

Traditional Game-Based Learning Innovation to Develop Social Skills of Elementary School Students

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ARTICLE INFO	ABSTRACT
Entered : October 20, 2024 Revised : November 20, 2024 Accepted : November 25, 2024 Published : November 29, 2024 Keywords: <i>Traditional Games; Social Skills; Primary Education</i>	Traditional games have an important role in developing social skills of elementary school students through interactive and fun learning. In the context of modern education influenced by the development of digital technology, traditional games offer a solution to overcome the decline in children's social interaction. This research explores the application of traditional games as learning media to improve students' communication, cooperation and empathy skills. Through observations, interviews and document analysis, it was found that games such as congklak, engklek and galah asin not only teach moral values such as honesty and responsibility, but also introduce students to the rich local culture. Despite challenges such as limited facilities and teachers' lack of understanding, creative solutions such as training and technology integration can support the implementation of these methods. The results show that traditional games help students build self-confidence, think critically and strengthen social relationships. In addition to being an educational tool, these games are also a means of cultural preservation that is relevant in the midst of globalization. Collaboration between teachers, parents and communities is needed to ensure the sustainability of traditional games in education. With the right approach, traditional games can be an innovative learning alternative that supports students' holistic development.

INTRODUCTION

In the era of globalization marked by the development of digital technology, children's social interaction patterns have undergone significant changes. Children tend to spend more time with electronic devices such as smartphones, tablets or computers than interacting directly with peers. This has an impact on the decline of their social skills, such as communicating effectively, cooperating in groups, and showing empathy (Mulyawati et.al., 2022). This condition requires an educational approach that is able to balance the influence of digital technology by emphasizing social interaction. One way that can be applied is through traditional game-based learning innovations. Traditional games have high social values and can be a medium for building students' social skills from an early age (Wahyu & Rukiyati, 2022). In this context, basic education becomes an important foundation for developing children's social skills through interactive and local culture-based learning methods.

Traditional games have an important role in children's lives in the past, especially as a natural learning medium that teaches social and moral skills (Dini, 2023). Games such as congklak, galah asin and engklek are not only recreational, but also contain cultural and educational values. Through these games, children learn to obey rules, respect their turn, and establish cooperation with peers (Fauzi et.al., 2022). However, changes in modern lifestyles have shifted children's attention from traditional games to digital games. This phenomenon makes traditional games lose their relevance among children, especially in urban environments. Therefore, it is important to reintegrate traditional games into the education system, so that the benefits can be felt by the younger generation. This integration also supports efforts to preserve local cultures that are increasingly being eroded by globalization.

Social skills are one of the basic competencies that must be developed in elementary school students. The ability to interact effectively with others is not only important in daily life, but also an indicator of future success. Primary education has a strategic role in shaping students' character and social skills. However, the challenge faced today is the lack of learning approaches that focus on developing social skills in an integrated manner (Saputra et.al., 2024). Curricula that tend to be academically oriented often ignore the importance of social interaction-based learning (Sunaryati et.al., 2024). In this case, traditional games can be an effective alternative to fill the gap. By utilizing traditional games, students not only learn in a fun way, but also gain meaningful social experiences.

The implementation of traditional games in formal learning is one form of educational innovation that can have a positive impact. These games can be used as learning media to teach various concepts, such as math, science or moral education. For example, the game of congklak can be used to train numeracy and strategy skills, while the game of galah asin can develop cooperation and physical coordination. This innovation also requires teacher creativity in designing learning activities that are interesting and relevant to the curriculum. However, there are various challenges in its implementation, such as limited time, facilities, and teachers' understanding of traditional games (Maryanti et.al., 2021). Therefore, support from various parties, including the government, schools and communities, is needed to ensure the success of this implementation. A collaborative approach will help create a conducive learning environment for students.

