



Preserving Culture: Introducing Indonesian Kebaya Through Scratch Creation

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Abstract: This study explores the challenges of preserving and promoting traditional Indonesian kebaya attire amid globalization, particularly among younger generations and global audiences. The lack of relevant interactive educational media hinders the development of appreciation for this cultural heritage. To address this, the study proposes an interactive educational game using Scratch as an innovative approach. Employing the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) and collecting qualitative data through in-depth interviews with fashion experts, game practitioners, and academics, the research highlights Scratch's potential as an effective medium for cultural education. Findings show that Scratch-based educational games can significantly enhance understanding and appreciation of kebaya, especially among children and teenagers, due to their intuitive and engaging nature. Participants stressed the importance of comprehensive content on kebaya's history, types, and philosophies, supported by a user-friendly interface and culturally sensitive design. This study formulates an innovative learning model that encourages active youth participation in cultural preservation through digital technology, reaffirming gamification's vital role in transmitting cultural heritage.

Keywords: Kebaya, scratch, educational game, lecturer

1. Introduction

The paradigm of kebaya design is not merely a representation of clothing; it is a manifestation of noble aesthetics and invaluable historical richness from Indonesian civilization (Fadlia, 2022). As traditional attire passed down through generations, kebaya intrinsically embodies a deep visual narrative about collective identity social stratification, and the philosophy of life of communities across various parts of the Nusantara (Rahma, 2025). This diversity is clearly revealed in the spectrum of existing kebaya types, ranging from Kebaya Kartini, which radiates the elegance of an emancipation fighter (Said, 2016), Kebaya Kutubaru with its timeless classic construction, Kebaya Janggan, which reflects grace, modesty and the noble philosophy of Javanese women in culture, to the richly ornamented Balinese Kebaya (Rizki & Narti, 2024; Sondarika, 2017). Each type of kebaya not only differs in design characteristics and materials but also carries unique symbolic meanings, collectively forming a rich and complex cultural mosaic (Anam & Ismurdiyahwati, 2024).

However, amidst the wave of globalization and the rapid pace of modernization, the issue of introducing traditional Indonesian kebaya faces significant challenges. Although kebaya has been officially recognized as an Intangible Cultural Heritage by UNESCO and often serves as an icon representing Indonesia on the international stage, a comprehensive understanding of its historical background, underlying philosophy, and diverse types still remains limited. This limitation occurs not only abroad but also among the younger generation within the country, who are the primary inheritors of the culture (Winuriska, 2024). The limited access to innovative, interactive, and digitally relevant educational media often becomes a major obstacle in fostering their interest and appreciation for this noble attire (Ali et al., 2025; Venica et al., 2025). This condition potentially threatens the regeneration of knowledge and the sustainability of kebaya cultural preservation practices, rendering it merely an artifact of the past without strong contextual relevance in the present.

Responding to this urgency, this research takes the initiative to address this problem through an underexplored approach: the development of interactive educational games using the Scratch application. Scratch, a visual block-based

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programming platform developed by the MIT Media Lab, offers an intuitive and engaging environment for children and teenagers to learn coding and develop creativity (Hafid et al 2025; García et al 2023). Its ability to allow users to create animations, interactive stories, and games without requiring complex code writing makes it a highly potential tool for communicating cultural information visually and participatively. Through the use of Scratch, we can transform static information about kebaya into a dynamic learning, allowing users to interact directly with kebaya elements and understand its design process experience (Prakoso, 2025; Uluum et al., 2025). The integration of technology familiar to Generation Z can bridge the gap between rich cultural heritage and contemporary learning preferences (Faurizkha & Cahyono, 2025; Nurjaya., et al 2025).

Therefore, this research is designed with the fundamental objective of testing Scratch's potential as a cultural education medium, deeply investigating the platform's capabilities in introducing and teaching aspects of traditional Indonesian kebaya to a broader audience, especially the younger generation. Furthermore, we will analyze the effectiveness of kebaya learning through a Scratch-based project approach, evaluating the extent to which the development of interactive projects or games in the Scratch environment can enhance understanding, interest, and appreciation for this traditional attire. Based on these findings, this research aims to formulate an innovative learning model for cultural preservation, developing a pedagogical framework that integrates digital technology as a core component in cultural preservation and introduction strategies that can be replicated for other cultural heritage. Finally, goal is to encourage the active participation of the younger generation in cultural preservation, demonstrating that the use of familiar applications like Scratch can motivate them to directly engage in learning, exploring, and even creating their own digital content related to culture, thereby fostering a sense of ownership and responsibility for the nation's heritage from an early age.

