



Optimizing Traditional Games as Learning Media: A Literature Review on Cultural and Character Education

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Received: March 23, 2024

Revised: November 11, 2024

Accepted: February 22, 2025

Published: February 28, 2025

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DOI: [10.56566/mandalika.v3i1.180](https://doi.org/10.56566/mandalika.v3i1.180)

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Abstract: Using basic, environment-appropriate equipment and the results of cultural research that have been passed down from generation to generation in an area, traditional games may amuse kids. In this instance, integrating traditional games into education may be a unique set of values in the preservation, comprehension, and upkeep of cultural values while educating youngsters and having an effect on their characteristics. To successfully and meaningfully include conventional games into a child's educational environment. This entails modifying and improving conventional games so that kids may utilize them as useful teaching aids. Therefore, the goal of this essay is to further study the theory around the optimization of classic games as learning tools. This research's data was gathered by employing the literature study research method from a variety of literature sources that are pertinent to the subject or research issue under consideration. A thorough review and synthesis of pertinent studies has also been done in this study's literature study. The findings demonstrate that we may make learning interesting, participatory, and relevant for kids by utilizing the possibilities of traditional games. Challenges that could appear include a centralized curriculum, a modern viewpoint that disregards traditional games, logistical and facility issues, as well as community acceptance and involvement. These obstacles may be addressed, though, through understanding, and cooperation between parents, educators, and the community, as well as initiatives to imaginatively incorporate traditional games into children's learning.

Keywords: Game; Learning; Optimization; Traditional

Introduction

Education for children has an undeniable urgency. Through education, children can develop their potential to the fullest, develop necessary skills, and gain knowledge that will shape their future. Education also plays an important role in building an inclusive society and reducing social inequality. In addition, education provides the foundation for children to achieve economic independence and contribute to sustainable growth (Ali, 2009). Therefore, investment in children's education must be a priority for every society and nation, to create a better world for future generations.

The growth of the digital era is becoming increasingly widespread nowadays, this has become a

breakthrough for adults to fulfill all aspects that make life easier. One of them is a facility for children to get or play electronic-based games. This is normal nowadays, but it has an impact on children's knowledge regarding ancient games which have values, cultural content, emotional learning, and characteristics.

Traditional games are types of games that have existed and been played for generations in a culture or society (Risdiyanti & Prahmana, 2018). Usually, traditional games originate from ancient times and are passed down from generation to generation. This game is often played outdoors and uses simple materials or equipment that are easily found around the environment. Apart from that, traditional games also have important cultural and social values, because they

How to Cite:

Harpina, D., & Hakimi, M. (2025). Optimizing Traditional Games as Learning Media: A Literature Review on Cultural and Character Education. *MANDALIKA: Journal of Social Science*, 3(1), 22–28. <https://doi.org/10.56566/mandalika.v3i1.180>

not only entertain but also teach skills, teamwork, courage, and respect for cultural heritage (Mulyani, 2016). These games can also help strengthen relationships between younger and older generations and promote outdoor physical activity and social interaction.

In the world of education, children need encouragement that has the content of provoking interest from the child or student. So, the results will show a comparison between learning that focuses on material and learning that involves a game. Remembering that the world of children is still a reflection of their world of play. This of course requires optimization. Optimization is a process or action to achieve the most effective, efficient, and maximum results in a particular situation or context. Optimization aims to improve or increase performance, results, or use of resources in an optimal way (Darmadi, 2018).

So based on this explanation, this research aims to find out the impact and significance of optimizing traditional games for children's education, which is an approach that aims to integrate traditional games into the context of children's education in an effective and meaningful way. This involves adapting and improving traditional games so that they can be used as effective learning tools for children. By optimizing their use in children's education, traditional games can provide widespread educational benefits.

Method

This research was carried out using the literature study method which is a research approach that involves analysis of various literature sources that are relevant to the topic or research question being studied. Harris Cooper (1988) defines a literature study as a systematic review and synthesis of relevant research that has been carried out in a particular research field. He emphasized the importance of formulating a strong theoretical framework, conducting careful literature selection, and conducting critical analysis of existing findings. So, this research was carried out by collecting, reading, reviewing, and synthesizing information from various existing literature sources, such as scientific journals, books, research reports, theses, and other academic articles.

Result and Discussion

Interpretation of Games as Traditional Education

Hurlock defines play as an activity undertaken simply for fun and enjoyment, regardless of the consequences, finding that many people struggle to describe it. Another expert, Huizinga, explains play as a voluntary act limited by time and place, carried out

according to optional but obligatory norms, and with one's own goals, accompanied by a sense of peace and joy. Playing has a huge positive impact on children's growth and development (Badu, 2011). This is part of the curriculum which states that the best way to develop a toddler's talents is through play. Children naturally learn about themselves, others, and their environment through play.