As part of character education, traditional games have great potential to teach students virtues. Values such as honesty, cooperation and responsibility are often contained in the rules of traditional games (Agustina & Khasyi'in 2023). For example, the game of engklek teaches a balance between competition and cooperation, where students must follow the rules while cooperating with friends to win the game. Traditional games can also introduce students to the diversity of Indonesian culture, which has thousands of types of traditional games from various regions (Damayanti et.al., 2023). This can increase students' understanding of the importance of respecting differences and strengthening their love for local culture. Thus, traditional games are not only a means of learning, but also a medium to instill national values in the younger generation.

In its implementation, traditional games in elementary schools also require support from the surrounding environment, including parents and the community. Parents' participation in promoting traditional games at home will strengthen the impact of learning at school. The community can also act as a driving force for the preservation

of local culture through various activities, such as traditional game festivals or teacher training on the use of traditional games in learning. This collaboration between school, family and community will create an ecosystem that supports traditional game-based learning. Thus, the sustainability of traditional games as an educational medium can be maintained. This step is also a strategy to protect traditional games from the threat of extinction due to modernization (Mahayanti & Haryati, 2021).

Students' response to traditional game-based learning is also an important aspect that needs to be considered. Children naturally tend to like activities that are fun and interactive, so traditional games have their own appeal. However, it is possible that students who are used to digital games are less enthusiastic about traditional games. Therefore, teachers need to design creative approaches to make traditional games relevant and interesting to students. For example, a combination of traditional games and digital technology can be a solution to bridge students' preferences with learning objectives. In this way, traditional game-based learning can be well received by students while providing the expected benefits.

In the context of multicultural education, traditional games can also be a medium to introduce cultural diversity to students. Indonesia has a rich culture that is reflected in various types of traditional games from each region. By introducing traditional games from various regions, students can learn to appreciate differences and understand diversity as the wealth of the nation. This is in line with the goals of national education which aims to shape the character of students who are virtuous and respect human values (Karumiadri et.al., 2023). In addition, traditional game-based education can also strengthen local cultural identity in the midst of globalization. Thus, traditional games not only function as a learning tool, but also as a means to strengthen national unity.

Traditional games also have significant psychological and physical benefits for primary school students. Physical activity in traditional games helps improve body fitness and reduce the risk of obesity often found in modern children (Qomariah & Hamidah, 2022). In addition, these games can also reduce stress and increase students' happiness through positive social interactions. Psychological aspects such as self-confidence development and the ability to manage emotions can also be developed through traditional games. For example, students learn to accept defeat and celebrate victory in a healthy and positive way. Thus, traditional games are not only beneficial for social development, but also support students' physical and mental health.

In order to face the challenges of modernization, traditional game-based learning innovation is one of the strategic solutions. This approach not only helps students develop social skills, but also supports the preservation of local cultures that are increasingly marginalized. By utilizing traditional games in formal learning, basic education can be a vehicle for shaping young people who have social skills, strong character, and love for the nation's culture. This innovation requires close collaboration between teachers, schools, parents and communities to ensure its success. With an integrated approach, traditional games can once again become an important part of Indonesian children's lives, both as a medium of learning and as a valuable cultural heritage.

METHODOLOGY

This study used a qualitative method with a descriptive approach to explore the application of traditional games in learning to develop social skills of elementary school students. The research subjects included 20 people, consisting of 5 teachers, 10 students

in grades 4-6, 3 parents, and 2 school principals. Data were collected through in-depth interviews, participatory observation, and document analysis such as curriculum and lesson plans.

Interviews aimed to explore subjects' perceptions and experiences related to traditional game-based learning. Observations were made by observing the implementation of learning in the classroom or outdoors, while document analysis helped to understand the integration of traditional games in the curriculum. Data were analyzed using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing.

