



Fun Literacy Activities with Nusantara Card for Elementary School Students

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Abstract. Purpose: This study aims to describe the Nusantara card as a medium for enriching traditional cultural knowledge as a result of the analysis of material experts and media experts on the Nusantara card learning media product. Nusantara card media is a reading literacy media that is fun to use as a form of cultural preservation, discovering a unique culture, fostering a sense of love for the homeland, pride in the culture we have, mutual respect for diversity, and preserving Indonesian culture.

Method: This type of study uses qualitative research. The data from this study are a description of the Nusantara card and an assessment from media expert validators and material experts. The data source for this study is the Nusantara card media. Data collection techniques through interviews, documentation and analysis of product validation sheets. According to Hubermen, interactive data analysis went through four stages: collecting data from interviews, documentation and product validation analysis, data reduction, data presentation, and conclusion. Validity The data used by the author is triangulation, namely technical triangulation.

Result: Nusantara card media deserves to be a medium for fun literacy activities because of its attractive appearance with colorful visual designs and cultural materials for elementary school students. The renewal of this study is the creation of practical print media consisting of 32 cards and 8 series related to culture in Indonesia, namely traditional musical instruments, local songs, traditional foods, traditional clothes, traditional houses, traditional weapons, regional tribes, and traditional dances.

Novelty: Nusantara card media can increase interest in reading literacy and strengthen cultural characters.

Keywords: Nusantara Card · Literacy · Elementary school students

1 Introduction

1.1 Problem of Study

Based on the Report of the Program for International Student Assessment (PISA 2018) shows that Indonesia is a country that is in position 74 out of 79 countries in the literacy mastery ranking. The literacy test shows that in 2018, Indonesia's reading score was

recorded at 371 which was relatively low [1]. Whereas literacy culture can be a window of knowledge in improving the quality of human resources. Human beings carry out literacy to gain access and understanding by reading, writing, listening and speaking. Even awareness of the importance of reading books in Indonesia from the past until now is still superficial reading is a window to the world, because by reading the mindset of someone who previously did not understand becomes one. As part of children's language development, reading is an essential skill in children's learning during school [2]. The ability and willingness to read will affect the knowledge and skills possessed by a person. The more one reads, it is inevitable that person will know more and more can, meaning that the amount of knowledge a person has will help him in doing many things that he had not previously mastered, so that someone who reads a lot has more quality than people who read a little. Reading can open a person's ability to explore himself [3].

The government has created a National Literacy Movement program to foster student success when understanding information. For this reason the School Literacy Movement was developed at all levels of education, especially in primary schools [4]. The reading literacy movement is through a fun reading program with facilities and infrastructure that can support the GLS (School Literacy Movement). According to KBBI, the word fun means to make and make happy. Fun reading activities are a new invention to avoid monotonous reading. Reading literacy activities can be fun while playing and getting information from the game. Fun reading literacy will feel more relaxed but serious.

Ironically, due to globalization which opens the boundaries of foreign cultures, and the proliferation of increasingly sophisticated technological developments, students' interest in reading is waning. The younger generation is now more interested in playing online games and actively uploading content on social media to spend their free time. Besides, they don't care about their surroundings. The latter is especially important, as recent studies have identified the perceived lack of relevance for young people as an important challenge in news literacy education [5]. The interest of today's students in local culture is decreasing. There are still many who do not understand the cultural diversity that exists in Indonesia. There are more than 300 cultures in Indonesia with several categories, including traditional houses, traditional clothing, traditional foods, dances, musical instruments, weapons, etc. So it is necessary to introduce young Indonesian people to foster a sense of love for the archipelago's culture. It is required to raise awareness for children, adolescents, and youth about the existence of local culture because this heritage has a high value in helping to strengthen the image of the Indonesian nation [6].

1.2 Problem of Study

Based on observations at SD Muhammadiyah Alam Surya Mentari there are many literacy activities for all elementary students. Literacy cultural activities involve students being active, not only when learning in the classroom. The literacy programs at SD Muhammadiyah Alam Surya Mentari include a weekly library visit program, class and school wall magazines, reading before starting learning, a reading corner for each category, numeracy literacy with multiplication before going home from school and filling out diaries. The literacy program developed at SD Muhammadiyah Alam Surya Mentari is good, but the existing literacy program has not run optimally because this activity is

considered monotonous by students and makes them feel bored. There needs to be a touch of other strategies to foster interest in reading.