2. Methodology

This research adopts a qualitative approach within the ADDIE model framework (Analysis, Design, Development, Implementation, Evaluation). The ADDIE model systematically guides the process of developing and evaluating learning programs or educational media, ensuring a comprehensive and iterative approach in creating effective solutions.

2.1 Analysis Stage

This initial stage serves as the foundation of the research, focusing on comprehensive data collection to understand the context and needs. Researchers identify the demographic, cognitive, and affective characteristics of the primary target audience, namely the younger generation. This involves reviewing literature on the digital learning preferences of children and adolescents in Indonesia. Furthermore, researchers analyze the cultural content of traditional kebaya, identifying essential elements such as history, philosophy, various types of kebaya such as Kebaya Kartini, Kutubaru, and Bali, materials, and accessories relevant for integration into the educational game. Researchers also review the technical and pedagogical capabilities of Scratch as a development platform, understanding the features that support interactivity and visualization (Ali et al., 2024; Radhiani, 2023). The outcome of this analysis stage is the formulation of specific learning needs and functional requirements for the educational game.

2.2 Design Stage

Based on the findings from the analysis stage, researchers design a conceptual prototype of the kebaya educational game in Scratch presented in Figure 1. This design process involves determining measurable and specific learning objectives for the game, for example, users being able to identify four different types of kebaya and understand their basic functions. Researchers also develop an engaging and logical game narrative flow, determine interactive elements (e.g., clothing choices, mini-games to identify kebaya characteristics), and visualize the aesthetics of kebaya through initial sketches or mock-ups. User interface (UI) and user experience (UX) design are also primary concerns to ensure ease of navigation and appeal. Researchers integrate pedagogical principles such as discovery learning and instant feedback to maximize learning effectiveness. The resulting design blueprint will serve as a guide for the development stage. Figure 1 illustrates the storyboard and interface design of the educational game, including the opening screen, learning scenes, interactive kebaya characters, instructional pages, and quiz activities. The storyboard defines the sequence of user interactions, navigation flow, and multimedia components to ensure that the learning process is systematic and engaging. Each screen is designed to present cultural content progressively, allowing students to explore different types of Indonesian kebaya through interactive activities rather than passive information delivery.

In addition to the visual layout, the design stage specifies the functionality of each game component, including navigation buttons, interactive sprites, descriptive text, animations, and audio effects. These design specifications establish the relationship between educational content and game mechanics, ensuring that every interaction contributes to the intended learning objectives. The integration of visual, textual, and auditory elements also supports multimedia learning by presenting information through multiple representations that are appropriate for elementary school students. The completed design blueprint serves as the primary reference for the subsequent development stage. During this phase, all interface components, multimedia assets, and interaction scenarios are translated into a functional educational game using the Scratch programming environment. The blueprint also provides guidance for implementing navigation logic,

sprite behaviors, and assessment activities while maintaining consistency between the instructional design and the final product.