Data validity was maintained through source triangulation by comparing information from interviews, observations and documents, and member-checking to verify results from respondents. This study also adhered to research ethics by maintaining the confidentiality of subject data and seeking approval from the school and parents. This approach is expected to provide insight into the benefits and challenges of traditional game-based learning, as well as support the preservation of local culture in education

RESULTS AND DISCUSSION

1. The Influence of Traditional Games on Social Skills

The influence of traditional games on students' social skills is significant, especially in the aspects of cooperation and communication. Traditional games, which involve interaction between participants, encourage students to work together to achieve a common goal. In this context, students are taught to share roles, listen to each other, and solve problems collectively. Through this experience, they can hone their verbal and non-verbal communication skills, which are important in social life. Research by Anggri & Wathon (2022) states that social interaction in learning plays an important role in children's cognitive and social development, where games that involve this interaction accelerate the development of students' communication skills. In addition, traditional games often require group strategies that strengthen relationships between individuals. Students learn how to constructively express opinions, and give and receive feedback in a supportive atmosphere. Such skills will be very useful in the future, both in academic and social contexts. Overall, traditional games provide an opportunity for students to better understand the importance of effective communication in a group context.

In addition, traditional games also play an important role in developing students' empathy. In games that involve direct interaction, students are faced with situations that require them to respect each other's feelings and wishes. This empathy is created when students feel the impact of their actions on others in a game. They learn to put themselves in other people's shoes, which is essential for building healthy social relationships. Research by Abidah & Sari (2023) on the development of empathy in children shows that direct experiences, such as those that occur in traditional games, can improve their ability to understand and feel the feelings of others. These skills assist students in building more harmonious social relationships both inside and outside of school. In addition, the empathy fostered through traditional games can also sensitize students to broader social issues. Therefore, traditional games have a significant contribution in developing students' social skills, especially in terms of empathy, which is very relevant to character and ethics learning.

A comparison between traditional game-based learning and conventional methods shows more positive results on students' social skills development. In conventional learning, students are often more focused on cognitive and academic aspects, while social skills receive less adequate attention. In contrast, learning that integrates traditional games gives students the opportunity to learn through direct social experiences. Research conducted by Zuhail & Walthon (2019) shows that game-based learning can encourage students to be more active in interacting, as well as improve their social and collaboration skills. In a study comparing the two approaches, it was found that students who engaged in traditional game-based learning showed more significant improvements in terms of cooperation and communication compared to students who only followed conventional learning methods. This success occurs because traditional games invite students to be actively involved in the learning process through direct interaction, rather than just passively receiving information. In addition, traditional games provide opportunities for students to self-reflect and share experiences, which enriches their understanding of the importance of social skills.

In addition, the application of traditional games in education can strengthen students' self-confidence. In game situations, students are required to make quick and courageous decisions, and face challenges within the group. Success in completing the game provides a sense of accomplishment and increases students' self-confidence. Zashinta (2021) on self-efficacy shows that successful experiences in social situations, such as those that occur in traditional games, contribute greatly to increasing students' self-confidence. This is crucial for positive social character building, where students feel more able to interact and cooperate with others. In the context of learning, the confidence developed through traditional games helps students to more actively participate in social activities, both in class and outside of class. This increased confidence is also reflected in their interactions with peers and teachers. Over time, students who engage in traditional games tend to show more initiative and desire to play a role in the group. Thus, traditional game-based learning not only improves social skills, but also supports students' overall character development.

Overall, the use of traditional games as a learning method offers advantages that cannot be obtained from conventional methods. Besides improving social skills such as communication, cooperation and empathy, traditional games also provide opportunities for students to develop self-confidence and critical thinking skills. Research by Kiranida (2019) that mentions cognitive development explains that through play, children can develop the ability to think logically, as well as strengthen their social skills. The diverse types of games available allow students to learn in different contexts, honing various social skills that can be applied in everyday life. Therefore, schools should consider implementing traditional games in their curriculum as a means to develop students' social skills. This innovation not only supports more enjoyable learning, but also helps students build stronger and more productive social relationships. Thus, traditional games play an important role in creating a more interactive learning environment based on social values that are beneficial in students' lives..