When viewed with the current condition of students who lack interest in literacy and the influence of globalization which reduces their love for the archipelago culture, requires us to create an innovation. This means building innovation to improve literacy by following the times without losing the archipelago's culture. Literacy is a person's social behavior in accessing, understanding, and using information related to knowledge, language and culture through various activities, including reading, viewing, listening, writing and speaking to give birth to a prosperous life [7]. Literacy is more than just reading and writing but includes thinking skills using knowledge sources in print, visual, digital, and auditory forms [8]. Literacy is the ability to understand and process information obtained when someone is a reader. Then, to make literacy fun and attract a lot of student's interest in reading, a learning media that supports this is needed.

Fun Literacy Activities are literacy development activities that are presented as fun games and can be used in the learning process in or outside the classroom. Gameplay is an ideal strategy for achieving these goals, as gameplaying appeals to modern students, increases motivation, allows for socializing, and gives context to the learning material [9]. One of the game's main characteristics is that the content is presented in combination with fun, engaging and exciting elements [10]. Games can make the learning environment fun, lively, happy, and relaxed but still have a conducive learning atmosphere. As a fun literacy activity, it has several advantages: something fun to do and something entertaining and exciting. Games can attract interest that causes feelings of pleasure, freshness, activeness and creativity which are needed to reduce the tension and boredom of learning experienced by students. Games allow active participation of students to remember (Tri Rahayu et al., 2017). Games can provide direct feedback, allowing for an increase in their communicative abilities and competitive group learning. School literacy also contributes to facilitating and developing students' abilities, getting used to reading and managing the information they call, so that learning becomes more meaningful, quality and fun as stated in the School Literacy Goals [12].

1.3 State of the Art/Penelitian Relevan Terdahulu

[13] That the Educational Game Tool (APE) is a game tool that is useful in optimal child development; through this game, children will always be able to develop their physical, language, cognitive and social adaptation abilities. The learning process cannot be interpreted if only listening to the lecture material delivered by the teacher. On the other hand, the teacher needs to pay attention to media needs tailored to students' character. Attractive media can increase students' awareness of the material, and illustrated and colorful media can strengthen students' memory and understanding [14]. Elementary school students still like to play. Therefore games in the learning process are needed. The media can involve students to be active in the learning process, so that students understanding of the material being taught will increase. One that can help improve students' reading literacy is media games.

With the new game-based learning media, the games presented include correct simulations to attract students' literacy interest. Almost every learning situation involves learning media that provides verbal and visual information, such as text and images that

students must continue to understand. Through playing, children will actively explore stimulated knowledge while interacting with their friends [15]. One of the game media in creating fun literacy activities to motivate students to read is the quartet card game media.

Quartet cards are visual media presenting facts, ideas, and ideas through words, sentences, numbers, and various symbols or pictures. [16] said that the quartet card game is a card game in the form of a photograph that is highlighted or bolded. The topic above represents the theme of the quartet card and other information related to the picture written between the article and the photo. The selection of this media considers that visual media in images will be more accessible to students, and their use does not depend on electrical energy sources. Quartet cards as learning media are unique in their competitive and exciting forms of play, so they follow the learning styles of elementary school students who still like to play new things [17]. Quartet card is a kind of game that consists of several picture cards; there is information that describes the picture. The quartet's name means "total 4" as a pair. In a pack of quartet cards, there are 4 to 10 pairs, equivalent to 16 to 40 cards. Each pair of cards is designed with a different theme [18]. The method of playing a quartet card is to make 4 pairs of cards as a pair. The layout of the quartet card is the writing of the theme on the card placed at the top center of the card sheet. Then under the title of the piece, there are four subtitles' names. The subtitles that are the keywords on the card will be in red ink. At the same time, subtitles that are not keywords will be black.

1.4 Gap Study and Objective

The reality is that the existing literacy program in schools has not been fully implemented. The literacy program in elementary schools has not run optimally because this activity is considered monotonous by students and makes them feel bored. Literacy activities in schools are not a priority. Whereas good literacy will hone critical thinking and creative innovation skills and foster student character. The author has an innovation by making a Nusantara card that contains a diversity of Indonesian culture to increase literacy and interest in reading. This Nusantara card is a modification of the quartet card game. The Nusantara card intends to invite Indonesian youth to learn about the culture of Indonesia through games. Not only play, but students can gain knowledge through reading literacy activities. Unconsciously students will carry out reading literacy activities through the short narrative on the card.

