



Study of Literature: The Role of Traditional Games as a Learning Media to Instill Character Education in Elementary School Students

Miratunnisah^{1*}

¹Primary School Teacher Education, Mataram University, Mataram, Indonesia

Received: December 21, 2023

Revised: February 15, 2024

Accepted: February 25, 2024

Published: February 28, 2024

Corresponding Author:

Miratunnisah

mhyratunnisyah@gmail.com

DOI: [10.56566/mandalika.v2i1.174](https://doi.org/10.56566/mandalika.v2i1.174)

© 2024 The Authors. This open access article is distributed under a (CC-BY License)



Abstract: Traditional games are games owned by a group of people, where in these games they adhere to the norms and customs of the community passed down from their ancestors to the next generation. The aim of this research is to describe the role of traditional games as interactive learning media to instill character education in elementary school students. Character education contained in traditional games contains the values of honesty, enthusiasm, good manners, responsibility, cooperation, discipline, hard work, helping each other, never giving up and so on. The methods used in this research are literature study, searching, analyzing and drawing conclusions. And the results obtained in this research show that traditional games can instill character education, for example religion, honesty, enthusiasm, good manners, responsibility, cooperation, discipline, sportsmanship, hard work, mutual help, never giving up and many more. Therefore, it is important to re-instill traditional games for children as a learning medium that can build good character in children.

Keywords: Character Education; Learning Media; Traditional Games

Introduction

Indonesia is an archipelagic country that has many tribes and cultures. The many tribes and cultures that exist in Indonesia are now starting to be forgotten as time goes by and technology becomes increasingly sophisticated. One culture that is almost forgotten is traditional games. The country of Indonesia is the Unitary State of the Republic of Indonesia, where Indonesia has various cultures from various tribes but still has a strong unity (Gregorio Gilian Peilouw, 2022). From this great diversity, Indonesia has a culture in each region with its own characteristics, making this culture special. This specialty is not just language, but many things, for example special things in the form of buildings, art, dance, traditional clothes, literature and traditional games (Suryawan, 2020). Traditional games are now increasingly being displaced day by day due to the presence of sophisticated technology, one of which is gadgets. In this gadget there are modern games, such as video games and virtual games. In fact, traditional

games are a cultural heritage, which is a characteristic of Indonesian society to maintain its existence and identity.

One of the legacies from ancestors to the next generation is traditional games. Behind the movements, words and tools used have symbolic meaning. It can be concluded that the traditional games of Indonesian society vary in each region, each game in it definitely has educational value. The educational value in question is the value that exists in society itself. These values were formed because Indonesian people uphold the values of togetherness, a spirit of cooperation and hard work to achieve goals and hopes and have a friendly character. Traditional games are a richness of Indonesian archipelago culture, which is one of the nation's cultural attractions. As the era of traditional games develops, their existence is increasingly being displaced day by day due to the presence of sophisticated technology, one of which is gadgets. In this gadget there are modern games, such as video games and virtual games. Therefore, traditional games in Indonesia must be maintained and must continue to be developed because traditional games are one of the legacies of the

How to Cite:

Miratunnisah, M. (2024). Study of Literature: The Role of Traditional Games as a Learning Media to Instill Character Education in Elementary School Students. *MANDALIKA: Journal of Social Science*, 2(1), 13–20. <https://doi.org/10.56566/mandalika.v2i1.174>

Indonesian ancestors whose preservation is always maintained by the nation's future generations, namely Indonesian students.

Traditional games have their own meaning in instilling behavior, attitudes and skills in children, not just for recreation or fun. Religious, educational, norm and ethical values are noble values contained in traditional games which will be beneficial for children in the future. Children will be strong physically, mentally, socially and emotionally, not give up easily, explore, experiment and develop a leadership spirit through traditional games (Musbikin, 2006).