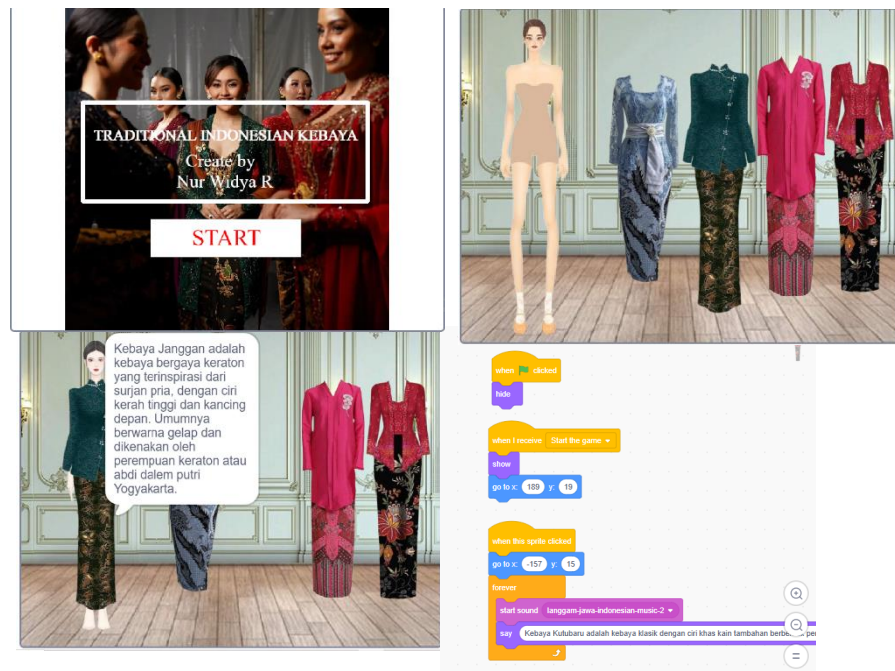


Figure 1: Prototype design

2.3 Development Stage

In this stage, researchers actively build and program the educational game designed using the Scratch application as shown in Figure 2. The development process involves creating visual assets such as kebaya sprites with various designs, characters, and backgrounds that align with the cultural context. Researchers write block-based code scripts in Scratch to implement game functionalities, including object interactions, scoring systems, inter-level navigation, and responses to user input. The integration of sound and music elements is also carried out to enrich the immersive experience. During development, the team iteratively conducts internal testing (alpha testing) to identify and fix technical bugs, visual glitches, or game flow issues. Feedback from these internal tests directly informs continuous improvements. In this stage, researchers actively develop and program the educational game using the Scratch application, as illustrated in Figure 2. The development process begins with designing visual assets, including kebaya sprites representing different Indonesian traditional costumes, interactive backgrounds, buttons, and supporting interface elements that reflect the cultural learning context. These components are then integrated into Scratch to create an engaging and user-friendly educational game.

The game functionality is implemented through Scratch's block-based programming by defining object behaviors, click interactions, sprite visibility, navigation between scenes, scoring mechanisms, and feedback for user responses. Audio elements, including traditional music and sound effects, are incorporated to enhance learner engagement and provide a more immersive learning experience. Examples of the programming blocks used to control sprite interactions, game initialization, and multimedia features are presented in Figure 3.

Throughout the development process, iterative internal (alpha) testing is conducted to evaluate the game's functionality, interface consistency, and overall performance. Technical issues such as coding errors, animation synchronization, navigation flow, and multimedia integration are identified and corrected before the product proceeds to expert validation. This iterative refinement ensures that the final game is functional, visually appealing, and suitable for elementary school students. The completed educational game consists of several interconnected learning scenes that guide students through an interactive exploration of Indonesian traditional clothing. The game begins with a start menu, followed by an introduction to the learning objectives and instructions for gameplay. Students can interact with different kebaya sprites to access information about their origins, distinctive characteristics, and cultural significance. Each interaction is accompanied by animations, descriptive text, and traditional background music, creating a more engaging and meaningful learning experience. In addition to the learning content, the game incorporates interactive quizzes that allow students to assess their understanding after completing the exploration activities. Immediate feedback is provided for each response, enabling students to recognize correct answers and revise misconceptions. This combination of content exploration and formative assessment encourages active learning while reinforcing students' knowledge of Indonesia's cultural heritage.