The cultural diversity contained in this Nusantara card has several categories, namely traditional musical instruments, regional songs, traditional foods, traditional clothes, traditional houses, traditional weapons, regional tribes, and traditional dances. In addition, this media can stimulate students' thoughts, feelings, concerns, and interests so that learning will be more active. This Nusantara card learning media is expected to provide several benefits, including being able to be used as a learning resource for students, can be used as an alternative teaching media so that students do not experience boredom while studying, facilitate and facilitate students in the understanding subject matter about Indonesian culture in a fun way, helping students memorize much material in a fun way, hone students' creativity, train students' emotional intelligence, and develop students' cognitive, affective, and psychomotor aspects. Fun literacy activities with the

help of Nusantara Cards can positively contribute to students while stimulating imagination and creating a happy reading spirit. The purpose of this study was to describe the Nusantara card learning media and the results of the analysis of material experts and media experts on the Nusantara card learning media product. Nusantara card media is a reading literacy media that is fun to use as a form of cultural preservation, discovering a unique culture, fostering a sense of love for the homeland, pride in the culture we have, mutual respect for diversity, and preserving Indonesian culture.

2 Method

2.1 Type and Design

The study method used in this study is a qualitative approach. Yusanto (2019) states that qualitative studies have a variety of techniques, so writers can choose from these variations to adjust the object to be studied. This type of research focuses on analyzing the needs of game-based literacy media in the reading interest of elementary school students.

2.2 Data and Data Sources

Data and data sources for this study. The data for this study is a description of the Nusantara card and assessments from media and material experts' validators. The source of information is taken because it can strengthen the author's data, so the data is expected to enhance the data taken. The data sources for this study were the Nusantara card media and the Muhammadiyah Elementary School teacher Alam Surya Mentari.

2.3 Data Collection Technique

Data collection techniques through interviews, documentation and analysis of product validation sheets. The data were taken from interviews and documentation with an elementary school teacher to obtain actual data in the elementary school environment. The interview conducted by the author is a semi-structured interview. The author interviewed elementary school teachers Budi Iriyanti S.Pd, as material experts about fun literacy activities with an Nusantara card media made by the author. The author obtains information in the form of required data and studies. The type of interview used by the author in carrying out this study is a free interview concerning the question indicators that have been prepared following the formulation of the problem. The documentation of this study is in the form of Nusantara card media.

2.4 Data Validity

Validity The data used by the author is triangulation, namely technical triangulation. This is useful for checking the validity of the data obtained [19]. The triangulation method is one method that is tried to test whether the information is valid or not against information obtained from research. The triangulation technique is to find out the truth of data by using different data collection techniques on the same source, data collection techniques using interviews, documentation, and analysis of product validation sheets.

2.5 Data Analysis

Live or interactive data analysis by miles and Huberman. The analysis process in this study was carried out in four stages, namely collecting data obtained from interviews, documentation and analysis of product validation sheets. Data Reduction After the data is collected, the writer summarizes the interviews' results, analyzes the effects of product validation from material and media experts, and concludes the data from the documentation. Presentation of data can be in the form of writing or words, pictures, graphs and tables. The purpose of the data presentation is to combine information so that it can describe the situation that occurs. Conclusions are drawn during the study and data reduction processes; after the data collected is sufficient, a temporary conclusion is removed, and after the data is complete, a final decision is drawn.

3 Result

3.1 Description of the Nusantara Card

The results of this development study are in the form of media design for fun reading literacy; it can be in the form of the Nusantara Card game to improve literacy about Indonesian culture. The target readers of this Nusantara card are children aged 7–12 years, with primary school education. The Nusantara card is a modification of the quartet card with a picture and a brief narrative description of the cultural image on the card. The Nusantara card consists of 32 cards, which have 8 series of titles on different cultural themes in one package. Each series consists of 4 cards. This Nusantara card provides material about cultural diversity in Indonesia, including traditional musical instruments, regional songs, traditional food, traditional clothing, traditional houses, traditional weapons, regional tribes, and traditional dances.

