

# Learning by Using Traditional Children's Games "Sesiku" in Developing Early Childhood Character Values

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DOI: 10.35445/alishlah.v13i2.750

## Article Info

## Abstract

### Keywords:

*Learning;*  
*Traditional Games;*  
*Character Values;*  
*Early Childhood*

The research objective was to examine learning plans, learning activities, and the impact of learning by using traditional games *sesiku* in building character values in Kindergartens in Bengkulu City. The children's character values that emerge from the traditional games *sesiku* are the character values of honesty, discipline, sportsmanship, cooperation, and help. The method used in this study was experimental. The instrument for the observation of character values was tested on 30 children aged 5-6 years. The validity used the character value of the observation guideline sheet with product-moment correlation and the reliability of the character value of the observation guideline sheet with Cronbach's Alfa. The T-test is used to see a significant difference between the two average parameters in the same sample group between the initial and final test scores. The research findings indicated that the format of the daily learning implementation plan had followed the appropriate format. The learning process integrates Bengkulu's traditional children's games into early activities outside the classroom. Bengkulu's traditional children's games are internalized into the lesson plan and teacher's lesson plan to contribute to developing character values in early childhood. In the teaching and learning process and after the end of the teaching and learning process, the character values of children can be observed from the behavior that appears, such as the character values of honesty, discipline, sportsmanship, cooperation, and help.

### Abstrak

### Kata kunci:

*Pembelajaran;*  
*Permainan Tradisional;*  
*Nilai Karakter;*  
*Anak Usia Dini*

Tujuan penelitian adalah menelaah rencana pembelajaran, kegiatan pembelajaran dan dampak pembelajaran dengan menggunakan permainan tradisional *sesiku* dalam membangun nilai karakter di taman kanak-kanak kota Bengkulu. Nilai karakter anak yang muncul dari permainan tradisional *sesiku* adalah nilai karakter kejujuran, kedisiplinan, sportifitas, bekerja sama, tolong menolong. Metode yang digunakan dalam penelitian ini adalah metode eksperimen, instrumen pedoman observasi nilai karakter diujicobakan pada 30 anak usia 5-6 tahun. Validitas lembar pedoman observasi nilai karakter dengan korelasi product moment dan reliabilitas lembar pedoman observasi nilai karakter dengan Alfa Cronbach. Uji T untuk melihat apakah terdapat perbedaan yang signifikan terhadap perbedaan dua parameter rata-rata pada satu kelompok sampel yang sama antara skor pada tes awal dengan skor tes akhir. Temuan penelitian menunjukkan bahwa rencana pelaksanaan pembelajaran harian telah mengikuti format rencana pelaksanaan pembelajaran harian yang berlaku. Proses pembelajaran yang mengintegrasikan permainan tradisional anak Bengkulu menjadi kegiatan awal di luar kelas. Permainan tradisional anak Bengkulu diinternalisasikan ke dalam

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rencana pembelajaran dan pelaksanaan pembelajaran oleh guru sehingga dapat memberikan kontribusi dalam mengembangkan nilai karakter pada anak usia dini. Dalam proses belajar mengajar dan setelah akhir proses belajar mengajar nilai karakter anak dapat diamati dari tingkah laku yang muncul seperti nilai karakter kejujuran, disiplin, sportif, bekerja sama, tolong menolong.

## INTRODUCTION

Early childhood education is a coaching effort aimed at children from birth to the age of six, which is carried out through educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education. Educational stimulation can be done through playing to help grow all aspects of early childhood development. In Sujiono (2013:132), Conny said that education for children at this age is learning while playing. For children, playing is a serious but fun activity. Through play, all aspects of a child's development can be improved. So it can be said that learning that can foster child development is through playing.

