interview, observation, questionnaire, and literature study. The other method is the pre-test and post-test experimental design. This research starts from observations in bookstores which show that English learning media of education games have not been based on local wisdom and have not included elements of character education. The questionnaire distributed to English teachers and homeroom teachers of 17 elementary schools as respondents was an instrument to know the possibility to integrate between Civics and English, considering that in 2013 Curriculum, English is not yet included in thematic subjects. The respondents were asked to provide input on what materials that can be integrated between two subjects. An in-depth interview about the results of the questionnaire was needed for further information. In addition to distribute questionnaires and to interview, observations were also made, regarding to the application of educational character that have been carried out at school, for example making a line before entering class, praying before starting lessons, not making noise in class, or working together in group work. Some schools have implemented a character education program for 30 minutes before starting and ending the class. These observations provide input for researchers about what character values that can be included in games.

Searching literature is also carried out by studying English textbooks based on local wisdom by adding character values in Civics as an effort to shape the character of students. Based on the observation, Civic

materials are living harmony at home and at school, being discipline at home and at school, children's rights, and carrying out obligations. In addition, there are references regarding character education materials based on the explanation from Arie Budhiman, Minister of Education and Culture Expert Staff for Character Building in the Ministry of Education and Culture, namely religion, nationalist, independence, mutual cooperation, and integrity. Meanwhile English material is more diverse and has different topic from one textbook to another.

The other method is the pre-test and post-test experimental design. The respondents of this study were 148 elementary school students at 17 elementary schools as a sample of 39 elementary schools or it was taken from 46% of all elementary schools in Central Semarang. The reason for choosing this research location is that the schools are located in the center of Semarang and it is hoped that the application of this product will be an example for other elementary schools. Meanwhile the students as respondents were chosen by random sampling chosen by the homeroom teacher, which ranges 7-10 students in each school. This research instrument used experimental design with pre and post-test designs. The pre-test and post-test material used the same English topics. Pre-test evaluation was given in multiple choices after students get conventional English topics using student textbooks only. In the post-test, students were given materials from the education games software, then they did an evaluation on the software. The exercises of post-test evaluation are multiple choice and matching games. The results of the pre-test and post-test were compared to find the effectiveness of English education games. The results of the assessment were processed using the statistical analysis method of independent T-test and One Way Anova of SPSS version 22.

3. Result ands Discussion

3.1 Results

The purposes of this innovation model are providing English learning solutions while maintaining local culture as an effort to construct character and presenting English learning model integrated with Civics at the elementary school level so students are expected to master the knowledge globally without leaving the local culture and maintaining the character of the Indonesian students. This model is an effort to develop students' ability to communicate English verbally in accordance with the context, to get used to students' daily lives integrated with other subjects, and to map basic competency of thematic integrative English learning models based on local wisdom as described below.
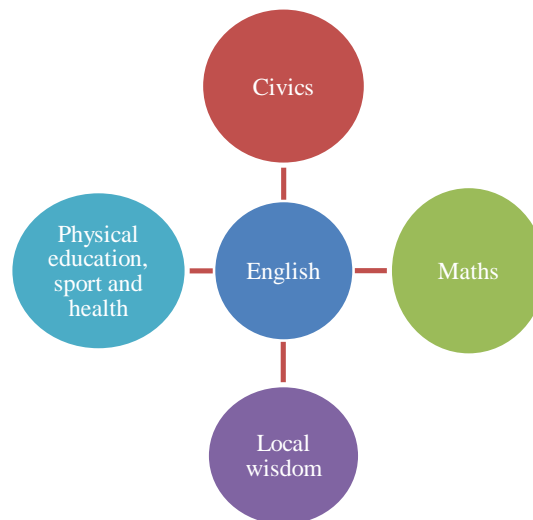

Figure 1: Basic competency mapping of an integrative thematic English learning model based on local wisdom

The explanation of the above table is integrative English with various competencies of all elementary subjects in various themes so that the knowledge gained by students does not only focus on cognitive abilities but also develop the competencies (attitude, knowledge, and skill) of students through varied activities. This mapping is also based on the observation that English learning model has not yet provided a solution to the

construction of student character by combining local wisdom and integrative English learning in 2013 curriculum. This research gives an alternative of mastering English as a global knowledge as well as maintaining local culture and character building. It will be implemented in integrative thematic English learning model based on local wisdom.