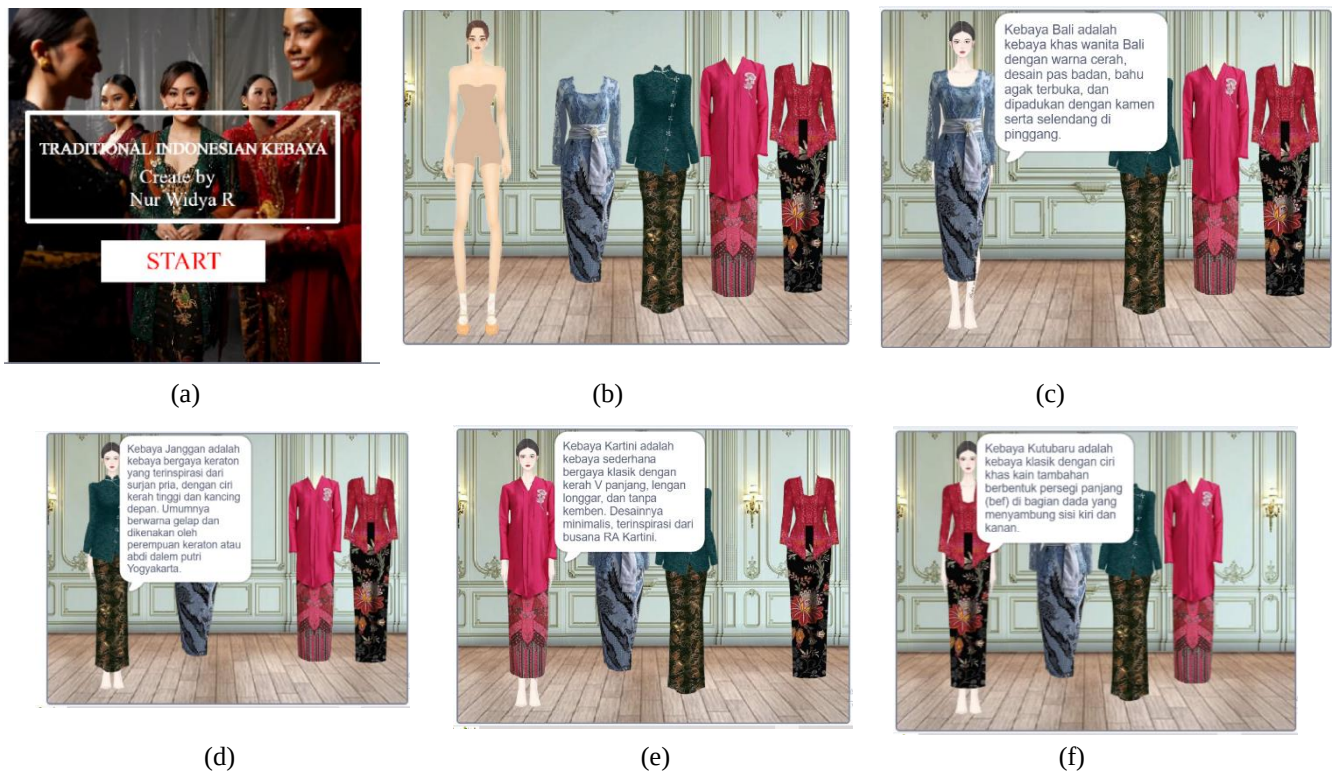


Figure 2: (a) the opening screen, (b) mannequins with various kebaya designs as visual assets, (c) Kebaya Janggan complete with its characteristic description, (d) Balinese Kebaya display with its unique characteristics, (e) Kebaya Kutubaru with its feature description, and (f) Kebaya Kartini with its explanation; collectively depicting the interface and presentation of cultural information in the game.

Figure 2 presents the main interfaces of the educational game developed in Scratch. The game begins with an opening screen that introduces learners to the application and provides access to the learning activities. The visual assets include mannequin characters displaying various traditional kebaya designs, allowing students to recognize the diversity of Indonesian cultural attire. Each kebaya, including Kebaya Janggan, Balinese Kebaya, Kebaya Kutubaru, and Kebaya Kartini, is accompanied by concise descriptions highlighting its distinctive characteristics and cultural background. The combination of illustrations, textual explanations, and interactive elements enables students to explore the learning content independently while maintaining their engagement throughout the activity.

The interface was designed using colorful visuals, simple navigation, and interactive multimedia elements to accommodate the characteristics of elementary school students. By selecting each kebaya sprite, learners receive descriptive information supported by animations and traditional background music, creating a more engaging and meaningful learning experience. This design not only introduces the visual characteristics of Indonesian traditional clothing but also promotes cultural appreciation through active interaction with the learning media.

To support the interactive features shown in Figure 2, the game was programmed using Scratch's block-based coding environment. Each sprite was assigned specific scripts to control its behavior, including object visibility, positioning, user interaction, event broadcasting, sound playback, and the display of descriptive information. The use of visual programming blocks simplified the implementation of game logic while ensuring smooth interaction between multimedia elements and learning content. The integration of multimedia components and interactive programming supports students' engagement throughout the learning process. By combining images, text, animation, and audio within a single learning environment, the game provides multiple representations of cultural information that facilitate understanding and retention. This interactive design also encourages learners to explore each traditional kebaya independently, fostering curiosity and strengthening their appreciation of Indonesia's cultural heritage.

To make the game there is a game code as shown in Figure 3:



Figure 3: Scratch code implementation: (a) hides the Start text when clicked; (b) manages the Kebaya Kartini sprite, including visibility, positioning, sound, and descriptive text; (c) controls the Kebaya Kutubaru sprite with display, sound, and description; (d) initializes sprite visibility and position at game start; (e) starts the game by broadcasting a "Start the game" message; (f) hides sprites when the green flag is clicked; and (g) manages the Kebaya Bali and Kebaya Janggan sprites, including visibility, positioning, audio, and descriptive information

Figure 3 presents the Scratch programming blocks that underpin the educational game's interactive features. These scripts regulate game initialization, sprite visibility, scene transitions, object interactions, and the integration of descriptive text with traditional audio. Through event-driven programming, each kebaya sprite responds dynamically to user input, allowing learners to explore cultural information interactively. The block-based programming structure facilitates efficient synchronization of multimedia components while maintaining a simple and maintainable coding architecture, making the game suitable for elementary school learners.