The United Nations Convention on the Rights of the Child (UNCRC) identifies that playing is a right. Article 31 states that the child's right to rest and relax, to engage in playing and recreational activities that are appropriate for the child's age and to participate freely in cultural and artistic life" (Alcock, 2013). So playing is a child's right to grow and develop all aspects of child development, not only culture and art but also includes all aspects of child development. This is also stated in the *Permendikbud* No. 146 of 2014 article 5 (9) states that learning to play, as referred to in paragraph (8), is a child's learning activities carried out through various playing activities. Meanwhile, article 5 paragraph (8) contains the development program referred to in paragraph (1) through educational stimulation carried out by educators in learning activities through play. Article 5 Paragraph (1) is intended that the structure of the Early Childhood Education Programs curriculum contains development programs that include a) religious and moral values, b) motor physics, c) cognitive, d) language, e) emotional social, f) art.

Learning through playing provides space for children to explore and exploit for their growth and development. Through playing, all aspects of a child's development can be stimulated and developed. Early childhood learns gradually and can learn in various ways, and they learn through interaction with their environment. Early childhood learning, in principle, is learning through playing. This is by developing children who make playing as child's need (in the Directorate of Early Childhood Education Programs Development, 2015:1). Playing makes children be active learners and allows children to be more creative. In addition, with the support of a conducive environment, children also learn to develop character values. While playing, children learn to share, care, cooperate, be responsible, etc.

Research from Gelisli & Yazici that Turkish children's traditional games contributed greatly to children's motoric, linguistic, cognitive, and social-emotional development and their self-care in general (Gelisli & Yazici, 2015). The findings of research conducted by Ihlas, Yufiarti, Edwina that the traditional game of horse racing in the Dompur tribe has become a medium for transforming environmental education for early childhood (Education et al., 2019). The results of Mulyo's research concluded that the application of the traditional game *engklek* influences the ability to recognize number symbols for second-grade students with moderate intellectual disabilities (Mulyo, 2021). Galuh concluded from the research results that the traditional game *dhingklik oglak aglik* can make it easier for students to understand and increase the success of basic jumping movements (Puspitaningrum, 2021). This is in line with the results of Satrio's research that concluded the traditional games of *rangku aluh*, *landar lundur*, *lompat tali*, *perepet jengkol*, *balap karung*, and *engklek* can improve the basic motion of jumping (Satrio, 2020). The results of Amanda's research concluded that traditional games *engklek*, it could improve cognitive abilities in logical thinking abilities (Amanda, 2020). The results of Jauhar's research showed that traditional games *benteng*

could improve children's social skills aged 5-6 years (Jauhar, 2018). Masrufatin's research results concluded that traditional games *benteng* can improve children's gross motor skills aged 5-6 years (Masrufatin, 2018). The results of Driantama's research that the game of *gobak sodor* can increase the agility of the movement of taekwondo athletes (Driantama, 2016). The results of Oktavia's research concluded that the traditional game *engklek* can improve the gross motor skills of children aged 4-5 years (Oktavia, 2016). The results of Laksana's research concluded that there is an influence between traditional games on adversity intelligence (Laksana, 2016). The study results from Ferawati concluded that there is a positive and significant effect of traditional game techniques on social skills in third-grade elementary school students (Ferawati, 2016). The results of Khotimah's research stated an increase in the basic movement ability to throw small balls through traditional games (Khotimah, 2015). The results of Tambun's research said that traditional games would increase the motivation of futsal athletes (Tambun, 2014). From some of the results of this study, it can be concluded that traditional games can greatly contribute to children's motoric, linguistic, cognitive, and social-emotional development and self-care. As a medium of transformation of environmental education for early childhood, they influence the ability to recognize number symbols, make it easier for students to understand and improve the success of basic jumping motions, improve cognitive abilities in logical thinking skills, improve children's social skills, improve gross motor skills, increase movement agility, increase adversity intelligence, improve social skills, basic motion skills of throwing small balls, increase motivation.

From several studies in the last six years, it can be concluded that this study is different from previous research because it will discuss learning by using traditional games for children of *sesiku* in developing character values for early childhood in the city of Bengkulu. Character values that arise with traditional games include honesty, discipline, sportsmanship, cooperation, help, ability to adapt, polite in interacting with friends and reflecting emotional and social intelligence, including personal and children's intrapersonal intelligence.