Based on the results of surveys, interviews and observations, English, Civics (character education), and local wisdom can be integrated as follows:

Table 1. Integrative English topics based on local wisdom

Civic topics	English topics	Local wisdom-based English	Character value in English learning
Obligation and right	Alphabet	Identify alphabet and do the quiz. If a student can accomplish, he/she will get a reward, that is a picture of kids singing and dancing traditional song and wearing traditional clothes	Love the nation: Raising the love of Indonesian traditional art
Living in harmony at home and at school	Number	Learn counting and do the quiz. If a student can accomplish as instructed, he/she will get a reward, that is a picture of kids singing and dancing traditional song	Discipline, hardworking, responsibility: Students learn to do obligation and get a right in their daily life
Unity in diversity	Part of Body	Identify part of body. It performs traditional clothes of all Indonesian tribes. Students are directed to match correct traditional clothes.	Love the nation: Raising the love of Indonesian traditional art
Living in harmony	My Family	Identify the family. It performs family tree with the couple of different tribe.	Living in harmony: The couple of different tribe can live in harmony, love and respect to each other.
Unity in diversity	Greeting	A picture of students wearing traditional clothes who greet to each other with traditional house background	Tolerance and friendly: Diversity of tribe among students keeps them respect to each other by greeting.
Religion harmony	Introducing yourself	A picture or story of students with different religion that introduce themselves with different worship place background.	Religious, tolerance, and friendship: Students of different religion keep respect and tolerate among them.

Educational game software contains vocabulary recognition, sing a song, interactive evaluation, games, and local wisdom content. In vocabulary recognitions, students will be introduced to the topic in picture, writing, and pronunciation. By this way, it makes students learn new vocabulary easily and fun. Besides using vocabulary, learning is also done by singing a song. Songs are widely used to teach young learners for various reasons. First, students like songs and enjoy learning while singing. Second, the song helps students imitate and remember their vocabulary. Using songs and singing in learning for young learners in classroom provide several goals, namely listening, speaking, writing, vocabulary while practicing English rhymes, pressures, and intonation. The use of songs is important in the curriculum for young learners. Not only does the song provide an opportunity for students to practice speaking, but it also improves listening skills, and makes easier for students to learn new vocabulary.

After students are introduced to the vocabulary, they are asked to do exercises. The training given can be in multiple choice and matching games. If students can complete the evaluation correctly, it will be continued in the next exercise. However, if students make a mistake, then they cannot go to the next exercise before making corrections. If students can complete all the exercises correctly, then in the last part a score and reward will appear. As an addition, traditional song and dance will be presented as an effort in raising the love of Indonesian local wisdom culture.

Vocabulary introduction and practice questions are presented in games. With games, learning is effectively done to avoid students' boredom. Using activities and games in the classroom encourages active learning, while students will work together and interact with each other. On the other hand games can be seen as a learning medium. This is what makes games a challenging paradox. It is this kind of paradox that provides opportunities

as well as challenges to make game media a communication medium which in addition to entertaining also educates the public. Games have the power to teach, train, and educate and effective means to hone abilities and attitudes that are not easily achieved by rote learning.

This education games software consists of 3 contents. The first is English topics consisting of alphabet, number, greeting and introducing yourself, my body and my family. The second content is education games software containing local wisdom, including traditional clothes, traditional houses, folk dances, folk songs, traditional food, and animals from each region. The application of local wisdom to learn English can be taken from various fields of life, such as social, arts, technology, and society belief. Traditional songs, folk dances, folklore, fairy tales, and myths that have been believed by some Indonesian people become references of cultural values. The third is character value content. Students are asked to apply the character values of these games in everyday life both at school and at home. After students work on the evaluation, the last part of each topic will present the character values of the topic that has been given, such as obedience to the rules of the game, hard working to complete the evaluation, tolerance and social caring to friends with different ethnic or religion, and responsibility to finish the games. The value of the topic will be strengthened by instructions to apply in everyday life at home, such as helping the housework or completing homework at home, whereas the examples of the application at schools are working together at schools regardless the religious and ethnic differences.

The experimental design with pre and post-test designs were conducted by testing the assumptions and testing the hypotheses. The assumption test uses normality test and homogeneity test.

3.1.1 Normality Test

Normality test aims to assess whether the dependent variable and the independent variable in the regression model has a normal distribution or not. A good regression model is one that has a normal or close to normal distribution. Normal distribution testing is done by looking at a histogram that compares observational data that is close to normal distribution. Besides, a normal probability plot is used that compares the cumulative distribution of actual data with the cumulative distribution of normal distribution data. If the distribution is normal, then the line that represents the actual data will follow the diagonal line. The normality test of English comprehension ability can be seen from the results of the Kolmogorov Smirnov Z test in the pre-test of 1.093 with $p = 0.122$ ($p > 5\%$) and in the post-test with the value of KS-Z = 1.122 with $p = 0.205$ ($p > 5\%$) which means the distribution of data distribution in this study is normal. The results of this normality test can be seen in table 2.

Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Pre_Test	Post_Test
N		148	148
Normal Parameters[a,b]	Mean	70.2973	84.6351
	Std. Deviation	10.03901	9.12584
Most Extreme Differences	Absolute	.093	.092
	Positive	.093	.092
	Negative	-.069	-.090
Test Statistic		1.093	1.122
Asymp. Sig. (2-tailed)		.122	.205

3.1.2 Homogeneity Test

Homogeneity test in this study shows that the value of Levene Statistics in the post-test is 1,361 with $p = 0,171$ ($p > 5\%$) meaning the sample data in this study is homogeneous.

Table 3. Homogeneity Test

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pre_Test	1.361	16	131	.171
Post_Test	1.059	16	131	.401

3.1.3 Hypothesis Testing

Hypothesis 1: There is an effect of English learning education games of grade 1 elementary school students as shown in the following table:

Table 4. Pre-test and post-test results

School	Pre-Test	Post-Test
SD Pekunden	61.11	75.56
SD Masehi PSAK Poncol	63.50	80.00
SD Nusaputra	68.44	84.00
SD Mataram	70.89	85.56
SD Kanisius Pekunden	63.10	80.40
SD Al Iman	67.29	79.71
SD Sekayu	67.18	82.09
SD Bangunharjo1,2	68.78	88.78
SD Muhammadiyah 13	77.08	91.58
SD Kembangsari 2	64.83	69.50
SD Tunas Harum Bangsa	77.14	91.86
SD Kristen 3 YSKI	75.38	96.38
SD Karangkidul	72.60	87.10
SD Pendrikan Kidul	72.22	88.33
SD Sultan Agung 1	71.38	83.50
SD Sultan Agung 3	78.50	86.50
SD Miroto	75.00	82.50

The analysis of the data is paired t test. The process of learning English through education games has proven to be effective in improving the character of children in Semarang elementary schools. This is proven by the value of t = - 20,322; p = 0,000 (p <5%) which means hypothesis 1 is accepted. The post-test means the score is higher $(\overline{(X_2)}) = 84.635$ than the pre-test value $(\overline{(X_1)}) = 70.297$.

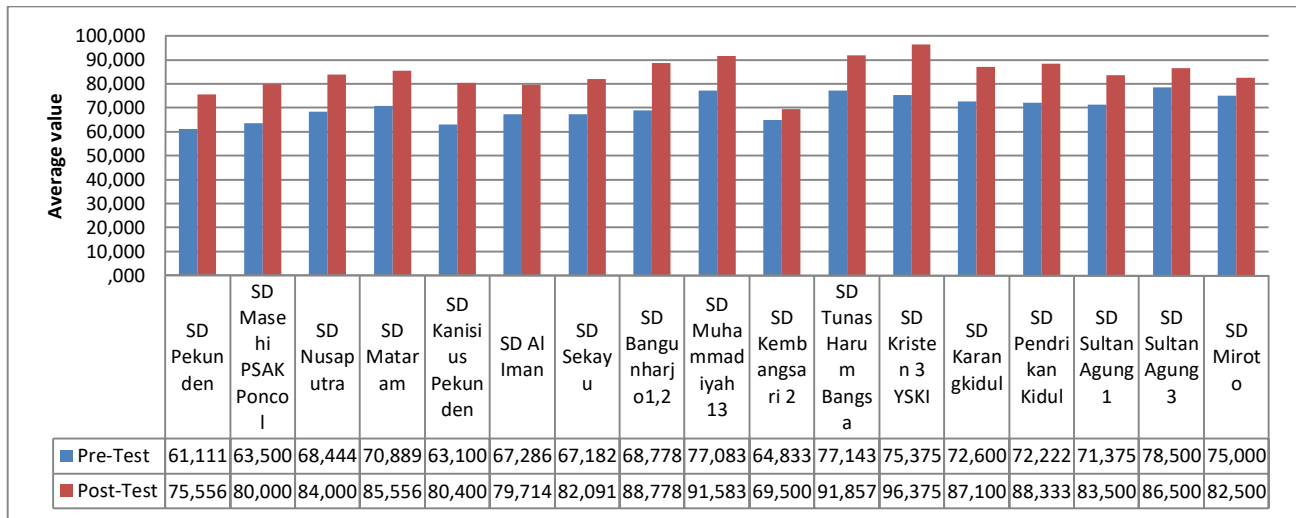Hypothesis 2: There is a different result of English skills by using education games in grade 1 students in each school.