Throughout the archipelago, educational traditional games can be found as part of local culture. Traditional games are entertainment that can entertain children using simple equipment that is appropriate to the environment and cultural products that have been passed down from generation to generation in an area. Folk games are another example of traditional games. These games can entertain the participants while also including educational and cultural aspects (Badu, 2011).

Only a few traditional Indonesian games are focused on being a means of seeking pleasure or tranquility. Mostly it is used as a means to prepare oneself for the next stage of life. Correct learning media include the rules of life, procedures, and functions contained in traditional games. Children can play happily and without coercion through traditional games, and after playing without realizing it turns out the provisions can be received for life (Badu, 2011). Children will gain greater experience by being given more opportunities to play. Children's personal development is very dependent on playing (Hasanah, 2016).

Apart from that, according to Muhammad Zaini Alif, traditional games can instill values such as respect for others, love of God, and environmental preservation in children (Badu, 2011). Ni Nyoman Seriati also noted that traditional games are increasingly becoming extinct, starting to be abandoned, and are rarely played by young people in both cities and villages. However, Ni Nyoman Seriati claims that because traditional games have rules that must be followed by everyone, culture can even foster values such as discipline, honesty, cooperation, and discussion (Badu, 2011).

Edy Waspada expressed the same thing, saying that traditional games only require equipment that suits the community's culture. Folk games are another term for traditional games, which are recreational activities with fun as the main goal (Hasanah, 2016). Traditional games also seek to maintain social ties within communities. The development of a child's good character can be influenced by the characters in traditional games (Cahyadi, 2020). So it can be said that traditional educational games are games that have existed since ancient times and have been passed down from generation to generation, in accordance with several of the criteria above. Traditional games can make participants happy and teach cultural values.

Benefits of Traditional Game Optimization

1. Development of Children's Ethics Through Traditional Games.

According to Hurlock, games are actions that are determined by externally determined and mutually agreed criteria or rules to carry out actions in purposeful action (Tedjasaputra, 2007). As explained by Dockett and Fler (Kurniati, 2016), play becomes more important when children start school. The strictness of the rules and the enforcement of punishments, if the rules are violated, are characteristics of the game. This game aims to measure children's potential and skills (Kurniati, 2016).

Traditional games, sometimes referred to as folk games, are recreational activities that serve as a way to maintain social ties and personal comfort as well as a means of entertainment. Therefore, play is very important for children. Playing for children has significant benefits and characteristics in the development of daily life, including traditional games (Semiawan, 2008).

Children learn through play because it allows them to develop their skills as individuals (Tedjasaputra, 2007). According to Sugianto children are naturally involved in games, which means that there is no need to force them to do it. Children learn and express their environment through play as they develop through the stages of thinking and feeling (Kurniati, 2016).

Any type of game or play activity for children has a beneficial effect on their development. The characteristics included in traditional games according to (Nugroho, 2005), are democratic values, educational values, personality values, courage values, health values, unity values, and moral values. Traditional games include cultural values such as: (1) the value of enjoyment or joy; (2) the value of freedom; (3) the value of friendship; (4) democratic values; (5) leadership values; (6) the value of responsibility; (7) the value of togetherness and cooperation; (8) obedience value; (9) practice math skills; (10) the value of honesty; and (11) sportsmanship values (Pranata & Sarwita, 2019).

Areas of children's development that can be stimulated by playing traditional Indonesian games, according to Misbach in (Lusiana, 2012): (a) Motor aspects: training endurance, flexibility, sensorimotor, gross motor, and fine motor. So, this is able to develop imagination, creativity, problem-solving skills, strategy, anticipation, and contextual understanding are examples of cognitive characteristics. (b) Emotional aspect: emotional catharsis, development of empathy, and self-control. (c) Language features: understanding of value ideas. (d) Social aspects: building connections, working together, honing social maturity skills with peers, and establishing a foundation for socialization

and role-playing skills training with older populations/society. (e) Spiritual dimension: realizing one's connection to transcendental forces. (f) Ecological aspect: knowing how to use environmental resources wisely. (g) Moral aspect: upholding moral principles that have been passed down from one generation to the next.

In terms of ethics or morality, character is a component of personality. Character is a term used to describe a collection of attitudes, actions, motives, and talents that function as a representation of human ideals and moral prowess in the face of adversity. Defines character as a moral response embedded in a person to circumstances, which is manifested in real actions through behavior based on high character values (Mulyasa, 2018).

2. Strengthening Children's Cultural Identity Through the Introduction of Traditional Games.

Local wisdom is the cultural identity or personality of a country that makes it able to absorb and even process culture originating from abroad or from the personality and skills of other nations themselves (Bhagaskoro, et al., 2019). In the world of education, local wisdom refers to efforts to make local wisdom a possibility that must be maintained through teaching in schools. Thus, students must have a strong sense of national pride and be able to share their superior local potential with the outside world. Naturally, to make this happen, local wisdom-based education can be implemented through various internal and external analysis methods, including the condition of the school environment and the surrounding environment. Apart from having access to infrastructure and school facilities, human resources are also prepared.

Exploitable natural resources, strengths, weaknesses, opportunities, problems, and tactics can all be used to determine a theme of local advantage. Some of the activities that are still included in learning, such as extracurricular, co-curricular, and intracurricular activities at school, can be used to incorporate various local wisdom practices into the educational process (Rokhani, 2020). Its use can be seen, for example, in courses with a local focus, extramural assignments, or even through journalistic projects focused on entrepreneurship and local content such as cuisine, music, traditional clothing, or artifacts from the past

The development of character values determines the success of character education in schools because dogma and information alone will not bring success to the country. The national character must be moral, polite, kind, cooperative, disciplined, obedient to the law, and so on (Suprayitno & Wahyudi, 2020). To achieve this, all aspects of teaching in schools must model these virtues.

All parties involved in education are required to play a role in preserving regional culture, especially young people who will be the heirs of state culture. Providing guidance and encouragement to instructors is also seen as a very important effort in motivating and increasing their understanding of how to implement and provide examples of character education based on local cultural wisdom (Furkan, 2013). Examples of small implementations that can be carried out in schools include holding events where students emphasize the introduction of local culture, which contains content and media delivered related to the social, cultural, and educational needs of the surrounding environment that must be taught to children.

For example, establishing art studios in schools is seen as a way to discover talent and provide entertainment for students. It is also seen as important to promote familiarity and enjoyment of local culture in their communities. The importance of reintroducing traditional games cannot be overstated. For example, as a traditional game, *gasping* can have several advantages and is worth preserving because it has historical meaning, can be used as a mascot or symbol of an area, is a sport that can be judged by appearance, and has artistic value. Apart from that, there are many more classic games that, apart from strengthening teamwork, encourage honesty and develop the brain. Apart from that, entertainment aims to create a love of regional culture in children (Nadlir, 2016). Additionally, it is mandated that at least one out of six days of the school year be spent studying in the local language.

Local wisdom can only be utilized to increase wealth and resolve conflicts. However, the era of industrialization and globalization has arrived and affected every nation on the face of the earth, even local wisdom. People are aware of the fact that while current advances will raise people's living standards, they may also undermine entrenched ways of life, including local wisdom. In addition, local knowledge often collides with various principles of modernization and globalization including materialism, consumerism, fast culture, individualism, wealth, comfort, and convenience.

So that the characteristics and character of the nation are not lost and destroyed over time, it is necessary to acknowledge and increase local wisdom in society. Apart from that, some factors such as freedom being restricted and hindered, human objectivity, technological mindsets, the current technological crisis, the elimination of social norms governing morality and ethics, as well as changes in human understanding have also contributed to the erosion of local wisdom. In essence, wise residents should not be seen as enemies of modernization and globalization. Local wisdom must be seen as the heart of a nation's modernization and

integration into the global economy. Therefore, even though this nation is advanced and modern, its spirit and character can still be seen.

3. Increasing Children's Involvement and Activeness in Learning

Traditional games have a special appeal for children because of their fun nature. By using traditional games as a learning medium, children tend to be more motivated to learn (Sutini, 2018). They will feel more involved and enthusiastic in participating in the learning process because they can learn while playing. This high level of motivation helps create a positive and productive learning environment. Apart from that, traditional games can also be interpreted as experience-based learning. Traditional play often involves hands-on experience and practice, which allows children to learn in a more meaningful way. They can experience real learning concepts through interaction with the game and other players. For example, traditional games involving mathematical calculations or strategy help children develop a deep understanding of those concepts through practical experience.

Then, this can also support improving social skills. Traditional games are often played in groups or teams, which encourage children to interact, cooperate, and develop social skills. In the context of play, children learn to communicate, negotiate, share, and cooperate with their team members. This helps improve their social skills and helps them build healthy relationships with peers. So, the efforts and values to maintain cultural heritage are certainly contained in optimizing learning with this traditional game. The use of traditional games as a learning medium also helps maintain and pass on local culture and traditions to future generations. In the modern era dominated by technology, traditional games are often forgotten or marginalized. However, by introducing traditional games into the learning process, children can appreciate and preserve their cultural heritage. It also strengthens their cultural identity and increases their sense of pride in their heritage.

Supporting Factors and Barriers

1. Factors that Influence the Use of Traditional Games as Learning Media.

The use of traditional games as a learning medium has become a highlight in the world of education. However, several factors influence the extent to which traditional games are used effectively in learning contexts. The first thing concerns awareness of the educational value of traditional games (Muhaniyah, et al., 2021). This is one of the main factors influencing the use of traditional games as a learning medium, namely awareness of the educational values contained in these games. Educators and decision-makers in the field of

education need to understand the learning potential associated with traditional games and how values such as social skills, cognitive skills, and cultural understanding can be promoted through the use of traditional games.

Second, because of the encouragement of aspects of inclusive education and cultural diversity (Junaidi, 2017). When considering the use of traditional games as a learning medium, it is important to ensure that the games reflect the cultural diversity that exists in the educational environment. Inclusive education recognizes the importance of introducing students to traditional games from various cultures and ethnic backgrounds. This helps build a better understanding of cultural diversity and appreciate different cultural heritages.

The third thing is related to resource availability and accessibility (Damayanti & Nuzuli, 2023). There are other factors that influence the use of traditional games as learning media such as the availability of resources and their accessibility. Traditional games may require special equipment or space to play. Therefore, it is important to consider the availability of physical and financial resources needed to implement traditional games as a learning medium. Additionally, it is important to ensure accessibility for all students, including those with special needs or physical restrictions.

Fourth, there is a form of support and involvement of parents and the community that encourages optimizing the use of traditional games as a learning medium. The support and involvement of parents and the community are very important. Involving parents in selecting appropriate traditional games and explaining the educational values contained in them can help strengthen children's learning experiences inside and outside the school environment (Pinasti, et al., 2015). Additionally, involving communities in supporting and promoting the use of traditional games as a learning medium can help expand their impact and strengthen ties between schools and communities. So, meaning can be said that using traditional games as a learning medium is an interesting and effective approach in an educational context. However, factors such as awareness of the educational value of traditional games, inclusive education, availability of resources, accessibility, and support and involvement of parents and the community influence the extent to which traditional games are used effectively in learning. By paying attention to these factors, we can maximize the potential of traditional games as learning media that provide meaningful and beneficial learning experiences for children.

2. Challenges that may be faced in optimizing traditional games in the context of children's education.

The use of traditional games in the context of children's education has been recognized as an effective approach to facilitating enjoyable and meaningful learning. However, several challenges may be faced in optimizing traditional games in children's education. Such as obstacles related to centralized curriculum and educational standards. One of the main challenges is the existence of a centralized curriculum and educational standards. Often, the curriculum set by the government has an emphasis on structured academic material, while traditional games may not be directly connected to formal academic aspects. This can cause a lack of space for traditional games in the curriculum and hinder their use as optimal learning media (Dewi & Mailasari, 2020).

Apart from that, the persistence of a contemporary perspective that ignores traditional games can also be an inhibiting factor. In the modern era dominated by technology and social change, traditional games are often neglected and considered irrelevant. Contemporary perspectives that tend to prioritize innovation and technological progress can lead to a lack of recognition of the educational values contained in traditional games. This can be a challenge in promoting and introducing traditional games as an effective learning medium (Tristaningrat, 2018).

Logistical and facility challenges are also obstacles that hinder this optimization effort. Optimizing traditional games in children's educational contexts can involve logistical and facility challenges. Some traditional games may require special spaces or special equipment to be played effectively. Limited space, physical resources, or equipment can hinder the use of traditional games in children's learning (Suprayitno & Wahyudi, 2020). This may require additional efforts to ensure the availability and accessibility of the facilities needed to optimize traditional games as a learning medium.

Apart from that, community acceptance and participation also have an influence on the stigma of learning that carries traditional games in learning (Barni, 2019). The successful use of traditional games in the context of children's education also depends on widespread community acceptance and participation. Understanding and support from parents, communities, and educational and government institutions is very important to create an environment that supports the use of traditional games. If there is not enough acceptance and participation, implementing traditional games as a learning medium can be difficult.

Conclusion

Increasing children's involvement and activeness in learning through optimizing traditional games as a learning medium has significant benefits. It helps increase learning motivation, integrate experiential learning, develop social skills, and maintain cultural heritage. In implementing this approach, it is important to ensure consistency with established learning objectives and take into account the curriculum and educational guidelines applicable in the region or country concerned. By harnessing the potential of traditional games, we can create a fun, interactive, and meaningful learning environment for children. A centralized curriculum, a contemporary perspective that ignores traditional games, logistical and facility challenges, and community acceptance and participation are some of the challenges that may arise. However, with awareness, collaboration between education, parents, and the community, as well as efforts to creatively integrate traditional games into children's learning, these challenges can be overcome. It is important to recognize the educational values contained in traditional games and ensure that children can experience and learn about cultural heritage through the use of traditional games as a learning medium.

Author Contributions

This manuscript was written by one author only.

Funding

this research received no external funding

Conflicts of Interest

The author declares no conflict of interest

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