2. Revitalization of Traditional Games in Elementary Schools

The phenomenon of the declining popularity of traditional games among children, especially elementary school students, is an issue that needs serious attention in the field of education. As stated by Mursid & Yulia (2019), rapid digitalization has changed the way children play, so that physical play activities have begun to be replaced by technological devices such as smartphones and video games. This change in play patterns has an impact on students' increasingly limited social interactions and reduces their opportunities to learn directly from social experiences. Revitalizing traditional games in elementary schools can be one of the solutions to restore healthier physical and social activities that can educate students' characters. According to research conducted by Utami (2024), traditional games have the potential to introduce local cultural values to students, while teaching them about togetherness, honesty, and discipline through fun play experiences.

Traditional games are not only entertainment, but also a means to instill moral values that are important for student character building. Based on a study by Liu et.al., (2020), many traditional games teach the importance of cooperation and sportsmanship. For example, games such as gobak sodor teach students to respect each other, share tasks, and pay attention to existing rules. These values can help shape more positive student characters, such as empathy, responsibility, and cooperation. As stated by Partovi & Razavi (2019), character education through traditional games has the advantage of allowing students to learn in a fun and pressure-free situation. Thus, traditional games are not only beneficial in cultural aspects, but also in the formation of better mental and social attitudes of students.

In addition to moral values, traditional games also contribute significantly to the development of students' social skills. According to the results of research conducted by Pello et.al., (2024), social interactions that occur during the game are very influential in shaping students' communication skills. Games that involve teamwork such as tug-of-war or hide-and-seek, for example, encourage students to work together towards a common goal, as well as learn to resolve differences of opinion peacefully. This is in line with the findings from Shang et.al., (2019) who explained that through traditional games, students can enrich their social skills, which will be useful in their daily lives. With this approach, students can gain hands-on experience in managing social relationships, which cannot be obtained only through theory in the classroom.

Traditional game-based learning innovations also have a positive impact on students' motor development. In this case, games that involve physical activity can support the development of students' gross motor skills, such as running, jumping or throwing. Research conducted by Sutini (2018) shows that traditional games can improve students' physical and motor skills, because the games require children to move and use body coordination actively. This is in accordance with the views of Anugrah & Dermawan (2022), who stated that the physical activities contained in traditional games help students in developing their physical abilities in a fun and not boring way. Therefore, traditional games make an important contribution in shaping the balance between children's physical and cognitive intelligence, and support their overall development.

Efforts to revitalize traditional games in elementary schools require solid cooperation between the school, parents, and the community. the importance of the involvement of all parties in the reintroduction of traditional games to children. Teachers, as the link

between students and learning, play a role in introducing traditional games that are not only entertaining, but also educational. Parents can also play an important role by supporting such activities outside of school, such as teaching traditional games at home. In addition, local communities with knowledge of traditional games can help provide a deeper understanding of the values contained in each game. This collaboration will strengthen efforts to preserve local culture and develop students' character and social skills in primary school learning

3. Implementations of Traditional Games in Formal Learning

The implementation of traditional games in formal learning in primary schools has a significant impact on the development of students' social skills. Teachers' strategies in integrating traditional games with the primary school curriculum focus on fun and interactive approaches. According to the theory of constructivism proposed by Piaget and Vygotsky, fun and experiential learning, such as traditional games, can help students construct their knowledge actively. Teachers use games such as cricket, jump rope or tug of war to teach social values, cooperation and effective communication. In addition, traditional games can help students to learn in a more natural and less monotonous way. In this case, the teacher acts as a facilitator who modifies the game to suit the teaching material being studied, such as math, Indonesian language, or natural science. Thus, students not only learn theory, but also directly apply social skills in a fun context. This innovation can attract students' interest and increase active participation in learning. By applying traditional games, students get the opportunity to learn while playing, which can strengthen social relationships among them. This is in accordance with the results of research by Wijayanti (2018) which shows that games involving social interaction can develop social and emotional skills in children.