The data analysis uses One Way Anova. The results showing the value of F = 6.004; p = 0,000 (p <5%) means that hypothesis 2 is accepted and there are differences of English skills through education games at each school as presented below:

Table 5. The results of English students' abilities at each school

No	School	Significant	Conclusion
1	SD Pekunden*SD Bangunharjo	0,028*	Significant
2	SD Pekunden*SD Muhammadiyah 13	0,000**	Very significant
3	SD Pekunden*SD Tunas Harapan Bangsa	0,003*	Significant
4	SD Pekunden*SD Kristen 3 YSKI	0,000**	Very significant
5	SD Nusaputra*SD Kembangsari 2	0,036*	Significant
6	SD Mataran*SD Kembangsari 2	0,008**	Very significant
7	SD Kanisius Pekunden*SD Kristen YSKI 3	0,001**	Very significant
8	SD Al Iman*SD Kristen YSKI 3	0,003**	Very significant
9	SD Sekayu*SD Kristen YSKI 3	0,007**	Very significant
10	SD Bangunharjo*SD Kembangsari 2	0,000**	Very significant
11	SD Kristen 3YSKI*SD Masehi PSAK	0,002**	Very significant
12	SD Pendrikan Kidul*SD Pekunden	0,044*	Significant
13	SD Pendrikan Kidul*SD Kembangsari 2	0,000**	Very significant
14	SD Sultan Agung 2*SD Kembangsari 2	0,005**	Very significant
15	SD Miroto*SD Kristen 3 YSKI	0,032*	Significant
16	SD Tunas Harum Bangsa*SD Kembangsari 2	0,000**	Very significant

The following table presents the effects of learning through education games based on students' pre-test and post-test results at each school and the differences of English skills at 17 elementary schools in the Central Semarang.

Table 6. Pre-Test and Post-Test Results of English Learning with Education Games

	SD Pekunden	SD Masehi PSAK Poncol	SD Nusaputra	SD Mataram	SD Kanisius Pekunden	SD Al Iman	SD Sekayu	SD Bangunharjo1,2	SD Muhammadiyah 13	SD Kembangsari 2	SD Tunas Harum Bangsa	SD Kristen 3 YSKI	SD Karangkidul	SD Pendrikan Kidul	SD Sultan Agung 1	SD Sultan Agung 3	SD Miroto
Pre-Test	61,111	63,500	68,444	70,889	63,100	67,286	67,182	68,778	77,083	64,833	77,143	75,375	72,600	72,222	71,375	78,500	75,000
Post-Test	75,556	80,000	84,000	85,556	80,400	79,714	82,091	88,778	91,583	69,500	91,857	96,375	87,100	88,333	83,500	86,500	82,500

3.2 Discussion

Based on the results, it indicates that there is an enhancement in English understanding by using education games with a value of p = 0,000 (p <5%). From these results it shows that the phenomenon of student high interest in games can be integrated with education through multimedia. Games are a medium for playing activities involving solving problems that challenge the players by following certain instructions so that it becomes interesting. This result is supported by the research done by Ifansyah & Mahtarani (2010) who say that games are a means of learning. Education games are a means of stimulating student activities to learn a topic and it can increase understanding of something, using advanced technology and simple technology (Ismail, 2006). The learning media which is considered appropriate is interactive multimedia because this media is very interesting and enjoyable so that it is expected to be able to encourage students to learn English and to make students enthusiastic in learning as well as to give good results. However, research conducted by Usher, Damoah, Ansong, Quarshie, Adjetey, and Poakwah (2014) shows the results that the ability of students who use multimedia devices in teaching and learning is better than students who do not. In addition, the media device gives more interest in learning which provides a better result of evaluations.

In this global era, computer games become the main software component. Students will easily learn to operate computers through games and this is an example of learning English models by playing. This is in line with research conducted by Vasileiado & Makrina (2017) regarding the effectiveness of computer games in learning English as a foreign language in Greek national school curriculum. Besides, computer games can provide motivation for young learners. Therefore this research proves the hypothesis that computer games are a motivational tool for young learners to learn English vocabulary more effectively than other approaches.