How to play the Nusantara card into one paragraph

- Prepare as many as 4 players
- Open the package and take out 32 Nusantara cards
- Shuffle the Nusantara cards randomly
- Distribute Nusantara cards to players with as many as 4 cards at random
- The rest of the Nusantara cards are placed in the middle of the player
- The game begins, can be with hompimpa to determine the order of players
- To request a card, the first player must say the name of the series title and the name of the subtitle. For example, Natasya asks for a “Honai House” card.
- If the player asks for a card has card, he must hand it to the one who asked for it.
- However, if no one has the card at all, the player takes one card from the pile still there and is asked to read a description of the picture, indicating the keyword.
- The turn moves to the player to the right of the first player.
- Each player tries to collect four cards in a series. If Ada collects the Nusantara Card Group series, he will get the point. When they have collected, players are asked to read out the keywords and descriptions of the images on the card, then place these four Nusantara cards in front of them.
- The game ends when a player has run out of cards and no cards are left in a pile.



Fig. 1. Product development design development plan.

- The player with the most points wins the game

Nusantara Card Design Development

In the development of this media, an interesting picture or illustration is given as a reference to stimulate students' motivation to learn the archipelago's culture with fun reading literacy activities and given a short narrative expected to produce the thinking power of elementary school students.

The study design and development design can be seen in Fig. 1.

Potential and Problems

The study can occur because of a problem that becomes a reference for developing a study product. The potential that occurs includes the level of interest in reading literacy in schools, the concern of the nation's young people regarding cultural preservation and the need for suitable media to build interest in reading about the archipelago's culture.

Data Collection

After determining the potential and problems around the environment, it is necessary to collect various information that can be used as material for product planning, which is expected to overcome these problems—sorting the data obtained and then developing an Nusantara card media that supports fun reading literacy activities for elementary school students.

Product Design

After the needs analysis, it is known if they are dealing with the product design to be developed. The author makes product and packaging designs using an online design tool, Canva. The resulting product is in the form of a media called the Nusantara Card. The material presented in the Nusantara card is adjusted to the level of student development. In one package of Nusantara cards, the author makes 32 cards which are equivalent to 8 series of titles about culture in the archipelago, namely regional musical instruments, regional languages, regional songs, tribal names, traditional foods, traditional houses, traditional weapons, and traditional dances. This Nusantara card media is made attractively so that students have more attraction as an effort to read while playing literacy movements.

The visual design of Nusantara card is designed in such a way as to suit its purpose and function. This Nusantara card media is also equipped with packaging and instructions. The approximate size of the Nusantara card is 210 mm × 297 mm. The type of paper used to print this card is A3-sized cardboard which is then laminated to protect it from liquids. The Nusantara card is a two-dimensional print media containing short narratives and pictures as exciting illustrations. The layout of the Nusantara card is the title of the series theme, four subtitles related to the theme of the card series, a picture or illustration

of one of the sub-headings of the card series theme to help visualize vocabulary, and at the bottom a short narrative about the concept. The typeface in writing the title of the Nusantara card series theme uses Atma Bold with a size of 56 because it makes the writing attractive but still legible. Under the title four points refer to the article of the card series title, the typeface used is Cairo bold with a font size of 31. A brief narration to explain the image in question uses a comfortable bold font size of 26.5. According to the card theme, the pictures of the Nusantara card come from the Canva and Pinterest elements. This is done to help students in providing an actual image. A brief narration to explain the idea in question uses a comfortable bold font size 26.5. According to the card theme, the pictures of the Nusantara card come from the Canva and Pinterest elements. This is done to help students in providing an actual image. A brief narration for the explanation of the image in question uses comfortaa bold font with a font size of 26.5. According to the card theme, the pictures of the Nusantara card come from the Canva and Pinterest elements. This is done to help students in providing an actual image.

Packaging has a function not only as a protector but also as a function to maintain product quality until it reaches the consumer. The packaging also functions as a container so children can easily carry cards. The promotional process is the role of packaging design as a differentiator from other competing products, as well as providing information about the benefits, how to use it and additional information consumers need [20]. The following is an Nusantara card packaging design. The packaging uses a bright turquoise color to attract children's attention. On the packaging are several illustrations of traditional clothing, traditional dances, and iconic places from Central Java, Jakarta, Bali, Aceh, and West Sumatra. On the back of the package is information on how to use the Nusantara card (Fig. 2).