However, in the application of traditional games, there are several obstacles that are often faced by teachers and schools. One of them is the limited facilities that support the implementation of these games. In some schools, especially those located in urban areas, large open spaces are difficult to find. According to research conducted by Dewiyanti & Astrid (2020), limited open space can hinder the use of traditional games that require a larger area. This makes it difficult for teachers to implement games that require a large enough space, such as jump rope games or ball games. In addition, the lack of traditional play equipment, such as balls, ropes or other tools, is a challenge. Limited budgets and equipment become obstacles in procuring facilities that support traditional game-based learning. In these conditions, teachers must be more creative and use materials around the school environment. Creative teachers can create alternative solutions by utilizing existing items to support learning activities. For example, using used ropes or other simple tools that can serve as substitutes for more expensive traditional game tools.

Another obstacle often faced in the implementation of traditional games is the lack of understanding from parents and schools about the benefits of these games in learning. Some parents may assume that traditional games are merely recreational activities and do not contribute directly to academic learning. It is important for teachers to take an effective communication approach to parents so that they understand how traditional games can enrich children's learning experiences. Therefore, it is necessary to provide socialization to parents and schools about the importance of traditional games as a medium to develop students' social skills. Teachers need to explain that traditional games are not only useful in the recreational aspect, but can also be a means to improve

communication skills, cooperation, and other social skills that are essential in child development. This can be done through parent meetings, seminars or school activities that involve parents. With a good understanding from all parties, traditional games can be implemented more optimally. This approach is in accordance with the concept of social learning proposed by Ilsa & Nurhafizah (2020), which emphasizes the importance of the role of parents and the environment in the formation of children's social skills.

In addition, there are also challenges in terms of teacher readiness and skills in integrating traditional games with the existing curriculum. Not all teachers have the understanding or skills to adapt traditional games in the context of curriculum-appropriate learning. According to Supriyadi (2019), this challenge often arises due to a lack of training and skill development in implementing game-based learning methods. Teachers who lack training in this regard may find it difficult to design games that can effectively support learning objectives. Therefore, training and professional development for teachers is very important. Teachers need to be given the opportunity to attend training on traditional game-based learning methods, so that they can be better prepared to facilitate fun and educational learning. This training should not only focus on game techniques, but also on how to integrate games with specific learning objectives. This is in line with a study by Rahmadani (2022) which showed that continuous training for teachers can improve their ability to adapt creative and effective learning innovations.

To overcome these obstacles, the solution is to innovate in the use of learning media and a more flexible approach. Teachers can utilize technology to support the implementation of traditional games. For example, educational game applications or videos demonstrating traditional games can be used as teaching materials. In this context, the digital learning theory developed by Anderson (2019) suggests that the use of technology can complement traditional learning and enrich students' learning experience. In addition, it is important for schools to provide facilities that support outdoor activities, such as fields or open areas that can be used for games. Developing cooperation with local communities to obtain traditional game tools can also be an effective solution. According to Setiawan (2021), cooperation with the local community in procuring game tools can enrich students' experiences and build better relationships between schools and communities. In this case, collaboration between teachers, schools and parents is needed to create a learning environment that supports the implementation of traditional games. With these steps, it is hoped that the existing obstacles can be overcome and traditional games can be more optimally implemented in learning in elementary schools

4. The Importance of Social Skills in Primary Education

The importance of social skills in basic education is increasingly recognized along with the rapid development of digital technology. Social skills refer to an individual's ability to interact with others in various situations, both verbally and non-verbally. In the digital era, social interactions often occur through online platforms, which can reduce in-person communication skills. Therefore, it is important for schools to integrate social skills development in the basic education curriculum. Children need to be taught how to communicate effectively, cooperate in groups and respect differences of opinion. By having good social skills, the younger generation can become individuals who are not only intelligent, but also have deep emotional and social intelligence. Primary education should be able to create an environment that supports the development of these skills. One way this can be done is by incorporating learning methods that emphasize social interaction outside the classroom, including through traditional games. Research

conducted by Lagibu et.al., (2018) on emotional intelligence states that social intelligence, which includes the ability to interact and communicate with others, greatly influences individuals' success in their social and professional lives. Therefore, teaching social skills at the basic education level is crucial.