The effectiveness of the use of English education games software is also supported by the contents in the software which include the introduction of vocabulary, the use of songs, interactive evaluations, games, and local wisdom content. In the introduction of vocabulary, students will be introduced to new words in pictures, the way to write, and how to pronounce it. This way makes students learn new vocabulary easily and fun. This is in line with research conducted by Noemi & Maximo (2014) who conducted research by making interactive games then gave a test to find the effectiveness of introducing new vocabulary for children aged 6 years and above. Based on interviews with students' teachers and parents, they said that this game made students learn new vocabulary easily and fun. Other research on vocabulary was conducted by Huyen & Nga (2003) which stated that if only copying and remembering, then vocabulary learning became boring learning, so games were

needed to improve students' ability to learn vocabulary. Research by Vasileiado & Makrina (2017) shows that the approach through computer games is able to provide motivation for young students to learn English vocabulary.

Besides using vocabulary, this educational game is supported by singing a song. It can be said that every child has the ability to sing from the beginning of his growth even before he can speak (Cifuentes, 2006). Songs are widely used to teach young learners for various reasons. First, students like songs and enjoy learning while singing. Second, the song helps students imitate and remember their vocabulary. Using songs and singing while learning for young learners in the classroom provide several goals, namely teaching listening, speaking, writing, vocabulary while practicing English rhymes, stress, and intonation (Orlova: 2006). Keskin (2011) states that the important advantages of using songs in learning are to increase student motivation and to avoid boring and monotonous learning. Besides, the song conveys a message, tells a story, and is such kind of learning with active, concise, and repetitive vocabulary that enriches student linguistic input. Another research conducted by Almutairi & Shukri (2016) presents that the use of songs is important in curriculum for young learners. Besides the song provides an opportunity for students to practice speaking, it also improves listening skills, and makes it easier for students to learn new vocabulary.

After students are introduced to the vocabulary, they are asked to do exercise either multiple choice or matching games. If students can complete the evaluation correctly, it will be continued to the next exercise. However, if students make a mistake, then they cannot step forward to the next exercise before making corrections. If students can complete all the exercises correctly, then in the last part a score will be shown with the reward of the folk song and traditional dance from all over Indonesia as one of local wisdom content.

This education games software consists of 3 contents. The first is the English topics consisting of alphabet, number, greeting and introducing yourself, my body and my family. The second content is education game software containing local wisdom that presents traditional clothes, houses, dances, and folk songs. In learning English, the implementation of local wisdom can be taken from various fields of life, such as social, art, technology, and community belief. Regional songs, folk dances, folklore, fairy tales, and myths that have been believed by some Indonesian people are being a reference that contains the values of our cultural wisdom. The similar research has been done by Ghufron, Budiningsih and Hidayati (2017) who conducted research of the learning development based on Yogyakarta cultural values which can be integrated into teaching materials of each subject in Elementary School curriculum, such as noble values, artifacts, and customs in Jogjakarta community.

The third content is character values. Students are asked to apply the character values of these games in everyday life both at school and at home. After students work on the evaluation, the last part of each material will show the character values of the material that has been given, such as obedient to the rules of the game, hard-working to complete the evaluation, cooperative with friends and responsible. The value is not only given by theory but also implemented in everyday life both at home (helping the housework or helping other siblings completing homework) and at school, for example working together on pickets regardless differences in religion and ethnicity.

The application of character values integrated with English in education games is supported by study of Sukirman (2017) who shows that the integration of character education can be done with games-based learning methods. According to Pun (2013) the purpose of using multimedia technology facilities in learning English is to increase motivation and interest in learning for non-native English learners. The use of multimedia facilities can also improve thinking skills and language practices, so it gives an impact on the effectiveness of learning English. Reuben in Kumar and Lightner (2007) says that using activities and games in the classroom encourage active learning. Students will work together and interact with each other. Games have become a new method of interactive games and played a role in collaboration and interaction among students for learning purposes. Games have a basic nature of fun and challenging, and also addictive. But on the other hand, games can be seen as a learning medium. It makes games as a challenging paradox that provides opportunities as well as challenges to make them as media to entertain also educate the public. Games have the power to teach, train, and educate and are effective means to sharpen abilities and attitudes that are not easily achieved by memorization (Michael & Chen, 2006).

4. Conclusion

The integration of English subjects with Civics and local wisdom can be applied in 2013 Curriculum, since English subjects have not been included in the thematic subjects. English learning does not only focus on cognitive knowledge, but can also play a role in student character with local wisdom content in software education games. The integrative thematic English learning model based on local wisdom has proven to be effective in increasing the value of English in grade 1 of Elementary students in the Central Semarang region. This learning medium is considered appropriate because it is very interesting and fun so that it can encourage students to learn English and make students enthusiastic in learning so that it gives good results. The next research plan is to test the effectiveness of local wisdom value application using education games software that is expected to play a role in the constructivism of the children character.

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