Traditional games are games that can stimulate the muscles in a child's body and can help brain growth and can improve motor movements in children. Muscles and brain work in balance so that they can increase intelligence in thinking. Apart from that, traditional games can also increase social interaction through the rules in the game which influence children's communication skills, mutual respect and sportsmanship as well as being able to control emotions and empathy between each other (Suherman et al, 2019). Apart from that, children learn to love nature more and increase their spiritual values towards God through attitudes and moral values through traditional games. The abundance of natural resources provides valuable lessons for children to always be grateful for all the gifts given by God. In games, children are required to be more creative and imaginative in solving problems while playing (Aribowo & Hidayah, 2019).

Education is the most important aspect in human life, where education can enrich knowledge, realize potential, and empower students so that their character develops better as citizens (Sofiasyari et al, 2020). Meanwhile, traditional games are a treat or exercise to develop good attitudes through games (Kovacevic and Opic, 2014). So it can be concluded that traditional games and the learning process have almost the same goal, namely developing students' psychomotor skills. Learning becomes more useful and fun using traditional games.

Physical conditions such as endurance, speed and balance as well as stimulating their development to be able to move actively and improve children's cognitive, affective, psychomotor and social skills can be improved through traditional games. These various aspects can increase children's enthusiasm for learning, which is one of the methods that teachers/educators can apply in learning by using fun games and providing interesting understanding to encourage enthusiasm for learning while playing.

Children's character values in the form of responsibility, thoroughness, self-confidence, honesty, enthusiasm, good manners, cooperation, discipline, sportsmanship, hard work, helping each other and never giving up can be improved through traditional games.

Sports lessons at school can improve character education through traditional games. Examples of traditional games in question are clogs, rounders, forts, engrang, and others. The bakiak game is a game that uses wood as a foothold and is adjusted to the number of players. This game trains children's cohesiveness when playing and also requires coordination of body movements by swinging the arms and legs to move simultaneously with the members.

Traditional games can provide education for children in the process of learning while playing, and increase children's understanding of their abilities through educational game tools that can develop intelligence (Rachmawati et al, 2020). Traditional games can be played systematically, in stages and continuously during the learning process. At the elementary school level, there must be improvements in terms of the learning process, both in the field of science and in the field of sports (Nurhidayat, 2022). The teaching and learning process is not only carried out in the classroom, but can also be carried out before entering the classroom. In the classroom, games or activities tend to stimulate the development of fine motor skills more than gross motor skills. Because usually the conditions in the classroom are very limited for carrying out various gross motor movements. Considering the importance of the purpose of this opening game, this opening game activity must be designed to be carried out as optimally as possible (Rahayu et al, 2021).

Teachers are required to be creative in developing learning activities by looking at the character of elementary school age students which are said to contain elements of play, create a peer environment that teaches physical skills, cooperation, socialization, contextualization, and is able to develop character values during the learning process (Annisa and Holis, 2020). Traditional games have a role in forming children's character. Characters that can be formed include responsibility, thoroughness, self-confidence, honesty, enthusiasm, good manners, cooperation, discipline, sportsmanship, creativity, independence, hard work, mutual help, never giving up and so on. This character can be formed through traditional games played by children on their own without any coercion from anyone. Therefore, traditional games must be preserved so that children with character can be created and become a generation of the nation with integrity. It is hoped that the use of traditional games can become an interactive medium in learning activities that can instill character education. In presenting lesson materials, teachers use interactive learning media in which the teacher is the main actor in creating learning that allows students to be active and educative, namely interactions between teachers and students, students with other students and with learning resources to achieve learning goals (Komara, 2014).

The aim of this research is to describe the role of traditional games as interactive learning media to instill character education in elementary school students. The results obtained in this research show that traditional games can instill character education, for example religion, honesty, enthusiasm, good manners, responsibility, cooperation, discipline, sportsmanship, hard work, mutual help, never giving up and many more. Therefore, it is important to re-instill traditional games for children as a learning medium that can build good character in children.