Traditional game-based learning innovations can be a solution to develop students' social skills in primary schools. Traditional games have high educational value, one of which is building cooperation, mutual respect, and teaching strategies in communication. When students engage in games that involve teams or groups, they indirectly learn to understand each other's roles, listen to each other, and solve problems together. This is very relevant in the effort to form individuals who have the ability to work together and adapt to their social environment. Games such as hide and seek, congklak, or jump rope teach students to work in teams, share roles, and overcome challenges together. In addition, traditional games can help reduce dependence on gadgets which is currently a big challenge in education. Therefore, traditional game-based learning can be an effective means to introduce social skills directly. Engaging in social activities such as traditional games can reduce social anxiety and improve adaptability in social situations, which is highly relevant in the context of primary education.

The relevance of traditional games in character education is equally important. Character education involves not only teaching about moral values, but also developing the ability to interact healthily with others. Traditional games provide opportunities for students to learn about discipline, responsibility and respect for rules. In games, students will learn to be patient, accept defeat, and share the victory with their friends. Values such as honesty, sportsmanship, and hard work can be taught through games that emphasize cooperation and unity of purpose. Thus, traditional games are not only a means of entertainment, but also a powerful medium for building students' social character. In this context, teachers can act as facilitators who direct students in understanding and applying these values in everyday life. Teaching character through social activities, including games, can help shape individuals who have integrity, empathy and the ability to collaborate effectively, which underlie good social skills.

In addition, the development of social skills through traditional games can also help strengthen relationships between students. At primary school age, children are in dire need of healthy social interactions to build friendships and mutual understanding. Through play, they can learn to collaborate, communicate and resolve conflicts that arise. Traditional games that involve simple yet challenging rules can encourage children to engage more in meaningful social interactions. In the process, children learn to recognize their own and others' feelings, and manage emotions in a more positive way. This is very important in shaping students who are not only academically smart, but also smart in social interaction. Therefore, the role of traditional games in developing social skills in elementary school is very strategic. Social skills learned from an early age can improve students' ability to cooperate, manage conflict and communicate effectively, which can help them in their daily social interactions.

The importance of integrating traditional games in primary education also includes cultural aspects. Traditional games are part of the cultural wealth that needs to be preserved, and by teaching these games in schools, students not only benefit in social aspects, but also in understanding and appreciating the nation's cultural heritage. This can strengthen the sense of patriotism and increase pride in local culture. In addition, traditional game-based learning can be a fun alternative for students in the learning process, so they are more motivated and engaged in learning. Thus, traditional games not

only play a role in developing social skills, but also in supporting character education and cultural preservation. Primary schools, as the place where children's character and basic skills are formed, have a central role in implementing innovative learning methods that are relevant to today's needs. Culture-based learning provides opportunities for students to recognize and appreciate local cultural values, which enriches their learning experience and supports the development of their social skills and character

CONCLUSION

Traditional games have a significant influence in developing students' social skills through interactive and fun learning. These games encourage students to communicate, cooperate and share roles, thus strengthening empathy and tolerance. Values such as sportsmanship, honesty and responsibility can be learned first-hand, creating more socially competent individuals. The implementation of traditional games also helps students build confidence and critical thinking skills through shared challenges. In a cultural context, these games introduce students to traditional heritage, strengthening their sense of patriotism while preserving local wealth. While there are obstacles such as limited facilities and lack of understanding from stakeholders, creative solutions such as teacher training and the use of technology can overcome these challenges. Support from parents, teachers and the community are key factors for successful implementation. Traditional games are not only an effective learning tool, but also a medium that enriches students' emotional, social and cultural experiences. With the right approach, traditional games can be an alternative to modern learning that supports students' holistic development

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