The inculcation of character values for early childhood will occur automatically when children practice directly and see models or examples from others. This is where a conducive environment is needed in the formation of children's character—likewise learning through traditional games. Traditional games are part of folk games. Each region has its peculiarities. Likewise, the Bengkulu area has various traditional games and is still popular with children. But over time, traditional children's games have begun to erode with the times. Children are getting to know gadgets, online games, play stations, and other forms of games. At the same time, Bengkulu children's traditional games are believed to have very rich values to build the values of children's character, which is the identity of each region to shape the maturity and identity of a nation. Because in traditional children's games, children can adopt many character values so that they are not uprooted from regional cultural roots and will shape the culture of a nation. So early childhood in learning must be introduced to traditional games so that they are not uprooted from the roots of regional culture. They can build character values from playing traditional games in the Bengkulu region in Bengkulu province.

## **METHODS**

The method used in this study is an experimental method that aims to test the effectiveness of using the traditional game *sesiku* in developing character values in Kindergartens in Bengkulu City. This research was carried out at Witri I Kindergarten in group B in the first semester of the 2019/2020 school year. The student observation guidelines for character values were tested on 30 children aged 5-6 years in Gading Cempaka district, Bengkulu city. The validity and reliability are done for the data collecting. Testing for the validity of the character value guide sheet for children aged 5-6 years using the product-moment correlation formula and the reliability of the character value guide sheet using the Cronbach's Alfa. T-test to see if there is a significant difference in the difference between the two average parameters in the same sample group between the scores on the

initial test without learning using traditional games to increase the value of children's character with scores on the final test by learning using traditional games to increase the score children's character is measured by using the T-test of dependent samples (Kadir, 2015, pp. 295–304). The research design used a pre-experimental design, which means using all subjects in the study group to be given treatment but not using subjects taken at random on children aged 5-6 years in group B totaling 19 people. The form of design used in this research is one group pretest-posttest design. Data collection was carried out by using the guidelines for observing children's character values. For the RPPM, RPPH, and other supporting documents, the researchers collected data using observations, interviews, and document analysis.

## **FINDINGS AND DISCUSSION**

### ***Daily Learning Implementation Plan***

The results showed that the daily learning implementation plan (RPPH) used as a reference in learning in PAUD Terpadu Witri I Bengkulu City, namely the RPPH format, had followed the format of Ministerial Regulation 146 of 2014. It is said that the KTSP document consists of documents 1 and document 2. Document 2 contains a semester program plan (*prosem*), a weekly learning implementation plan (RPPM), and a daily learning implementation plan (RPPH) which is equipped with a child development assessment plan (Directorate of Early Childhood Education Programs development, 2015:3).

Typical components of the RPPH oriented towards developing character values for early childhood are 1) themes and sub-themes, 2) activities, 3) tools and materials, 4) assessment of learning outcomes. The theme used to build character values through traditional children's games is a theme related to oneself. The theme used as learning material and games in building children's character values is my theme with the sub-theme of body parts. The theme of myself with the sub-theme of body parts is taken and adapted to the traditional children's game with the name "sesiku" game which in the traditional game contains the character values of honesty, discipline, sportsmanship, cooperation, help, being able to adapt, polite in interacting with friends, reflects the emotional-social intelligence including personal intelligence and intrapersonal intelligence of children. Based on the formulation of the theme developed into the implementation of the learning implementation plan to develop and build the character values of children through traditional Bengkulu children's games.

The activity material begins with praying. Here there is a habit of starting learning by reading short letters or repeating short letters memorized previously. After that, the teacher asked about using the feet and hands and how to keep the feet and hands clean. They enter the children's traditional game of "sesiku" with directions and rules of play from the teacher. Learning activities in Early Childhood Education Programs are generally adapted to the theme and needs of children's growth and development. The activity steps consist of 4 main steps, namely 1) stepping on the playing environment (30 minutes), 2) stepping while playing (60 minutes), 3) stepping after playing (30 minutes), 4) interspersed with rest (30 minutes).

The results of the analysis of the RPPH made by the teacher found that the indicators of learning outcomes to build character values from the values of honesty, discipline, help, sportsmanship, and cooperation were already visible. The children's traditional game of "sesiku" contains character values of honesty, cooperation, sportsmanship, adaptability, and politeness in interacting with friends.

### ***Implementation of Learning***

The activity steps consist of 4 main steps, namely 1) stepping on the playing environment (30 minutes), 2) stepping while playing (60 minutes), 3) stepping after playing (30 minutes), 4) interspersed with rest (30 minutes).

- a) Into the playing environment (30 minutes) begins with reading a prayer or a short letter that the children have memorized. Then, answer the questions for the feet and hands and keep the feet and hands clean. After that, the teacher set the class. This learning uses traditional children's games "sesiku" by explaining the steps in the traditional game "sesiku" and doing traditional games after that just doing the activities of "sesiku".
- b) During playing (60 minutes), children play by the agreement made together. The teacher includes *sesiku* game at the opening of the lesson for 30 minutes. After the main activity, the teacher gives a picture by matching the picture of the activity using the feet and hands, then answering how to keep feet and hands clean. The traditional game "sesiku" uses hands and feet as a game tool by dividing into two groups with the same number of members. The left foot is held by the left hand and the elbow of the right hand as a weapon to bring down the opponent. Until all members of the opposing group fall or lose their grip on their feet.
- c) After playing (30 minutes). The closing activity is doing a running movement on the spot and after that listening to the story "my feet are very good".

### ***The Impact of Learning Using Sesiku Games in Building Character Values for Children aged 5-6 years.***

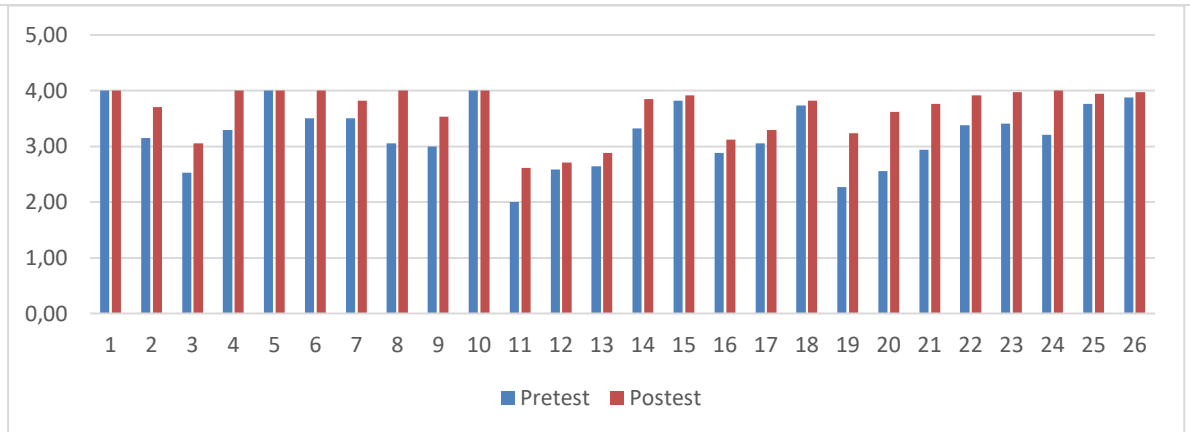
The character values of children contained in traditional Bengkulu children's games include (a) physical health; this game stands on one leg and competes with opponents to knock each other down, (b) honesty; the children are honest in following the rules of the game from preparation to the end of the game; (c) discipline, the children are disciplined and take turns in playing, if they have lost the game is over; (d) sportsmanship, sports children in playing games by practicing patience and not using too much emotion; (e) cooperate, children, work together in groups formed from the beginning of the game to beat other groups; (f) help, in this game another friend assists the child who falls and in the course of the game one group of children can help their group to beat the group that has not lost.

