

The Role Of Traditional Games In Improving Early Childhood Social Skills

Dinar Ayu Mirunggan Sari

Universitas Safin Pati, Indonesia

E-mail: dinar_ayu@usp.ac.id

Abstract

This study aims to describe the role of traditional games in improving early childhood social skills. The method used is library research, by collecting, studying, and synthesizing various relevant literature, such as scientific journals, books, research reports, and academic articles. Data were obtained through documentation techniques to understand the relationship between traditional games and children's social development. The results of the study show that traditional games have an important role in shaping early childhood social skills. Through this game, children learn to communicate, work together, understand the rules, and resolve conflicts positively. Additionally, interactions in traditional games help develop empathy, leadership, and confidence. Although the digital era has changed children's play patterns, traditional games still have a high educational value. Therefore, parents, educators, and the community need to preserve and reintroduce it so that children not only get pleasure in playing, but also acquire useful social skills throughout life. By incorporating traditional games into daily activities, children can grow into individuals who have high social intelligence and are able to adapt to various situations.

Keywords: Traditional games, social skills, early childhood, social development, literature studies.

Received : January 19, 2025

Revised : January 30, 2025

Accepted : February 20, 2025

Published : February 14, 2025

Citation :

Sari, D. A. M 2025. The Role Of Traditional Games In Improving Early Childhood Social Skills. *MSJ: Majority Science Journal*, 3(1), 21-29

Corresponding Author:

Dinar Ayu Mirunggan Sari
dinar_ayu@usp.ac.id

1. Introduction

Early Childhood is an individual who is in the age range of 0-6. At this stage, children experience very rapid development in various aspects, such as physical, cognitive, social, emotional, and language (Fuadia, NN 2022). This period is often referred to as the golden age because children's brains develop very quickly, so the stimulation given will greatly affect their development in the future. Early childhood tends to have a high curiosity and learn through direct experience, especially through play (Azzahroh, P., Sari, RJ, & Lubis, R. 2021). Therefore, education at this stage must be fun, interactive, and exploration-based. In addition, children begin to learn to interact with their social environment, build communication skills, and recognize the various emotions they feel. The importance of attention to early childhood is also related to the formation of character and habits that will be carried into adulthood. Therefore, parents, educators, and the surrounding environment have a big role in providing quality education, full of affection, and in accordance with the developmental needs of children.

Early Childhood Education (PAUD) is the initial stage in the learning process that plays an important role in shaping children's character and social skills. During this period, children begin to get to know their surroundings and learn to interact with others. Through various activities such as playing, sharing, and communicating, children develop basic values such as discipline, honesty, and empathy (Harianja, AL, Siregar, R., & Lubis, JN 2023). In addition, PAUD helps children understand basic concepts of social life, such as working together and respecting differences. With the right education, children will have a strong foundation to face the next level of education and life in society in the future. Learning methods in Early Childhood Education (PAUD) must be designed to be able to support children's social development (Latief, S. 2020).

Early childhood social emotional development is an important aspect of their growth



and development, which includes the ability to recognize, understand, and manage emotions and interact with others positively. At this stage, children begin to learn to express feelings such as happiness, sadness, anger, or fear, and understand the feelings of others (Amriyadi, NH, et al. 2024, August). This ability plays a role in building healthy relationships with family, peers, and the surrounding environment. In their social development, early childhood begins to learn to share, take turns, work together, and understand applicable social norms. Interactions with parents, educators, and peers help them develop communication skills, empathy, and self-confidence (Daulay, LS 2023). Meanwhile, in terms of emotion, children learn to control their emotions, such as calming themselves down when angry or disappointed, and adapting to new environments. Factors that influence children's social emotional development include parenting patterns, family environment, interactions with peers, and stimulation provided through play and educational activities. Therefore, it is important for parents and educators to create a safe, loving environment and provide positive examples so that children can develop optimally in their social and emotional aspects (Surahman, B. 2021).

Early childhood development is influenced by various factors that can accelerate or slow down their growth and development process. Internal factors such as genetics, health, nutrition, and children's interests and talents play a major role in determining how quickly they develop. Children who receive good nutrition and have optimal health conditions tend to experience faster development than children who are often sick or malnourished (Usriyah, SF 2020). In addition, external factors such as parenting patterns, social environment, education, and economic conditions also have an influence. Children who grow up in a supportive environment, receive sufficient stimulation, and have access to good education will develop more optimally. Therefore, the role of the family and the surrounding environment is very important in ensuring that children get the support they need to achieve maximum development (Almaghfiroh, ZA, et al. 2024).

One effective method in supporting early childhood development is through traditional games. Traditional games not only provide fun, but also contain various social and cultural values that are beneficial for child development. By playing, children learn to interact, work together, and understand the rules and social norms that apply in society. Traditional games such as engklek, congklak, petak umpet, and gobak sodor teach children about teamwork, sportsmanship, patience, and problem-solving skills (Dewi, RM, & Mailasari, DU 2020). In addition, these games also introduce children to local culture and help them understand the importance of togetherness and respecting differences. By participating in these games, children not only develop their motor and cognitive skills but also build better social relationships with peers. Therefore, integrating traditional games into early childhood learning methods can be an effective strategy to develop their social, emotional, and cultural skills in a fun and natural way (Astoko, DB, & Fajrin, RIM (2024, July).

Through traditional games, children learn to cooperate, communicate, and resolve conflicts in a healthy way. For example, the game of hopscotch teaches balance and patience, while the game of hide and seek trains courage and strategic skills (Aini, N. 2020). In addition, games such as congklak and gobak sodor foster a sense of sportsmanship, discipline, and teamwork. With active involvement in these games, children naturally understand social rules, appreciate differences, and build relationships with peers. In addition to the social aspect, traditional games also introduce children to local culture, strengthen their identity, and preserve the nation's cultural heritage. Therefore, integrating traditional games into PAUD learning methods is an effective strategy to support children's social development while keeping cultural values alive. Traditional games are unique because they contain elements of togetherness and cooperation. Children who play traditional games tend to adapt more easily to their social environment. In addition, this game does not only rely on individual skills, but also on interactions with peers, which can ultimately improve their communication and cooperation skills (Sholikin, M., Fajrie, N., & Ismaya, EA 2022). In today's digital era, traditional games are increasingly being replaced by technology-based games such as video games and applications on gadgets. Children tend to spend more time alone with their electronic devices than playing directly with peers. As a result, opportunities for social interaction are decreasing. In fact, social interaction is very important in child development, especially in building self-confidence, communication skills, and the ability to work together.

Through traditional games, children learn to negotiate, share, and understand the emotions and feelings of others. Conversely, excessive use of gadgets can make children more individualistic, less empathetic, and have difficulty adapting to the social environment in the real world (Elsa, CP 2022).

Therefore, it is important for parents and educators to balance the use of technology with play activities that involve direct interaction. Re-introducing children to traditional games not only helps them socialize better but also preserves a valuable cultural heritage. Many studies have shown that good social skills in early childhood can contribute to their future success. Children who have strong social skills tend to be more able to relate to others, understand their friends' feelings, and work together in groups. Therefore, it is important to find ways for children to develop these skills early on. One effective way is through traditional games, which naturally involve social interaction and cooperation. In games such as jump rope or marbles, children learn to understand rules, share roles, and resolve conflicts with their friends. This process helps them develop social skills that will be useful throughout their lives.

In addition, traditional games also teach children about culture and moral values that exist in society. For example, the game of congklak teaches about honesty and strategy, while the game of fortification trains teamwork and leadership. Thus, traditional games not only improve social skills but also shape children's character (Syamsurrijal, A. 2020). This article will discuss how traditional games, which have been passed down from generation to generation and have strong cultural values, can be a very effective tool in improving the social skills of early childhood, especially in terms of cooperation, communication, and conflict resolution, by highlighting various types of traditional games such as gobak sodor, petak umpet, congklak, and kelereng, each of which has an important role in training children to interact with peers, understand social rules, and develop an attitude of sportsmanship and honesty, so that it is hoped that through an in-depth analysis of the impact of these games on children's social and emotional development, this article can provide broader insights for parents, educators, and interested parties in supporting optimal child growth and development in a fun, educational way, and still maintaining valuable cultural values.

2. Method

This study uses a library research method to describe and analyze various research results related to the role of traditional games in improving the social skills of early childhood. Literature studies are conducted by collecting, reviewing, and synthesizing relevant literature sources, such as scientific journals, books, research reports, and academic articles. The data used in this study come from various literature that can provide an in-depth understanding of the topic being studied. Data sources include scientific journals that discuss traditional games and the social development of early childhood, reference books on early childhood education and social development theory, previous research results relevant to the research topic, and academic articles and publications from educational institutions or research institutions. Data collection is carried out through documentation techniques, namely searching, identifying, and collecting various literature related to this research. Data were obtained from libraries, scientific journal databases, and trusted sources available online. The criteria for selecting sources are relevance to the research topic, validity, and credibility of the sources used (Fauziddin, M., & Ningrum, MA 2024).

Data analysis was conducted using the content analysis method, namely by reviewing the contents of various literature that has been collected. The steps in data analysis include data classification by grouping literature sources based on themes and relevance to the research, interpretation by compiling understanding from various sources and comparing the results of previous studies, and synthesis to draw conclusions from various literature studies to understand the relationship between traditional games and early childhood social development. To ensure the validity of the data, this study uses source triangulation, namely by comparing various literature from different sources to obtain consistent and valid information. In addition, this study also considers the credibility of the source and relevance to the theme being studied.

Through this literature study method, research can explore a deeper understanding of how traditional games contribute to the development of early childhood social skills. The

results of this study are expected to be a reference for educators, parents, and related parties in optimizing the role of traditional games in early childhood education.

In this study, the data validity technique uses triangulation techniques to examine the truth of the data. The following are research instruments that are exposed in the image.

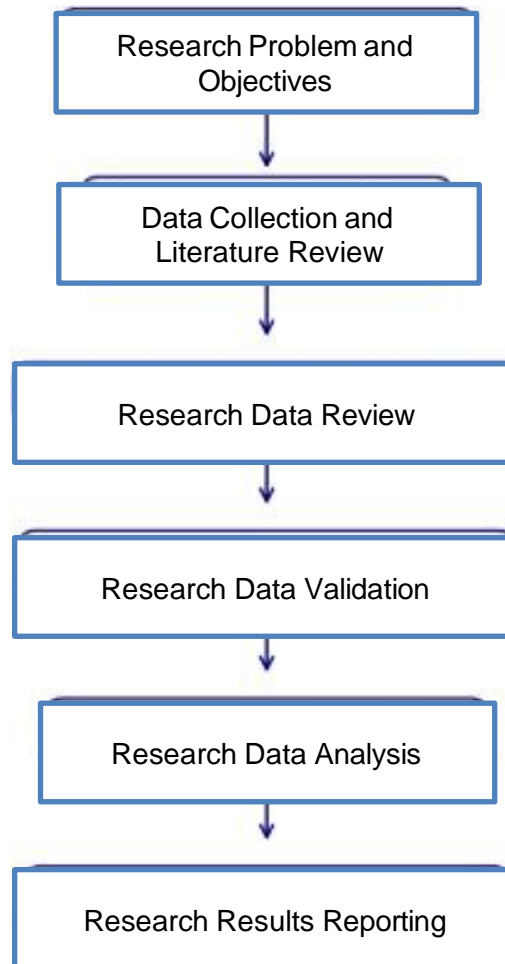


Figure 1.Qualitative descriptive research design

3. Results and Discussion

Traditional Games for Early Childhood

Playing is a natural activity carried out by children to explore the world around them. Playing is not just entertainment, but also an important part of the learning process and child development. Through play, children can develop various skills, including cognitive, social, emotional, and motor skills (Safitri, D., 2021). Playing also helps children understand their environment, build imagination, and train problem-solving skills. Therefore, playing has a very significant role in children's growth and development. There are various types of play that children can do, depending on the activities and benefits obtained. Physical play, such as running, jumping, and playing in the park, helps develop gross motor skills and improves physical health. Meanwhile, imaginative play, such as role-playing or making up stories, stimulates children's creativity and thinking skills (Maisyaroh, S., Nisa, H., & Ilmiyah, IU 2022). In addition, social play allows children to interact with peers, so they can learn about communication, cooperation, and empathy. There is also educational play, such as playing puzzles or number-based games, which help train logical thinking and problem-solving skills. Finally, independent play provides opportunities for children to develop independence and build their self-confidence (Asfarina, N., & Filasofa, LMK 2025).

Playing has various benefits that support children's overall development. In terms of physical, active play can improve children's coordination, balance, and physical health. In terms of cognitive, playing trains memory, critical thinking skills, and creativity. In addition, through play, children also learn to manage their emotions, reduce stress, and build social skills such as sharing, taking turns, and negotiating. These skills are important capital for children in everyday life, both in the family, school, and community environments (Rozana, S., Wulan, DSA, & Hayati, R. 2020). The role of parents and educators is very important in providing an environment that supports children's play activities. Parents should give children the opportunity to play freely, but still under safe supervision. In addition, encouraging children to play actively, both indoors and outdoors, can help reduce dependence on digital devices. Teachers can also integrate games into the learning process at school so that children remain interested and more easily understand the concepts taught. Playing not only needs to be facilitated, but also must be directed to have maximum educational value for children (Adatul'aisy, R., 2023).

In today's digital era, children are increasingly spending time with gadgets and technology-based games. Although digital games can provide educational benefits, excessive use can hinder children's social and physical development. Therefore, it is important for parents to balance digital play and active play. Traditional games and outdoor games still play a very important role in shaping children's social skills. By limiting gadget play time and encouraging children to play more physically and socially, parents can help create a healthy balance in children's development. Overall, playing is a very important part of children's development, both physically, cognitively, socially, and emotionally. By providing sufficient and varied opportunities to play, children can grow more optimally and have better skills to face challenges in the future. Therefore, support from parents, educators, and the surrounding environment is needed to ensure that children get a play experience that is beneficial for their development (Widiastuti, RY, & Yuliati, N. 2023).

Another study related to traditional games that has been implemented in the emotional development of children entitled Traditional Bakiak Games in Developing Social Skills of Early Childhood Children, the results of the study show that. Traditional games are a relatively affordable and easily accessible form of entertainment. In this game, children engage in interactive activities with peers, while at the same time learning and maintaining local cultural values in the modern era. However, current technological advances have caused traditional games to be introduced to children less and less, who are more interested in modern games. In addition, traditional games have not been optimally utilized as a learning medium for preschool children, mainly due to the lack of understanding of educators regarding their impact on child development. Therefore, educators need to preserve traditional games in learning activities in order to support children's social development (Widjayatri, RD, et al. 2023). From another study entitled The Role of Traditional Games in Shaping the Character of Children Aged 4-6 Years, Explaining that at the age of 4-6 years, children are in a very rapid development stage. At this age, it is the right time to instill an education. One of them is character education. Traditional games have a role in shaping children's character. The characters that can be formed include honesty, discipline, hard work, creativity, independence, communicativeness, responsibility and so on. The character formed through traditional games runs unconsciously, and this is what makes children learn by themselves without any coercion. Therefore, traditional games need to be returned to being the main game for children so that children with character can be created and become a generation of the nation with integrity (Maghfiroh, Y. 2020).

The research results show that children who regularly play traditional games have better social skills compared to those who rarely play these games. They interact more easily with peers, are able to work in teams, and are better able to resolve conflicts in a positive way. Games such as hide and seek and gobak sodor teach children the importance of cooperation and communication. In hide and seek, children learn to strategize and work together to search or hide. Gobak Sodor, on the other hand, trains team coordination and leadership. Research shows that traditional games have a positive impact on children's social skills. Children who regularly play games such as hide and seek and gobak sodor find it easier to interact with peers, work in teams, and resolve conflicts positively. Traditional games teach important values such as cooperation, communication, and strategy. In hide and seek, children learn to strategize and work together when searching or hiding. Meanwhile, Gobak Sodor trains team

coordination, leadership and skills in making quick decisions. Thus, traditional games are not just entertainment, but also play a role in children's social development, helping them become more adaptive and communicative individuals.

Traditional games such as congklak and marbles not only provide entertainment but also have educational value in shaping children's character. In congklak, children learn strategy and patience, and understand the concept of cause and effect through calculating the seeds moved (Anggreini, D., & Priyojadmiko, E. 2022, August). Meanwhile, in marbles, they practice precision and hand-eye coordination. Both games also teach honesty and sportsmanship, where children must play by the rules, admit victory or defeat with a good attitude, and control their emotions. These skills are important for building positive character, so that they can socialize better in their surroundings and in the future. They face winning and losing situations, and learn how to deal with feelings of disappointment or happiness. Thus, they become more emotionally resilient. Teachers and parents interviewed stated that traditional games have a positive impact on children's social skills. They observed an increase in children's communication, cooperation, and empathy skills after playing these games frequently.

The Relationship Between Traditional Games and Early Childhood Social Emotional Development

Traditional games play a very important role in the social and emotional development of early childhood because they help them build skills needed in everyday life. Through games, children not only have fun, but also learn to interact with peers, understand social norms, and develop cooperation skills. For example, in the games of gobak sodor and engklek, children must work in teams and coordinate well in order to win the game. This teaches them how to work together, build strategies, and understand each other's roles in the group (Candra, O., 2023). In addition, games such as hide and seek and congklak help children develop communication skills and patience, and train them to resolve conflicts fairly. By participating in traditional games, children also learn to control their emotions, both when winning and losing. They understand that in a game there are rules to follow and consequences for every action. Therefore, traditional games are not only useful for fun but also contribute to shaping children's character, sportsmanship, and social skills from an early age. Children are said to be intelligent when they show the ability to think, understand, and solve problems well according to their age. Intelligence is not only measured by academic achievement, but also from various aspects such as creativity, social skills, and the ability to adapt to the environment (Rizki, NY 2024).

An intelligent child usually has a high curiosity, quickly understands new concepts, and is able to remember and apply information well. In addition, they can also think critically, find solutions to problems, and show creativity in various situations. In terms of social and emotional aspects, intelligent children are able to communicate well, work together with others, and manage their emotions wisely. Children's intelligence can develop through proper stimulation, such as playing, reading, interacting with the environment, and getting support from family and good education. Therefore, it is important for parents and educators to provide opportunities for children so that they can hone the various types of intelligence they have.

In terms of emotion, traditional games play an important role in helping children manage and control their feelings. When playing, children face various situations that require them to regulate their emotions, especially when they experience victory or defeat. In games such as marbles and stilts, children learn to accept the results of the game with a sporting attitude, without feeling too arrogant when winning or excessively disappointed when losing (Rozana, S., & Bantali, A. 2020). In addition, traditional games also instill the value of honesty, because children must play according to the rules that have been agreed upon together. If there is a violation, they are taught to admit their mistakes and accept the consequences wisely. This helps them develop an attitude of discipline and responsibility in everyday life. By playing traditional games often, children indirectly learn how to deal with various emotional situations, control their anger, and understand the importance of behaving fairly and honestly. All of these experiences are very valuable in shaping their character so that they grow into individuals who are more emotionally mature and able to interact well in a social environment. In addition, challenges in games such as jumping rope and forts can increase children's self-confidence and independence. Thus, traditional games not only provide entertainment, but also become an important means of forming social and emotional skills that are useful for children in the future

(Baiti, N. 2021)

However, challenges in preserving traditional games remain. Factors such as lifestyle changes, technological dominance, and lack of play spaces in urban environments are obstacles in encouraging children to play traditional games. Although traditional games have many benefits for children's development, the challenge of preserving them remains an issue that needs attention. One of the main factors is changes in lifestyle, where children today spend more time indoors with activities such as watching television or using electronic devices, so that their interest in traditional games is decreasing. In addition, the dominance of technology in everyday life is also a major obstacle, because many children are more interested in playing digital games on mobile phones, tablets, or computers compared to physical games that involve direct interaction with peers. Technology that offers instant and interesting entertainment often makes traditional games feel less interesting for today's children.

Another contributing factor is the lack of play space, especially in increasingly dense urban environments. Many natural play areas that used to be used for traditional games have now been turned into buildings, highways, or residential areas, so that children lose their place to play freely. As a result, games that require a large space such as gobak sodor, forts, or engklek are increasingly rarely played. To overcome this challenge, efforts are needed from various parties, including parents, educators, and the community, to reintroduce traditional games in a more interesting way, for example by holding traditional game festivals, integrating these games into the school curriculum, or creating open spaces that are friendly to children so that they can continue to enjoy games that are full of cultural and educational values (Mulyaningsih, NN, 2023). Therefore, efforts are needed from various parties to integrate traditional games into the PAUD curriculum and create an environment that supports children to continue playing actively. With the various benefits that have been discussed, it can be concluded that traditional games are one of the effective ways to improve the social skills of early childhood. Therefore, it is important for us to continue to preserve and introduce this game to the younger generation..

4. Conclusion

Traditional games play a very important role in improving the social skills of early childhood. Through these games, children learn to communicate, cooperate, understand rules, and resolve conflicts in a positive way. The interactions that occur in traditional games help them develop empathy, leadership, and strong self-confidence. Although the digital era has changed children's play patterns, traditional games remain relevant and have high educational value. Therefore, parents, educators, and the community need to play an active role in preserving and reintroducing traditional games to children. Thus, they not only get pleasure from playing but also gain social skills that will be useful throughout their lives. By including traditional games in children's daily activities, we can create a more interactive and meaningful learning environment. This effort will help shape children who have high social intelligence, are able to adapt in various situations, and have good interpersonal skills for their future.

Bibliography

- Adatul'aisy, R., Puspita, A., Abelia, N., Apriliani, R., & Noviani, D. (2023). Perkembangan Kognitif dan Motorik Anak Usia Dini melalui Pendekatan Pembelajaran. *KHIRANI: Jurnal Pendidikan Anak Usia Dini*, 1(4), 82-93. <https://e-journal.nalanda.ac.id/index.php/KHIRANI/article/view/631>
- Aini, N. (2020). Nilai-Nilai Karakter Islami Pada Permainan Tradisional Anak Di Desa Mujirahayu Kecamatan Seputih Agung Kabupaten Lampung Tengah (Doctoral dissertation, UIN Raden Intan Lampung). <http://repository.radenintan.ac.id/9748/1/PUSAT%201%202%20FIX.pdf>
- Almaghfiroh, Z. A., Qomariyah, G. F. A. N., Maulana, A. A., Elbarkah, A. A., & Sulaiman, H. S. (2024). Implementasi perkembangan bahasa dan sosial anak melalui pendidikan orang tua yang berkualitas. *Innovative: Journal Of Social Science Research*, 4(4), 13158-13180. <http://j-innovative.org/index.php/Innovative/article/view/14636>
- Amriyadi, N. H., Kholifah, U. N., Dinata, K. I., & Anggraini, L. (2024, August). Review literatur: Perkembangan sosial emosional pada anak usia dini. In *Proceeding International*

- Conference on Tradition and Religious Studies (Vol. 3, No. 1, pp. 579-589). <https://proceedings.radenfatah.ac.id/index.php/lcTiaRS/article/view/1230>
- Anggreini, D., & Priyojadmiko, E. (2022, August). Kajian Etnomatematika Nilai-Nilai Karakter Serta Aspek Kognitif Melalui Permainan Congklak Pada Pembelajaran Matematika. In Seminar Nasional 100 Tahun Tamansiswa (Vol. 1, No. 1, pp. 19-30). <https://seminar.ustjogja.ac.id/index.php/SemNasTamansiswa/article/view/62>
- Asfarina, N., & Filasofa, L. M. K. (2025). Pemanfaatan Media Puzzle In-Group Untuk Pembentukan Karakter Kerjasama Anak: Di RA Al-Hidayah UIN Walisongo. *As-Sibyan: Jurnal Pendidikan Anak Usia Dini*, 10(1), 17-30. <https://ftk.uinbanten.ac.id/journals/index.php/assibyan/article/view/10726>
- Astoko, D. B., & Fajrin, R. I. M. (2024, July). The Early Children's Learning Based On Local Cultural Wisdom Song Cublak Cublak Suweng. In *Sinau Seminar Nasional Anak Usia Dini* (Vol. 1, pp. 32-44). <https://proceeding.uingusdur.ac.id/index.php/sinau/article/view/2248>
- Azzahroh, P., Sari, R. J., & Lubis, R. (2021). Analisis perkembangan bahasa pada anak usia dini di Wilayah Puskesmas Kunciran Kota Tangerang Tahun 2020. *Journal for Quality in Women's Health*, 4(1), 46-55. <https://jqwh.org/index.php/JQWH/article/view/104>
- Baiti, N. (2021). Perkembangan anak melejitkan potensi anak sejak dini. Guepedia.
- Candra, O., Pranoto, N. W., Ropitasari, R., Cahyono, D., Sukmawati, E., & Cs, A. (2023). Peran pendidikan jasmani dalam pengembangan motorik kasar pada anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7, 2538-2546. <http://repository.uir.ac.id/id/eprint/22169>
- DAULAY, L. S. (2023). Hakikat Bermain Sosio Drama Dalam Mengembangkan Aspek Perkembangan Sosial Anak Usia Dini: The Nature Of Socio Drama Playing In Developing Aspects Of Social Development In Early Children. *Incrementapedia: Jurnal Pendidikan Anak Usia Dini*, 5(2), 8-12. <https://jurnal.unipasby.ac.id/index.php/incrementapedia/article/view/8250>
- Dewi, R. M., & Mailasari, D. U. (2020). Pengembangan Keterampilan Kolaborasi pada Anak Usia Dini melalui Permainan Tradisional. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, 8(2), 220-235. <https://scholar.archive.org/work/iiryvcvlhyjd2bcv2t2z7aiaqiy/access/wayback/https://jurnal.iainkudus.ac.id/index.php/thufula/article/download/8796/pdf>
- Elsa, C. P. (2022). Eksistensi Permainan Anak Tradisional Di Era Modern (Studi Kasus: Nagari Lubuk Basung, Kecamatan Lubuk Basung, Kabupaten Agam) (Doctoral dissertation, Universitas Andalas). <http://scholar.unand.ac.id/108563/>
- Fauziddin, M., & Ningrum, M. A. (2024). Symantic Literature Review: Manfaat Artificial Intelligence (AI) pada Pendidikan Anak Usia Dini di Indonesia. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 8(6), 1475-1488.
- Fuadia, N. N. (2022). Perkembangan Sosial Emosi Pada Anak Usia Dini. *Wawasan: Jurnal Kediklatan Balai Diklat Keagamaan Jakarta*, 3(1), 31-47. <https://wawasan.bdkjakarta.id/index.php/wawasan/article/view/131>
- Harianja, A. L., Siregar, R., & Lubis, J. N. (2023). Upaya Meningkatkan Perkembangan Sosial Emosional Anak Usia Dini melalui Bermain Peran. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(4), 4871-4880. <https://pdfs.semanticscholar.org/a928/fcfd3c2868402646ee4ccbab037458a9583e.pdf>
- Iba, L., Larisu, Z., Irwanto, I., & Joko, J. (2024). The Role of Communication in Social Change: Promoting Societal Transformation. *MSJ: Majority Science Journal*, 2(4), 47-57. <https://jurnalhafasy.com/index.php/msj/article/view/244>
- Latief, S. (2020). Pendidikan Anak Usia Dini (Paud) Sebagai Pondasi Pembentukan Karakter Dalam Era Revolusi 4.0 Dan Society 5.0: Teknik Dan Keberlanjutan Pendidikan Karakter. *Jurnal Literasiologi*, 3(2). <https://jurnal.literasikitaindonesia.com/index.php/literasiologi/article/view/92>
- Maghfiroh, Y. (2020). Peran Permainan Tradisional dalam Membentuk Karakter Anak Usia 4-6 Tahun. *Jurnal Pendidikan Anak*, 6(1), 1-9. <https://pdfs.semanticscholar.org/fd0c/870022da2057276b48a670d3f9492cf3af13.pdf>
- Maisyaroh, S., Nisa, H., & Ilmiyah, I. U. (2022). Efektivitas Bermain Peran untuk Meningkatkan

- Perkembangan Bahasa pada Anak Usia Dini. *AS-SUNNIYYAH*, 2(02), 36-45. <https://ejournal.uas.ac.id/index.php/assunniyyah/article/view/1862>
- Mulyaningsih, N. N., Jahrudin, A., Astuti, I. A. D., & Okyranida, I. Y. (2023). *Etnofisika dalam Seri Permainan Tradisional*. Syiah Kuala University Press.
- Prihadi, D. J., Dhahiyat, A. P., Kristiadhi, F., & Pamungkas, W. (2024). Sustainable Tourism in 2024: The Role of Tourists and Industry in Preserving Marine Nature. *MSJ: Majority Science Journal*, 2(4), 112-118. <https://jurnalhafasy.com/index.php/msj/article/view/252>
- Rizki, N. Y. (2024). Efektivitas Permainan Tradisional Dalam Meningkatkan Keterlibatan Sosial Pada Anak Usia Dini. *Jurnal Al Athfaal*, 2(1), 78-90. <https://ejournal.staipancabudi.ac.id/index.php/alathfaal/article/view/179>
- Rozana, S., & Bantali, A. (2020). *Stimulasi perkembangan anak usia dini: melalui permainan tradisional engklek*. Edu publisher.
- Rozana, S., Wulan, D. S. A., & Hayati, R. (2020). *Pengembangan Kognitif Anak usia dini (teori dan praktik)*. Edu Publisher.
- Safitri, D., Lestaringrum, A., & Nusantara, U. (2021). Penerapan Media Loose Part untuk Kreativitas Anak Usia 5-6 Tahun. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 2(1), 40-52. <https://pdfs.semanticscholar.org/c04b/86b3697fe2cd6b9dc73ecb20dc12d7232e0a.pdf>
- Sholikin, M., Fajrie, N., & Ismaya, E. A. (2022). Nilai Karakter Anak Pada Permainan Tradisional Gobak Sodor dan Egrang. *Jurnal Educatio FKIP UNMA*, 8(3), 1111-1121. <https://ejournal.unma.ac.id/index.php/educatio/article/view/3035>
- Surahman, B. (2021). *Korelasi Pola Asuh Attachment Parenting Terhadap Perkembangan Emosional Anak Usia Dini*.
- 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.
- Usriyah, S. F. (2020). *Pengaruh Teknik Mozaik Terhadap Perkembangan Motorik Halus Pada Anak Usia Dini Di Kb Insan Ceria 1 Malang (Doctoral dissertation, Poltekkes RS dr. Soepraoen)*. <http://repository.itsk-soepraoen.ac.id/576/>
- Widiastuti, R. Y., & Yulianti, N. (2023). Analisis Kesiapan Mental Anak Usia Dini Menghadapi Era Revolusi Industri 4.0. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(5), 5564-5574.
- Widjayatri, R. D., Pangestu, F. G., Purnama, N., Nurlaela, S., Husna, T., & Aditya, W. (2023). Permainan tradisional bakiak dalam mengembangkan kemampuan sosial anak usia dini. *Tunas Siliwangi: Jurnal Program Studi Pendidikan Guru PAUD STKIP Siliwangi Bandung*, 9(2), 74-91. <http://e-journal.stkipsiliwangi.ac.id/index.php/tunas-siliwangi/article/view/3832>