2.4 Implementation

The implementation stage involved introducing and testing the educational game prototype with the target participants. The researcher carefully facilitated the game usage sessions, provided initial instructions and observed the participants' interactions with the game. This process included collecting initial qualitative data through direct observation of participants' expressions, reactions and behaviors while playing. The researcher also noted any questions or difficulties that arose. In this context, implementation does not only mean the use of the game, but also the systematic process of obtaining initial feedback regarding user experience, ease of use, and the game's potential to facilitate understanding of kebaya.

2.5 Evaluation

This final stage focuses on a comprehensive assessment of the effectiveness of the educational game in achieving the stated learning objectives. Evaluation is conducted formatively throughout the development process (through internal trials and initial feedback) and summatively after initial implementation through in-depth interviews. Qualitative data collected from interviews with experts, practitioners and academics will form the main basis of analysis. The researcher analyzed the data to identify the strengths and weaknesses of the game, as well as the extent to which the game was able to increase participants' knowledge, interest and appreciation of traditional Indonesian kebaya. The evaluation findings are then used as the basis for ongoing revision and improvement.

3. Findings and Discussion

To enrich the Research Methods section and provide a more detailed overview of the participants, here is a table presenting the background of 9 simulated respondents presented in Table 1. This information will help readers understand the credibility and perspectives brought by each participant.

Table 1: Background of Interview Participant

Participant Category	Respondent Code	Job Position (Simulated)	Work Experience (Simulated)
Fashion Industry Expert (Kebaya)	P1	Senior Kebaya Designer & Boutique Owner	25 years in the traditional fashion industry, specializing in noble kebaya. Has participated in international fashion exhibitions.
	P2	Traditional Fashion Curator & Cultural Consultant	18 years as a researcher and curator of traditional Indonesian attire, frequently a speaker at national and international cultural forums.
	P3	Fashion Academic & Author of Dress History Books	20 years as a lecturer in a fashion design program, focusing on the history and philosophy of traditional Indonesian attire, including kebaya.
Practitioners (Game/Digital Education Developers)	PG1	Lead Game Designer (Education)	12 years of experience in developing educational games for various platforms, including web and mobile. Involved in gamification projects for learning.
	PG2	Programmer & Interactive Game Developer	8 years as a Scratch programmer and interactive application developer for children, often collaborating with educational institutions.
	PG3	Instructional Designer & Digital Education Specialist	15 years of experience in designing curricula and technology-based learning materials, including prototypes of interactive media for basic education.
Academics (Culture/Education Field)	A1	Professor of Ethnology & Cultural Studies	28 years teaching and researching in the field of cultural anthropology and Indonesian ethnography, with extensive publications on intangible heritage.
	A2	Lecturer of Educational Technology & Learning Innovation	17 years teaching and researching on the integration of technology in education, specializing in the use of digital media for interactive learning.
	A3	History Researcher & Philologist	22 years as a senior researcher at a historical research institution, focusing on Indonesian social and cultural history, including the role of traditional attire in society.

3.1 Challenges in Preserving and Introducing Traditional Kebaya

Interviews with kebaya fashion industry experts consistently highlight several crucial challenges in preserving and introducing traditional Indonesian kebaya to the younger generation and global audience today. The majority of experts state that the limited availability of engaging and easily accessible educational media is a significant barrier. This aligns with the problem of limited access to innovative educational media relevant to the preferences of the digital generation that has been identified. They underscore that the narrative and philosophical complexities of kebaya are often not conveyed effectively through conventional methods, leading to a lack of in-depth understanding among the younger generation about the values and historical context behind the attire.

Other experts add that misconceptions or a lack of accurate information about the diversity of kebaya types for instance, the essential differences between Kebaya Kartini, Kutubaru, and Bali often circulate in the wider public and internationally, hindering a true appreciation for this rich heritage. This condition has the great potential to threaten the regeneration of knowledge and the sustainability of kebaya cultural preservation practices, rendering it merely an artifact of the past without strong contextual relevance in the present. This discussion emphasizes the urgency of developing innovative approaches in cultural education, an aspect also frequently raised in academic literature on the digitalization of cultural heritage.