The traditional game *sesiku* was then tested on 26 children of group B TK Witri I. The effectiveness test results showed the average value of the observation sheet for the pretest character value was 3,20. The average score for the post-test character observation sheet was 3,64, and the average value of score increase in the pretest score and the post-test score for the character value of 0,43 can be seen in the table below.

**Table 1. Pretest Score and Posttest Score for Character Score**

No	Pretest Score	Posttest Score	Score Increase	No	Pretest Score	Posttest Score	Score Increase
1.	4,00	4,00	0	13.	2,64	2,88	0,24
2.	3,14	3,70	0,56	14.	3,32	3,85	0,53
3.	2,52	3,05	0,53	15.	3,82	3,91	0,09
4.	3,29	4,00	0,71	16.	2,88	3,11	0,23
5.	4,00	4,00	0	17.	3,05	3,29	0,24
6.	3,50	4,00	0,50	18.	3,73	3,82	0,09
7.	3,50	3,82	0,32	19.	2,26	3,23	0,97
8.	3,05	4,00	0,95	20.	2,55	3,61	1,06
9.	3,00	3,52	0,52	21.	2,94	3,76	0,82
10.	4,00	4,00	0	22.	3,38	3,91	0,53
11.	2,00	2,61	0,61	23.	3,41	3,97	0,56
12.	2,58	2,70	0,12	24.	3,20	4,00	0,80

The graph of the blue pretest and red post-test scores with a total of 26 students for Character Values can be seen in the graph below.



**Figure 1. The Average Score of Students' Character Value**

The results of the research above show the similarity of the results of other studies that traditional games shape the character of children, including honesty, sportsmanship, persistence, and cooperation. Traditional games can build aspects of developing religious and moral values, social, language, and motor functions (Andriani, 2012). This is in line with the results of research from Lusiana that traditional games are effectively used to build an understanding of the character of honesty in early childhood (Lusiana, 2012). Traditional games can shape children's characters and display positive characters when doing play activities and mentoring and role models from teachers (Witasari & Wiyani, 2020). Traditional games have character education values in personal and social character, national character, and religious character (Ramadhani et al., 2018). Characters that appear in traditional games include 1) love of God and the universe and its contents; 2) responsibility, discipline, and independence; 3) honesty; 4) respect and courtesy; 5) affection, care, and cooperation; 6) confident, creative, hard-working, and never give up; 7) justice and leadership; 8) kind and humble; 9) tolerance, love of peace, and unity (Ardiyanto, 2019). Gorontalo traditional games contain character values, such as honesty, discipline, cooperation, agility, religious and social values (Husain & Walangadi, 2021). Traditional games in the formation of children's character have a very important role. Characters that are built include honesty, discipline, hard work, creativity, independence, communication, and responsible (Maghfiroh, 2020). Character values embedded in children include cooperation, togetherness, creativity, responsibility, democracy, confidence, and commitment (Sudrajat, Obedience Wulandari, 2015).

Through play, children can build aspects of development and build character values. Children learn through imitation and modeling, which will give birth to the nature and roots of pro-social behavior such as sharing, helping, cooperating, and altruism which means the nature of prioritizing the interests of others, in learning agents of socialization through examples of behavior and teaching virtues and telling them how to behave. This is in line with Crain's opinion that socialization agents teach children through examples of behavior and teaching virtue and telling them how to behave (Crain, 2014:313). Bandura argues that in social situations, we learn to deal with problems through imitation and that a full understanding of this imitative learning requires several new concepts (in Crain, 2014:301). Social learning theorists say that pro-social behavior can be influenced by the disclosure and imitation of the model (in Crain, 2014:312). The nature and roots of pro-social behavior include sharing, helping, cooperating, and altruism, which means prioritizing the interests of others. Instilling character through attitude can be done by building character values through traditional Bengkulu children's games. In these traditional games, there are lots of character values to build the nation's culture.

At first, folk games were games to fill spare time and as a means of entertainment. With the passage of time and the rapid development and growth of technology, over time, folk games have begun to shift and begin to be replaced by games using today's technology. