
Development Of Traditional Dende-Dende Games In Improving Gross Motor Skills Of Sulawesi Kindergarten Children

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ABSTRAK

Penelitian ini dilaksanakan dengan tujuan untuk mengetahui gambaran pengembangan permainan tradisional dende-dende dalam meningkatkan perkembangan motoric kasar anak di TK Sulawesi Kota Makassar. Variabel bebas dalam penelitian ini adalah permainan tradisional dende-dende, sedangkan variabel terikatnya adalah kemampuan motoric kasar. subjek pada penelitian ini yakni anak yang berusia 5- 6 tahun, sehingga pada penelitian ini yang menjadi subjek penelitian adalah anak didik yang berasal dari Taman Kanak-Kanak Sulawesi Kota Makassar yakni 15 anak yang merupakan anak didik kelompok B. Data hasil penelitian diperoleh dengan melakukan observasi dan wawancara. Adapun teknik analisis data yang digunakan yaitu analisis data kualitatif dan kuantitatif. Berdasarkan hasil penelitian, dapat disimpulkan bahwa Hasil analisis kebutuhan pengembangan permainan tradisional dalam mengembangkan motoric kasar anak usia 5-6 tahun sangat dibutuhkan dalam kegiatan pembelajaran.

Kata Kunci: dende-dende, kemampuan, motoric kasar, tradisional

ABSTRACT

This research was carried out with the aim of knowing the description of the development of traditional dende-dende games in improving children's gross motor development in Sulawesi Kindergarten, Makassar City. The independent variable in this study is the traditional dende-dende game, while the dependent variable is gross motor skills. the subjects in this study were children aged 5-6 years, so that in this study the subjects of the study were students from Sulawesi Kindergarten, Makassar City, namely 15 children who were group B students. The research data were obtained by conducting observation and interview. The data analysis technique used is qualitative and quantitative data analysis. Based on the results of the study, it can be concluded that the results of the analysis of the needs of the development of traditional games in developing gross motor skills of children aged 5-6 years are needed in learning activities.

Keywords: dende-dende, ability, rough motoric, traditional

1. INTRODUCTION

Law Number 20 of 2003 concerning the National Education System Chapter 2 Paragraph 3 states that the purpose of early childhood education is to help students develop various potentials both psychologically and physically which includes the development of morals, values, social, emotional, cognitive, language, motor, independence and art to be prepared to enter basic education. Early childhood is the best foundation in developing a child's life in the future. Therefore, education from an early age can grow a person's ability to get the process of stimulating further development.

At the age of 4 to 6 years is the golden age for children to know play with their peers, they have begun to blend in and interact with each other in their social environment. To support that, usually the main factor is the way they play. Interacting with each other, exchanging greetings and laughing together can develop the motor aspects of children, mental health and maximum physical development.

Traditional games are one of the cultural elements whose existence cannot be underestimated. Traditional games are one of the cultural elements that contain the cultural values of ancestral heritage that must be preserved. One form of local culture that has been eroded by globalization is traditional games. Traditional games are defined as all forms of games that are alive and maintained in a certain community group (Edhy Rustan & Ahmad Munawir, 2020). Based on the pattern of the game, traditional games can be categorized into three stages, namely a) playing and singing, b) playing and mindset, and c) playing and fighting dexterity (Dharmamulya, Sukirman, 2008).

Traditional games in Indonesia are important for children to know because that way they can directly love Indonesian local culture and wisdom. If not by introducing traditional games to children, who else will be able to maintain one of the cultural heritages that now exist will be greatly replaced by online technology games. This is due to the changes that occur amid a society that is increasingly affected by the existence of modern technology that seems to make them slaves. Humans and culture undergo changes according to certain stages from a simple form to a Dende-Dende form, a complex traditional game as proposed by Herbert Spencer in the unilinear theory of evolution (Ritzer, 2003, p.50).

Traditional games have many benefits for children, including physical and mental training and stimulating creativity, intelligence, agility, and training children's leadership spirit. Traditional games are also rich in benefits and culture, but traditional games today are a game activity that is rarely done by children (Al Ningsih, 2021). In addition, traditional games can also train children's social spirit by interacting with their peers. This is where the difference lies between traditional games and modern crowds. The traditional game concept always requires more than 1 player, unlike modern games that only rely on individual games where children can play alone without the presence of friends around them. In addition to having so many benefits, traditional games are also very easy and cheap to play, because the materials and tools used are very easy to get and can even be made by children themselves. Although in some areas there are no longer many children who play traditional games, but in some certain areas traditional games are still entertainment games for children.

Children are the nation's assets; the continuation of the growth and development of children is very urgent to be improved. One of the important things to pay attention to is gross motor ability, where one of the strategies to develop the gross motor aspect is the traditional game, namely dende-dende. Dende-dende is one of the typical games of the Makassar tribe which is played by two to several children who are usually divided into 2 groups that compete. The tools used in the dende game are very easy to get, namely only wood/twigs to draw dende-dende patterns and also ceramic stones which will later be thrown in each pattern that has been drawn, after that the game begins using one leg or in Makassar language it is said *akkindeng*. There is a social value that is the main value compared to modern games. This is evidenced by those who when playing the game always make physical contact and social interaction such as supporting each other between teammates.

The results of interviews and observations at the Sulawesi Kindergarten in Makassar about traditional games were analyzed as follows: The results of the observation of group B children in carrying out traditional game activities were obtained, 1) teachers only emphasized cognitive development learning through reading and writing, 2) the number of children who did not

understand the variety of traditional games. Because there is a lack of learning of traditional games, especially dende-dende games, and 3) many children are starting to abandon traditional games, because children now prefer games that smell of technology compared to games that involve physical activities.

The results of the supporting research are the research conducted by Hasmawaty (2017), namely the results of learning activities showing that traditional akdende-dende play activities can improve children's gross motor skills, both locomotor skills, non-locomotor skills (body balance) and manipulative skills. Based on a field study conducted at Al Markaz Al Islami Islamic Kindergarten on group A children, it turns out that this traditional dende-dende game model has never been carried out in the context of developing children's gross motor skills, the learning orientation has not actively involved the child's physicality, because the teacher only introduces and has not shown the children that the dende-dende game is a form of traditional game that they need to know, There is no assessment that can measure children's gross motor development.

From the results of the description above, it provides basic ideas for creating and modifying the traditional type of dende-dende game. Researchers are trying to reinvigorate traditional games in learning. Especially the traditional game of dende-dende which has long been rarely played by good children in kindergarten. In addition, children are also more familiar with the variety of traditional games in Indonesia. Therefore, the researcher tried to develop the dende-dende game as a traditional game that needed to be preserved, so the researcher tried to make development research with the title of developing the traditional dende-dende game in improving the gross motor development of children in Sulawesi Kindergarten, Makassar City.

2. METHOD

This research uses the Research and Development (R&D) research method. Sugiyono (2016) defines Research and Development (R&D) research as a method used to produce a certain product and test the effectiveness of that product. This method is a need analysis to test the effectiveness of products that are longitudinal (gradual). The design model in this study is the 4-D design model. The 4-D model is a model developed by Thiagarajan, namely define, design, develop and disseminate. The reason why researchers use the 4-D research model is because this model is one of the suitable for development, where the development stages are systematic, so that it will be easier to understand and apply in the development process.

This research will be carried out in the even semester of the 2022-2023 school year. This research will be carried out at Sulawesi Kindergarten, Makassar City The research was carried out at Sulawesi Kindergarten, Makassar city, located at Jalan Tupai no 5, Mamajang District, Makassar City. The research time is planned for 2 months. This study uses the research design of the 4-D development model The 4-D model (Four D) consists of several stages, namely define, design, develop and disseminate. The collection of research subjects is carried out using the Purposive Sampling technique, which is the collection of research subjects based on certain criteria. The criteria for taking subjects in this study are children aged 5-6 years, so in this study the subjects of the study are students from Sulawesi Kindergarten, Makassar City, namely 15 children who are students of group B. The criteria for taking research subjects are schools with B accreditation, group B aged 5-6 years. In this study, to obtain the necessary data, data collection techniques will be used through observation and interviews.

Data analysis techniques are a way to analyze data after conducting research. The data analysis technique of this study is to analyze qualitative and quantitative data: 1) Qualitative Data Analysis Qualitative data analysis is information data that is analyzed and used as a reference for improvement. Responses and criticisms are used as guidelines in improvement or revision; 2) Quantitative Data Analysis The data analysis technique used in quantitative data analysis is validation analysis which aims to determine the feasibility of products based on expert validation. The results of expert validation can be calculated for the feasibility level of the media. The validity analysis carried out includes validation of content, practicality and effectiveness which aims to measure the extent to which the stipulation of a product has been designed and meets the feasibility of being applied; 3) Content validation analysis. Nunnally (Retnawati, 2016) states that the validation of the content in the instrument is the extent to which the items in the instrument represent

the components in the entire area of the object to be measured. To know the validation of the content, it is carried out by experts. A way that can be used to know the content and format of an instrument whether it is good or not.

3. RESULT AND DISCUSSION

At this stage, the results of the research on the development of traditional dende-dende games in developing rough motorics for children aged 5-6 years in kindergarten consist of 3, namely (1) knowing the development of traditional games of dende-dende in developing rough motorics for children aged 5-6 years, (2) knowing the prototype of traditional dende-dende games in developing rough motorics for children aged 5-6 years, (3) knowing the level of validity, practicality, and effectiveness of traditional dende-dende games in developing gross motor skills for children aged 5-6 years. The three parts are described as follows:

Overview of the Analysis of the Needs of Dende-dende Traditional Game Development in Developing Gross Motor Skills for Children Aged 5-6 Years

At this stage of analysis for the development of traditional dende-dende games, several studies were carried out as follows:

Needs Analysis

The need analysis was carried out to analyze the description of the need for the development of traditional dende-dende games in developing gross motor skills for children aged 5-6 years by looking at the phenomenon directly in ABA Limbung Kindergarten. The needs analysis aims to find out the field conditions that are not in accordance with expectations. At this stage, the analysis of traditional development needs in developing gross motor skills for children aged 5-6 years is carried out by means of observation, interviews and questionnaires.

Student Analysis

This analysis aims to get an overview of the characteristics of students in group B aged 5-6 years. The characteristics of students include the initial knowledge that students have that is recognized by a teacher. The information obtained in group B students aged 5-6 years includes the gross motor ability of students who look gross motor, which is the development of movement which includes balance and coordination between limbs. Such as crawling, walking, jumping, or running. Usually what develops first is gross motor ability, then fine motor ability.

Analysis of Learning Materials

The analysis carried out is to identify the content/learning material that will be learned by students. The analysis of the content/learning materials that will be learned by students is the learning material in the first and second semesters of the 2021/2022 school year, in accordance with the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 7 of 2022 concerning the Scope of Early Childhood Materials which is derived from the form of a description of children's developmental achievements in STPPA. The theme developed in this study is the theme of family and work. The theme developed is expected so that students can get a learning experience that is in accordance with the level of achievement of child development in terms of gross motor development that students have from each type of learning activity.

Development Needs Analysis

Development needs analysis is intended to look at the basic needs needed for the development of a product to be produced. To facilitate the teaching and learning process of teachers in the classroom, it is necessary to have a handbook for the development of traditional games for teachers. During the teaching and learning process in the classroom so far, teachers are sometimes constrained

in the classroom which only has the basis of the Daily Learning Implementation Plan (RPPH) as a guide. This results in students who have high curiosity, becoming less enthusiastic in participating in learning. Where traditional games are no longer used because the patron that the teacher will use is not interesting because it is only made from pictures in the sand or only uses box lines that are not attractive, for that the researcher is trying to develop the media used to be interesting where children will learn geometric shapes as well as recognize colors and numbers, this reason is the reference for the need for a guide that is held by the teacher during the learning process in the classroom, namely books Dende-Dende Traditional Game Development Guide in Developing Early Childhood Gross Motoric. In addition to being equipped with learning tools, teachers also need a tool in the form of a schedule to control activity interventions in 1 week with the aim of finding out more about whether the level of gross motor development in children is developing using the guidelines that have been prepared.

Needs analysis aims to identify, detail and systematically arrange the concepts that will be learned by students. The standard level of achievement of child development in kindergarten in the second semester of the theme that will be used in this study is devoted to the theme of work.

Based on the results of the formulation of learning objectives from children's gross motor indicators, it can be seen that the concepts learned by students in the even semester of 2022/2023 are based on Permendikbudristek No.7 of 2022. One of the efforts that can be made in the context of developing children's potential with structured education programs. The 2013 PAUD curriculum is designed according to the characteristics of children and the center learning model, suitable for application in the teaching and learning process in the classroom. By applying the traditional game of dende-dende, students will gain learning experiences that can help children develop their competencies both in terms of all aspects of development and from gross motor which is reflected in the balance of competencies of attitudes, knowledge and skills.

Prototype Description of Dende-dende Traditional Games in Developing Gross Motor Skills for Children Aged 5-6 Years

The initial design on the development of the traditional game of dende-dende is a result that is still provisional which will be assessed by 2 expert validators. The results of the assessment obtained are then used as a basis to improve the design of further learning development. The dende-dende traditional game learning guidebook in developing gross motor skills in early childhood includes: Part I Introduction, Part II Discussion of Dende-dende Traditional Games, Part III Application of Dende-dende Traditional Games, Part IV Closing and Appendices.

The guidebook developed aims to be a guidebook that will later make it easier for teachers to carry out the teaching and learning process in the classroom and as a guide for teachers. This guidebook contains how to provide dende-dende games in developing children's gross motor skills which are developed according to the type of activities and appropriate indicators in the Daily Learning Implementation Plan. The curriculum that has been developed in Permendikbudristek No.7 of 2022. Each traditional dende-dende game activity that will be carried out is designed in such a way that children can be interested in doing these activities directly and have been ordered according to the order of daily learning that has been made.

The dende-dende traditional game development guidebook contains explanations of the steps to implement the development of dende-dende traditional games in developing children's gross motor. The guidebook is flexible which can make it easier for teachers to develop steps to implement the game of dende-dende that can attract children's interest and can more easily develop children's gross motoric.

Overview of the Level of Validity, Practicality and Effectiveness of the Development of Traditional Dende-dende Games in Early Childhood as a Result of Development

To get the results of the development of traditional dende-dende games that have been designed previously, content validation (content validity) and empirical validation (empirical validity) are carried out.

Content Validation Results

Table 1. List of Learning Device Validators

No	Full Name	Skill	Validators
1.	Prof. Dr. Ismail Tolla, M.Pd	PAUD	V1
2.	Dr. Herlina M. Pd	PAUD	V2

Source: research results

Acting as validators at the validation stage are two experts/experts as mentioned in Table 1 above, namely two people from UNM lecturer elements, validators who are selected in accordance with the field of expertise of PAUD. The results of the validation from these experts are then used as a reference in the revision of the development of the traditional game of dende-dende in developing rough motoric.

The results of the validator's assessment of the development of the Dende-Dende Traditional Game in developing the Gross Motor Skills of Early Childhood Group B can be seen in Appendix B. The average of each aspect of the assessment in the Dende-Dende Traditional Game Development Guidebook in Developing Gross Motor Skills of Children Aged 5-6 is as follows:

Table 2. Average Results of Traditional Game Development Guidebook Validation Dende-Dende in Developing Gross Motor Skills for Children Aged 5-6 Years

No	Assessment Aspects	(Ai)	$\bar{x}$	Information
1	Book Components	3,2	3,4	Valid
2.	Forma Books	3,6	3,4	Valid
3.	Book Contents	3,25	3,4	Valid
4.	Language and Writing	3,75	3,4	Valid
5.	Illustrations and image layouts	3,25	3,4	Valid
6.	Benefits/Uses of Books	3,5	3,4	Valid

Source: Results of Analysis of Filling out the Guidebook Validation Sheet by Experts

Based on the results of the analysis shown in table 4.2 above, it can be explained that the average value of the total validity of the Handbook for the Development of Dende-dende Games in developing gross motor for Children Aged 5-6 Years was obtained $\bar{x} = 3.4$, based on the validity criteria mentioned in Chapter III the value is included in the Valid category, which is in the range of $3.5 > RTV \geq 2.5$. The improvements that have been made in the Guidebook for the Development of Center Learning Models Through the Role Playing Method in Developing Gross Motor Abilities of 5-6 Year Old Usi Children as suggested by the validator in the form of a guidebook need to be designed more practical and need to be clarified the instructions/guidelines in the book.

Table 3. Average Results of Validation of Learning Management Observations

No	Assessment Aspects	(Ai)	$\bar{x}$	Information
1	Instructions	4	3,63	Highly Valid
2	Language	3,66	3,63	Valid
3	Isi	3,25	3,6	Valid

Source: Analysis Results Filling out the Learning Management Observation Validation Sheet

Based on the results of the analysis shown in Table 4.4 above, it can be explained that the average value of the total validity of the Learning Management Observation Sheet (LPPP) was obtained $\bar{x} = 3.63$, based on the validity criteria mentioned in Chapter III, this value is included in the Very Valid category, which is in the range of $4 > RTV \geq 3.5$. The improvements that have been made as suggested by the validator are that they can be used in the context of the research process.

Table 4. Average Results of Validation of Child Activity Observation

No	Assessment Aspects	(Ai)	$\bar{7}$	Information
1.	Instructions	4	3,56	Higly valid
2.	Language	3,6	3,56	Valid
3.	Fill	3,1	3,56	Valid

Source: Results of the analysis of filling out the Child Activity Observation Validation Sheet

Based on the results of the analysis shown in Table 4.5 above, it can be explained that the average value of the total validity of the Child Activity Observation Sheet (LPAA) was obtained $\bar{7} = 3.56$, based on the validity criteria mentioned in Chapter III, this value is included in the Valid category, which is in the range of $2.5 \leq \bar{7} < 3.5$. In addition, the assessment aspect of the instructions on the Child Activity Observation Sheet (LPAA) has a high validity criterion of 4. The improvements that have been made as suggested by the validator are that they can be used in the context of the research process.

Table 5. Average Results of Teacher Response Questionnaire Validation

No	Assessment Aspects	(Ai)	$\bar{7}$	Information
1.	Instructions	3,5	3,5	Valid
2.	Device	3,5	3,5	Valid
3.	Language	3,66	3,5	Valid

Source: Results of the analysis of filling out the validation sheet of the teacher's response results

Based on the results of the analysis shown in Table 4.6 above, it can be explained that the total average value of the validity of the Teacher Response Questionnaire (ARG) was obtained $\bar{7} = 3.5$, based on the validity criteria mentioned in Chapter III this value is included in the valid category, which is in the range of $2.5 \leq \bar{7} < 3.5$. The improvements that have been made as suggested by the validator are that they can be used in the context of the research process.

Empirical Validation

Empirical validation is validation obtained based on experience, or it can be said that 99 empirical validations has a strong instrument if it can be tested based on experience. Empirical validation is carried out to obtain input from the parties who are implementing learning in the classroom. The validation of 99 empiric models of traditional dende-dende game development in developing gross motor skills of children aged 5-6 years was carried out by observing the teacher's ability to manage learning.

Table 6. Recapitulation of Teacher Activity Observation Sheet (LPAG) on the development of Dende-dende Traditional games in developing gross motor skills for children aged 5-6 years

Aspects	Average	Category
Opening learning activities with greetings and prayers	3,6	SB
Exploring children's early knowledge	3,6	SB
Convey learning objectives	4	SB
Providing information about learning activities	4	SB
Providing Instructions for the implementation of dende-dende play activities	4	SB

Observing children's activities in the implementation of Dende-dende play	3,6	SB
Provide feedback on the activity process	3,3	B
Carry out evaluations on activities	3,8	SB
Average aspect (Ai)	3,7	SB

Source: research results

Overall, the results of the observation of teacher activities in learning activities using learning tools as listed in the attachment obtained an average score of 3.7 in the observation of teacher activities and 4.7 in the teacher's ability to manage learning. Based on the categories mentioned in Chapter III, the score is included in the good category, which is in the range of $2.5 \leq \text{TKG} < 3.5$.

Discussion

In essence, traditional games are a pattern of steps that include analysis, development and creation of materials, and evaluation of teaching results in order to make it easier for children to achieve learning. With the research on the development of the dende-dende traditional game model in developing gross motoric for children aged 5-6 years conducted by the researcher, the product results were obtained in the form of a guidebook for the development of traditional dende-dende games in developing gross motoric for children aged 5-6 years. The products produced from this study are in the form of learning tools to support the implementation of the development of dende-dende games, namely: guidebooks and instrument sheets in the form of LPAG, LPPP, LPAA and ARG that have met the criteria for validity, practicality and effectiveness of the development of traditional dende-dende games in developing gross motor for children aged 5-6 years to be applied in group B.

In this section, it is stated from the results of the research that there are three things, namely: 1) The implementation of the development of traditional deende-dende games in developing gross motor skills of children aged 5-6 years; 2) special findings; and 3) Limitations and Advantages of Dende-Dende Traditional Game Development in Developing Gross Motor for Children Aged 5-6 Years.

4. CONCLUSION

Based on the results of the research and discussion that have been presented and related to the formulation of the problem in this study, the following conclusions are drawn 1) The results of the analysis of the need for the development of traditional games in developing gross motor skills for children aged 5-6 years are needed in learning activities. The prototype of the development of the traditional dende-dende game model in developing gross motor for children aged 5-6 years consists of several stages starting from the stage of preparing instruments, selecting the assessment format, determining the philosophical foundation and operational foundation; 2) As a result of the development of the traditional game of dende-dende in developing the gross motor of children aged 5-6 years, a product of the development of the traditional game of dende-dende in developing the gross motor of children aged 5-6 years was produced; 3) The results of validity testing by several expert validators showed that the development of traditional games for children aged 5-6 years was considered very valid. The results of the practicality test on the Teacher Activity Observation Sheet (LPAG) and the Learning Management Observation Sheet (LPPP) on the development of traditional dende-dende games in developing gross motor skills for children aged 5-6 years are in the "good" category. In the results of the effectiveness test on the Teacher Response Questionnaire (ARG) it is in the effective category, while in the assessment of student learning development (LPAA) in six

aspects of observation of gross motor development of children aged 5-6 years is in the category of developing according to expectations (BSH).

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