The choice of the background color is different for each title of the Nusantara card series theme. The color difference in each title aims to attract children's attention and help them play cards, making it easier for them to find other pairs of cards. The background



Fig. 2. Display of the packaging cover and instructions for using the Nusantara Card

color adjusts the color of the short narrative letters so they are clear and legible. In each series, there are 4 cards including the following:

- Musical instruments: panting, Tifa, dol, and until
- Regional languages: Sundanese, Balantak, Mining and Balinese
- Regional songs: Sajojo, Suwe ora jamu, Bungong jeumpa
- Tribal names: Betawi, Sundanese, Bugis, and Minangkabau
- Regional food: egg crust, pempek, gudeg, and cornflakes
- Traditional houses: honai, long, tongkanan, and joglo
- Traditional weapons: wamilo, rencong, bara sangihe sword, and sickle
- Regional dances: plate dance, saman dance, caci dance, and Kecak dance (Fig. 3)

The back view of the Nusantara card is designed differently from the packaging so it doesn't seem monotonous but still uses the theme of cultural diversity. Do not forget to be given information about the number of cards of the Nusantara, which is 32 sheets (Fig. 4).

Product Review Results

Product validation is a step to assess whether the product development design, in this case is valid and feasible for fun literacy activities in elementary schools. After the product design is complete, then an assessment is carried out by material experts and media experts. The validation test assessment from media experts was carried out by lecturer Meggy Novitasari M.Pd., a lecturer at the Faculty of Teacher Training and Education, University of Muhammadiyah Surakarta. So that the product developed can be said to be feasible as a literacy media, a validation test is carried out. The validation sheet contains 20 statement instruments consisting of 8 aspects of media use and 12 aspects of Nusantara card media display. The total score of 81 of the maximum score is 100 and the percentage obtained is 81% (Table 1).

Assessments from material experts are carried out by elementary school teachers providing suggestions as a form of input for the Nusantara card. The validation of the material experts was carried out by the teacher, Budi Iriyanti, ST, S. Pd who came from the Muhammadiyah Alam Surya Mentari elementary school, Surakarta. The validation sheet contains 10 statements about 8 material and 2 motivational aspects. The total score obtained is 42 out of a maximum score of 50 and the percentage obtained is 84%. The accuracy of the selection of simple vocabulary to be more easily understood by elementary school students. The choice of images that do not match the description, namely in the folk song series, the pictures presented should be in the form of song lyrics, bars, and tempo. Give an example of a narrative of the type of regional language card series required to increase knowledge of the use of other regional languages related to daily activities. Nusantara Cards can be said to be fun literacy activities because students will feel like playing, which students unconsciously also learn culture (Table 2).

In the aspect of the media display, there are deficiencies in the accuracy of choosing the color of the letters on the Nusantara card and the selection of materials for the durability of the Nusantara card media. The reinforcement contained in the material aspect is that it can be easily understood in the breadth of the material presented in the Nusantara Card. As for the content element's shortcomings, namely the material's carrying capacity for simulating vocabulary development, which is difficult for students



to understand, the picture does not match the description on the Nusantara card, the regional language series, and regional songs. After being repaired, the Nusantara card media is feasible to use.

Fig. 3. Display of eight Nusantara card series



Fig. 4. Nusantara card back view

Table 1. Product review results by Media Experts

Aspect	Score	Maximum Score	Total Score	Information
Aspects of media use	19			
Media display aspect	62	100	81	Very Valid
Total score	81			

Table 2. Results of Material Expert product reviews

Aspect	Score	Maximum Score	Total Score	Information
Material Aspect	34			
Motivational Aspect	8	50	42	Very Valid
Total score	42			

4 Discussion

The quartet card game is a picture card with a caption under it in the form of writing [13]. With this quartet card as an innovative medium, it is hoped that it can help students learn. The selection of this quartet card media is visual-based, which plays a vital role in the learning process (Ilyas Ismail, Ainul Uyuni Taufiq, Ummul Hasanah, 2020). Students are given concrete media so that they can provide direct experience to students so that they understand the material being taught and strengthen their memory.

The Nusantara card is an exciting medium for learning about culture because it is presented through games following the characteristics of elementary school students who are still happy to play. The Nusantara card can deliver what will be conveyed has good quality, has a relevant purpose, is clear and contains the truth. Not only a description in the form of words but this Nusantara card is also accompanied by pictures so that students become interested in learning. The existence of this game is fun for students, the material used in this card can be equipped with a description according to the picture,

so that it can stimulate children's desire to learn it [21]. The quartet card consists of several pictures with colors that can make students feel interested and attract students attention so that learning objectives can be achieved effectively [22]. The Nusantara card can be used to strengthen reading literacy skills. Students' reading literacy skills will be more meaningful if they are treated with attractive visual media to encourage students to connect the knowledge they have acquired with their daily lives [23]. Reading culture will be seen in reading habits maintained by having good, attractive, and exciting reading materials in type, quantity, and quality [24].

The selection of reading media in the learning process needs to pay attention to the characteristics of students [25]. Said that reading books for elementary school children need to be different from other reading books, and need to present exciting text, colors and images so that they can stimulate interest in reading literacy. Integrating media: The game must have attractive visual elements, be easy to give, store, be played anywhere, and interact with other players.

The appearance of the packaging design and the details of each card with attractive colors and illustrations can attract students to choose media to play with while reading. Reading literacy activities that they do will feel more fun. The cultural material contained in the Nusantara card can strengthen the character of Indonesian culture. They are adding broad knowledge for students about the cultural diversity of the eight Nusantara card series, namely: traditional houses, traditional clothes, traditional food, traditional weapons, traditional dances, folk songs, tribal names, and local languages [26]. It also explained that the game in learning has two positive aspects: attractiveness and education. The attractiveness aspect is obtained through a relaxed learning situation during the learning process. In contrast, the educational element is obtained from applying the concepts possessed by using strategies and creativity from students to complete the game. Thus, it is expected to increase students' interest in learning so they do not get bored quickly. Quartet card media can also stimulate and activate the learning process in various ways. First, quartet cards can carry objects. Second, the image presented in the image can create an abstract conception. Third, quartet cards as learning media can overcome the barriers of time, place, number, and distance. Quartet card games are an efficient way to use in class, because it is practical to get a card and easy to use [27].

Quartet card media can support fun literacy activities in elementary school because helpful to help improve reading and vocabulary mastery quickly for students. Fun literacy activities are words suitable for the school literacy movement program (GLS), a government program. Quartet card media can improve students' understanding of learning materials, and literacy activities in using quartet cards can improve students' cognitive learning outcomes [28].

The ability to read is one of the most important things for students because to understand writing; reading literacy must be included in learning [29]. The obligation of students to understand the content of reading related to cause and effect is a benchmark to see the level of students in reading literacy activities. Reading literacy activities are not just reading and understanding the contents of a book with many sheets. Reading books alone makes students passive and bored. This will feel boring for elementary school students who still like good and fun things. This Nusantara card can be a suitable medium for fun literacy activities because it can increase interest in reading literacy

while playing with cultural materials. Students do not feel burdened when reading a short narrative on the card, because this reading activity is the rule for collecting the Nusantara card series when playing.

The Nusantara card is a visual medium for students so that they can quickly learn to understand the culture that exists in Indonesia. The diverse cultures presented in the Nusantara Card can increase students' knowledge which can then be preserved and maintained by them. The benefits of the Nusantara card will be a medium for fun reading literacy activities, train students to concentrate when playing, facilitate understanding of culture, and be able to increase students' vocabulary when reading. The advantages of the Nusantara card are that the small size is easy to carry anywhere, practically no need to use electrical energy to access it, the short narration on each card presented makes the material easy to remember, fun, and learn to socialize with opponents. Besides that, the Nusantara card media display is colorful and filled with pictures and illustrations that support creating a high aesthetic value for a product. The weakness of this Nusantara card is that the Nusantara card media can be easily damaged because it uses paper materials, and Nusantara card media can involve teachers to guide students who cannot read.

5 Conclusion

The Nusantara card is not just a game but can be a suitable medium for literacy activities for children. Nusantara card is worthy as a literacy medium. The results of the Nusantara card product review from media experts got the "Very Good" category. While the score results from the material experts get the "Excellent" type. The Nusantara card is a suitable medium for fun literacy activities because it carries out reading literacy activities by playing and collecting cards and understanding the cultural contents of the Nusantara cards. The feature contained in the Nusantara card is the serial title of each cultural classification, namely: traditional houses, traditional clothes, traditional food, traditional weapons, traditional dances, folk songs, tribal names, and local languages. The Nusantara card is equipped with pictures to visualize the Nusantara card series subtitles with attractive illustrations. The description is to provide information related to the images in each Nusantara card.

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