3.2 Potential of Digital Media and Educational Games in Enhancing Kebaya Appreciation

All participants recognize the substantial potential of digital media, especially educational games, in enhancing appreciation for kebaya. Game development practitioners specifically emphasize Scratch's capability to transform static information about kebaya into a dynamic and interactive learning experience. They argue that Scratch's visual and interactive features allow for the representation of detailed designs, materials, and symbolic meanings of kebaya in a more engaging way compared to static text or images. Academics from the fields of education and culture also strongly support this view, emphasizing that games can serve as an effective bridge to connect rich cultural heritage with the contemporary learning preferences of Generation Z, fostering early interest through a format familiar to them. This consensus underscores the relevance of educational games as a cultural preservation strategy in the digital era, a view consistent with research on gamification in cultural education.

3.3 Essential Elements of Kebaya to Emphasize in Educational Games

Discussions with fashion experts and academics resulted in a consensus regarding the essential elements of kebaya that an educational game should emphasize to ensure comprehensive understanding. Participants agreed that the game must explicitly explain the history and evolution of kebaya, differentiate various types of kebaya along with their unique design characteristics, and communicate the philosophy and symbolic meanings behind each element of kebaya. Fashion experts suggested that the game integrate activities allowing users to "design" or "match" kebaya according to the context of events or regions, and also include brief narratives about important figures associated with kebaya. This implementation aims to facilitate a holistic understanding of kebaya as a visual narrative, not merely a visual introduction. This aligns with the principles of contextual learning advocated in pedagogical literature.

3.4 Effectiveness of Scratch and Considerations for Developing Cultural Educational Games

Digital game/education development practitioners provide crucial insights into Scratch's effectiveness as a platform and technical-pedagogical considerations in developing cultural games. They rate Scratch's effectiveness highly for developing engaging cultural educational content for children and teenagers, especially due to its intuitive block-based visual programming environment [simulasi data wawancara]. Participants emphasize the need for a highly intuitive user interface (UI) and user experience (UX) design for this age group, ensuring ease of navigation and appeal. Scratch features such as customizable sprites, code blocks for interactivity, and the ability to create simple animations are considered highly suitable for interactively representing the richness of kebaya's details and meanings. Identified challenges include limitations in graphic resolution and script complexity for very long narratives, which can be overcome through code modularization and visual asset optimization. This discussion reinforces initial findings about Scratch's capabilities.

3.5 Integration of Technology, Learning Impact, and Cultural Sensitivity

Discussions with academics in culture/education highlight how technology can be integrated into efforts for cultural preservation and transmission. They argue that educational games can significantly support curriculum objectives in non-formal cultural learning and enrich the learning experience by providing an interactive platform not available through traditional methods. Academics suggest a combination of evaluation methods (e.g., pre-test and post-test, attitude surveys, and observation of participation) to holistically measure the impact of an educational game on cultural understanding and appreciation.

Furthermore, ethical aspects and cultural sensitivity are important considerations when representing traditional heritage in digital formats. Participants emphasize the need for content validation by domain experts to ensure accuracy and avoid misrepresentation or stereotypes. The game must carefully maintain the authenticity of kebaya's representation while keeping it engaging, and encourage users to appreciate cultural diversity and its historical context. This aligns with the research's objective to foster a sense of ownership and responsibility for the nation's heritage from an early age. These findings affirm that the development of cultural games not only requires technical and pedagogical expertise but also a high degree of cultural sensitivity to achieve sustainable preservation impact, an aspect widely emphasized in digital preservation studies.

4. Conclusion

This research successfully explored the significant potential of the Scratch application in facilitating the preservation and introduction of traditional Indonesian kebaya to the younger generation and global audience. We have confirmed that the main challenges in cultural transmission, particularly the lack of engaging and interactive educational media, can be effectively overcome through the development of Scratch-based games. Findings indicate that Scratch, with its block-based visual interface and its ability to create interactive experiences, serves as a strong bridge between rich cultural heritage and contemporary learning preferences.

The implications are clear for cultural education practitioners and game developers: investment in platforms like Scratch can substantially increase cultural engagement and understanding among the digital generation. The importance of content accuracy, culturally sensitive representation, and robust pedagogical design must remain a top priority in future

development. Future research can explore the effectiveness of this game through large-scale empirical studies with target participants, as well as apply this model to other traditional Indonesian cultural content. Such initiatives not only preserve heritage but also empower future generations as active custodians of culture.

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Conflict of Interest

The authors declare no conflict of interest.

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