Method

The method used in this research uses a literature study method known as a literature review. Literature study is a research topic analysis activity whose aim is to convey information to readers about the results of other research related to the current research topic, connecting and filling research gaps with existing literature in previous research (Creswell, 2014). Literature study is a way of collecting relevant data or sources related to the

topic being discussed from various sources such as journals, books and other studies. Evaluate research sources and organize them systematically and make final conclusions. The keywords used in this article are "Traditional Games" and "Character Education". There are 25 articles that are references in this article, which discuss traditional games as a learning method.

Result and Discussion

Article Review Results

Based on the results of research conducted using the literature study method, namely by collecting references, the results of literature reviews in several articles, the author found that traditional games can instill character education in children, where traditional games contain the values of honesty, enthusiasm, courtesy, responsibility, cooperation, discipline, hard work, mutual help, never giving up, independence, creativity and so on. The following are the results of a review of articles from various article sources used in this research.

Table 1. Review articles used in literature studies

Authors	Title	Results
Wahyu, A., & Rukiyati, R. (2022)	Literature study: Traditional Games as an Alternative Media for Stimulating Early Childhood Development.	The findings show that traditional games have benefits for children's development. Therefore, it is very important to reinvent traditional games for children as a medium that can stimulate children's growth and development to the maximum and not erase the cultural values of their ancestors.
Susanti, A., Darmansyah, A., & Aulia, N. (2022)	Traditional Games: Efforts to Inherit Culture and Character Education through Local Wisdom in Elementary Schools.	The results of this research show that one of the advantages of traditional games is that they can instill character education in elementary school students.
Rizky, TL, and Purnomo, H. (2021)	Development of a Traditional Game-Based Learning Model in Increasing Elementary School Students' Interest in Learning.	The results of this research show that students' interest in learning can be increased by adjusting the learning model according to the child's age level, namely by liking to play. And it has been proven by the existence of data that proves that traditional game-based learning models can increase children's interest and self-quality.
Maghfiroh, Y. (2020)	The Role of Traditional Games in Shaping the Character of Children Aged 4-6 Years	The findings obtained are that traditional games have an important role in forming children's character, such as honest, disciplined, hard working, creative, independent, communicative, responsible and so on.
Mustakimah, M., & Mu'amamah, S. (2021).	Efforts to Form Confident and Creative Characters in Early Childhood Through the Traditional Game of Mushrooms	Based on the research results, children's character can be formed through the traditional mushroom game. For example, the character is honest, disciplined, confident and creative.
Astuti, ND, & Nugrahanta, GA (2021).	Development of a Guidebook for Traditional Games to Develop the Character of Kindness in Children Aged 9-12 Years.	Based on the findings, it was concluded that the development of the book was based on the theory of effective learning. The quality of the manual is stated to be "Very good".
Irawan, RJ (2022).	Literature Study: Effectiveness of Modifications in Traditional Games in the Existence of Children's Games in the Generation Z Era.	Based on the findings, it shows that the presence of traditional games is increasingly disappearing, with technology-based games proving to be very effective in increasing the extension of traditional games in society, especially in the current generation.
Adi, BS, & Muthmainah, M. (2020).	Implementation of Traditional Games in Early Childhood Learning as Forming National Character	The results of this research show that children's character can develop through traditional games, for example patience,

Authors	Title	Results
Samsurrijal, A. (2022).	Traditional Indonesian Games as a Media for Instilling Moral Values in Students: A Literature Study	honesty, sportsmanship, discipline, persistence, independence, self-confidence and cooperation. The research results show that every region in Indonesia definitely has many traditional games. There are norms that are taught from this game, which are very suitable for children of their age who like to play.
Cendana, H., & Suryana, D. (2022).	Development of Traditional Games to Improve Early Childhood Language Abilities	The findings show that children's language skills can be improved through traditional games, such as the ability to listen, imitate 3-4 word sequences, understand the game to be played and so on.
Atmaji, T. (2019)	Interactive Learning Media Through Traditional Games to Strengthen Character Education	Based on the findings, it is concluded that traditional games as a learning medium are very necessary, which can instill character education in children.

Understanding Traditional Games

Games are entertainment or fun activities, whether carried out using tools or not. Meanwhile, traditional is everything that has been passed down from generation to generation from ancestors to the next generation (Atik Soepandi, Skar et al, 1985-1986). So it can be concluded that traditional games are activities carried out to entertain oneself and please the heart, whether playing using tools or not, these games are passed down from generation to generation from ancestors to the next generation.

Traditional games can be categorized into three groups, namely as follows:

- 1) Games for playing (recreative), meaning traditional games that are played or played to fill free time.
- 2) Competitive games (competitive) mean organized traditional games that determine who wins and loses, have game rules that must be accepted by the players, and this game can be played by at least 2 people.
- 3) Educational games, meaning traditional games, are very diverse based on the local wisdom of each region in Indonesia. Where every game definitely has educational value in it. As we know, the educational value in question is the value that exists in society itself. This educational value was formed because Indonesian people highly uphold the value of togetherness and foster a spirit of cooperation, forming the character of Indonesian people who are friendly and known for their willingness and hard work to achieve the hopes and ideals of the Indonesian nation, through traditional games.

We often hear the expression that children's education is learning while playing and playing while learning. Selamat said that the game is divided into 5 types, namely:

- 1) Physical games, for example jumping games, use a lot of physical activity.
- 2) Children's songs, for example singing while dancing and so on.
- 3) Puzzle games, for example games that hone logical and mathematical thinking skills.

- 4) Games with tools, for example games played with objects such as sand, water, blocks, soil, and so on, can help children develop various aspects of development.

- 5) Role playing, for example games that contain drama, skits and role playing as well as other types of games.

Dharmamulya, (2008) states that there are three types of traditional games, namely based on the pattern (1) playing and singing, (2) playing and thinking, (3) playing and fighting dexterity. He also mentioned several benefits of traditional games, namely (1) training to count (2) training to think (3) training of courage and (4) training to be honest.

This is almost the same as what was stated by (Misbach, 2006) that there are several aspects of children's development that can be stimulated by traditional games, namely:

- 1) Motor aspects (training endurance, body flexibility, sensory, motor, gross motor and fine motor skills).
- 2) Cognitive aspect (developing creativity, imagination, strategy, problem solving, contextual understanding, anticipation).
- 3) Emotional aspect (honing empathy, self-control).
- 4) Language aspect (understanding of value concepts).
- 5) Social aspects (building cooperation, relationships, practicing social maturity with peers and laying the foundation for practicing socialization skills, practicing roles with more mature people or society).
- 6) Spiritual aspect (realizing the existence of a relationship with something that is great).
- 7) Ecological aspect (understanding the benefits of natural elements wisely).
- 8) Value/moral aspects (understanding the moral values inherited from previous generations).

Playing has various benefits for children's development. The aim of educational games is actually to develop self-concept, develop creativity, social aspects, emotional or personality aspects, physical and motoric aspects, cognitive aspects, communication, sharpen sensory sharpness and so on.

Educational games have various functions as follows:

- 1) Providing knowledge to students through learning activities while playing.
- 2) Developing children's abilities by encouraging thinking, creativity and language, so that they can develop good attitudes, mentality and morals.
- 3) Creating a play environment that can attract children's attention, provide a sense of security, comfort and fun.
- 4) Improving the quality of children's learning

Best Play (Iswinarti, 2010) believes that the following are play roles that can have an impact on children's lives:

- 1) Playing has an important role in learning. In this way, playing can complement students' activities at school, which can provide students with the opportunity to understand, absorb and provide insight into what they learn in learning at school. Playing is very important because it can help children gain "not specific knowledge, but general knowledge in solving problems."
- 2) Play can support physical development and good mental health. Playing can encourage children to do physical activity, through sports activities.
- 3) Allows increased body coordination and balance, as well as developing skills in growing children. Being able to build and develop resilience (endurance) to stress in life is something that can be obtained from mental health.
- 4) Playing provides an opportunity to test children in facing challenges and dangers.

The role of traditional games in shaping children's character includes: Be honest, Discipline, Independent, Responsible, Spirit, Politeness, Cooperation, Mutual help, Never give up, Hard work, Self-confident, and Think logically, critically, creatively and innovatively.

Indonesia is a country rich in traditional games, which include hide and seek, gobak sodor, ball bekel, engklek, congklak, five basic ABCs, post boxes, dirt houses, police, jumping rope, stilts, throwing. stone, dragon snake, benthic, cublak-cublak suweng, sepak sekong, cat and mouse, cedar switch, spinning top, kite, mushroom, marbles, cooking, fort, sack racing, boiboinan, kasti, rattan lenggang, donal duck, bakiak or teklek, rangku alu, paraga, pletokan, slingshot, shell run, tire pusher, bamboo firecracker, and others.

Traditional games are physical activities carried out by a group of people in which there is a description of the community's activities in daily life and contain positive values that can improve physical, spiritual and mental health. Basically, traditional games are influenced by local regional culture, so they experience many changes, namely in the form of changing players, adding players, reducing players and so on. So traditional games in general still have similarities/similarities in how they are played even

though the names of the games are different (Khamdani, 2010).

Traditional games are also called folk games. In general, every nation in the world has traditional games. This was obtained through oral inheritance from previous generations to the next. Especially in children's games, where the games are told almost the same way through spoken language and many of them are disseminated without the help of adults such as their parents or school teachers (Danandjaja, 2007).

According to (Darminiasih NN, 2014), the types of traditional games are as follows:

- 1) Games played in class include playing congklak, snake tanga, monopoly, playing with dolls, the five basic ABCs and so on.
- 2) Games played outside the classroom include, for example, long snakes, gobak sodor, clogs, rounders, engrang, engklek, forts, lati jumping and others.

Traditional games can instill good character (kindness) in children, making children knowledgeable, insightful and experienced. Traditional games can be applied as a learning method that can instill character education in children. This can be applied by teachers in the learning process both in the classroom and outside the classroom. Because traditional games introduce character education, reflect character and children's ability to form good character. (Pratama et al, 2019) stated that an educator or teacher is not an easy job as thought, the ability to master the material alone is not enough. This cannot yet be categorized as a professional teacher, what is said to be a professional teacher is a teacher who loves his job, has abilities and skills, has special abilities, is able to maintain the teacher's code of ethics and so on. Apart from that, teachers must also be able to understand students easily and naturally, both individually and in groups. By providing motivation, enthusiasm, developing students' potential or abilities and setting a good example for students is a teacher's profession or teacher's performance. In the daily activities of a teacher who is able to foster potential and abilities in students, this is an important role for a teacher in determining students' future development.

To get maximum results in the learning process the role of the teacher is very important in it. (Suryana Dadan, 2013), states that student learning outcomes can have a positive influence with knowledge about learning strategies, teacher attitudes and motivation. Good teacher knowledge allows them to make learning preparations. The teacher prepares learning tools in the form of lesson plans according to the themes and sub-themes being studied. Teachers who have a positive attitude will maximize their performance in teaching assignments in the classroom, including using traditional games in school learning.

Instructional Media

The learning process will be very optimal if you learn using learning media. Learning media have their respective advantages and disadvantages, for example they can raise students' learning motivation, clarify the information given to students, and utilize variations in the learning process (Asmahasanah et al, 2018). Traditional games are games that can be given by teachers as a medium that can be applied in the learning process and make learning fun. According to (Akbari et al, 2009), traditional games for children provide educational values that can foster and develop children's nine intelligences. The intelligences that can be developed are linguistic, mathematical, visual-spatial, musical, kinesthetic, naturalist, interpersonal and spiritual intelligence.

There are various kinds of media that can be used in the learning process, namely:

- 1) Visual Media
Visual media is media that can only be seen, for example: pictures, photos, sketches, diagrams, graphs, cardboard, posters, maps and so on.
- 2) Audio Media
Audio media is media that can only be heard, for example radio and so on.
- 3) Audio Visual Media
Audio visual media is media that can be seen and heard, for example: video, film, television and so on.

Traditional games can be a learning medium. Teachers can apply traditional games in learning so that the learning process can run optimally and have fun, learning while playing using learning media in the form of traditional games can instill character education in children, for example instilling the values of honesty, enthusiasm, good manners, responsibility, cooperation, discipline, work hard, help, never give up, be independent, creative and so on. Therefore, it is important for a teacher to remain creative in carrying out the teaching and learning process in the classroom and outside the classroom. One of the traditional games that teachers can apply in the learning process in the classroom is the congklak game, this game can train students' numeracy skills. The way to play this game is to take a stone or seed from any hole but not your opponent's hole and insert the stone or seed into the hole in the same direction.

Character building

Education plays an important role in developing individual character, especially in children. National Education System Law no. 20 Article 1 (1) of 2003 states that, "Education is a conscious and planned effort to create conditions and ways of learning that enable students to actively improve their abilities in achieving discipline, intelligence and so on". This is in accordance with the teaching statement, namely a way to build

students' potential and direct students to receive good guidance and be able to implement this in everyday life (Fadlillah & Khoirida, 2013).

The role of education is very important in the growth and development of children. Therefore, all activities carried out in the learning process must be planned and must be in accordance with the child's abilities. The education that must be instilled in children is character education. One of the characters that must be instilled in children is discipline. Where discipline is behavior that shows the value of obedience to all rules and order. Disciplinary attitudes are highly expected in the process of children's growth and development, where discipline is not only applied in the school environment, but can be applied in the family environment and community (social) environment. Character education is an effort to develop the spiritual aspects of children physically and mentally in order to achieve a better civilization (Mulyasa, 2016).

Character education can start from the family environment. Where the influence of the family environment is very large in children's education. Because it is the family that educates the growth and development and formation of children's character. A child's character depends on the thoughts and behavior of both parents and their environment.

Character means "mental or moral quality, mental strength and reputation" (Hornby and Pornwell, 1972). Character in the psychology dictionary is a personality that is viewed from an ethical or moral perspective, for example a person's honesty and is usually related to relatively fixed traits (Dali Gulo, 1982). According to (Thomas Lickona, 1991), character education is character education, which involves aspects of knowledge (cognitive), feelings (feeling) and action (action). Without these three aspects, character education will not be effective. Meanwhile, according to (Ministry of National Education, 2010), character education is efforts designed and implemented systematically to help students understand the values of human behavior relating to themselves, to fellow humans, to the environment and to thoughts, attitudes, feelings, words and actions are based on norms contained in religion, etiquette, culture, law and customs and are related to God Almighty.

Character education in schools, all components must be involved, including educational components, curriculum content, learning and assessment processes, quality of relationships, school management, handling or management of subjects, empowerment of facilities and infrastructure, implementation of activities, financing, as well as the school community or all workers and the school environment. Character education can be applied in the learning process in every subject. Learning materials related to norms or values in each subject need to be developed, linked to the context

of everyday life. In this way, character education does not only focus on cognitive aspects, but also on real internalization and practice in students' daily lives. Traditional games are very important in instilling character education and providing positive moral values for children's growth and development. Traditional games can be a means of learning to develop IQ values in children. However, everything must still be supervised and the time used is not spent just playing. Traditional games can be implemented as a fun means of character education and can be applied both in the family (informal), school (formal) and in the community (informal).

Conclusion

Traditional games are games owned by a group of people, where in these games they adhere to the values and customs of the community passed down from their ancestors to the next generation. The aim of this research is to describe the role of traditional games as interactive learning media to instill character education in elementary school students. The results obtained in this research show that traditional games can instill character education, for example religion, honesty, enthusiasm, good manners, responsibility, cooperation, discipline, sportsmanship, hard work, mutual help, never giving up and many more. Therefore, it is important to re-instill traditional games for children as a learning medium that can build good character in children. Traditional games can be a fun learning medium that can be given by teachers to students to instill character education in students, where traditional games have their own values in each game. As we know, Indonesia has a variety of cultures which of course have many noble values inherited from their ancestors, one of which is through traditional games. Using traditional games as a learning medium can also increase student creativity or foster good character in students, and indirectly also help preserve and maintain Indonesian culture amidst the rise of online games so that the existence of traditional games will be maintained.

Author Contributions

All authors had significant contributions in completing this manuscript.

Funding

This research received no external funding

Conflicts of Interest

The authors declare no conflict of interest

References

Adi, B. S., & Muthmainah, M. (2020). Implementasi Permainan Tradisional dalam Pembelajaran Anak

- Usia Dini sebagai Pembentuk Karakter Bangsa. *Jurnal Pendidikan Anak*, 9(1), 33-39.
- Ahmad, E. (2023). Peningkatan Kemampuan Berpikir Kreatif Guru Sekolah Dasar dalam Memanfaatkan Permainan Tradisional pada Proses Pembelajaran di SDN 03 Bukit Kemuning Tahun 2022. *Primer: Jurnal Ilmiah Multidisiplin*, 1(2), 125-136.
- Anisah, A. S., & Holis, A. (2020). Enkulturasikan Nilai Karakter melalui Permainan Tradisional pada Pembelajaran Tematik di Sekolah Dasar. *Jurnal Pendidikan UNIGA*, 14(2), 318-327.
- Astuti, N. D., & Nugrahanta, G. A. (2021). Pengembangan buku pedoman permainan tradisional untuk menumbuhkan karakter kebaikan hati anak usia 9-12 tahun. *Jurnal Riset Pendidikan Dasar*, 4(2), 141-155.
- Atmaji, T. (2019, September). *Media pembelajaran interaktif melalui permainan tradisional untuk memperkuat pendidikan karakter*. In Prosiding Seminar Nasional Manajemen Pendidikan (Vol. 1, No. 1).
- Cendana, H., & Suryana, D. (2022). Pengembangan permainan tradisional untuk meningkatkan kemampuan bahasa anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(2), 771-778.
- Hayati, S. N., & Hibana, H. (2021). Reaktualisasi Permainan Tradisional untuk Pengembangan Kreativitas Anak. *Jurnal Pelita PAUD*, 5(2), 298-309.
- Irawan, R. J. (2022). Studi literatur: Efektivitas Modifikasi dalam Permainan Tradisional Pada Eksistensi Permainan Anak Era Generasi Z. *Jurnal Kesehatan Olahraga*, 10(01), 129-136.
- Maghfiroh, Y. (2020). Peran Permainan Tradisional dalam Membentuk Karakter Anak Usia 4-6 Tahun. *Jurnal Pendidikan Anak*, 6(1), 1-9.
- Marcheta, N., & Kareem, R. A. (2023). Efektifitas Game Edukasi sebagai Media Pembelajaran Kebudayaan Permainan Tradisional Siswa Sekolah Dasar di Indonesia. *Journal on Education*, 6(1), 222-229.
- Mustakimah, M., & Mu'amamah, S. (2021). Upaya membentuk karakter percaya diri dan kreatif pada anak usia dini melalui permainan tradisional jamuran. *Journal of Early Childhood and Character Education*, 1(1), 35-52.
- Nurdiana, E. W. (2020). Penanaman Nilai Karakter Remaja melalui Permainan Tradisional. *Jurnal Sains Riset*, 9(3), 52-60.
- Prastyana, R. D. N. (2019, November). Penguatan pendidikan karakter anak SD melalui konsep pembelajaran berbasis kesenian budaya daerah dan permainan tradisional di kampoeng dolanan nusantara borobudur magelang. In *Prosiding Seminar Nasional Pagelaran Pendidikan Dasar Nasional (PPDN) 2019* (Vol. 1, No. 1, pp. 93-101).
- Pratama, B. D., Hidayah, R. N., & Hargiyansari, T. (2019, March). Peran Pendidik dalam Menumbuhkan Perilaku Prosocial Anak dengan Media Permainan

- Tradisional. In *Prosiding Seminar Nasional Hasil Penelitian LPPM Universitas PGRI Madiun*, (pp.20-23).
- Prima, E., & Lestari, P. I. (2023). Pengaruh implementasi permainan tradisional terhadap disiplin anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(3).
- Rahayu, D. I., Nurhasanah, N., & Suarta, I. N. (2021). Penerapan Permainan Tradisional Pada Main Pembukaan Pembelajaran Anak Usia Dini. *Indonesian Journal of Elementary and Childhood Education*, 2(1), 171-176.
- Rizky, T. L., & Purnomo, H. (2021). Pengembangan Model Pembelajaran Berbasis Permainan Tradisional Dalam Meningkatkan Minat Belajar Siswa SD. *Jrnal Pendidikan Dasar Perkhsa: Jurnal Penelitian Pendidikan Dasar*, 7(2), 118-126.
- Rusli, M., Jud, J., Suhartiwi, S., & Marsuna, M. (2022). Pemanfaatan Permainan Tradisional Sebagai Media Pembelajaran Edukatif pada Siswa Sekolah Dasar. *Lambung Inovasi: Jurnal Pengabdian Kepada Masyarakat*, 7(4), 582-589.
- Samsurrijal, A. (2022). Permainan Tradisional Indonesia Sebagai Media Penanaman Nilai Moral Pada Siswa: Sebuah Studi Literatur. *Nusantara Education*, 1(1), 10-19.
- Sanggita, D. T., & Nugrahanta, G. A. (2022). Peran Permainan Tradisional Guna Memperkuat Karakter Kebaikan Hati Pada Anak. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 79-93.
- Suryawan, I. G. A. J. (2020). *Permainan Tradisional Sebagai Media Pelestarian Budaya dan Penanaman Nilai Karakter Bangsa*. Genta Hredaya: Media Informasi Ilmiah Jurusan Brahma Widya STAHN Mpu Kuturan Singaraja, 2(2).
- Susanti, A., Darmansyah, A., & Aulia, N. (2022). Permainan Tradisional: Upaya Pewarisan Budaya Dan Pendidikan Karakter Melalui Kearifan Lokal di Sekolah Dasar. *Dikoda: Jurnal Pendidikan Sekolah Dasar*, 3(01), 40-51.
- Syamsurrijal, A. (2020). Bermain Sambil Belajar: Permainan Tradisional Sebagai Media Penanaman Nilai Pendidikan Karakter. *ZAHRA: Research and Thought Elementary School of Islam Journal*, 1(2), 1-14.
- Wahyu, A., & Rukiyati, R. (2022). Studi Literatur: Permainan Pradisional Sebagai Media Alternatif Stimulasi Perkembangan Anak Usia Dini. *Jurnal Pendidikan Anak*, 11(2), 109-120.
- Widyana, T. C., & Nugrahanta, G. A. (2021). Peran Permainan Tradisional Terhadap Karakter Empati Anak 6-8 Tahun. *Jurnal Basicedu*, 5(6), 5445-5455.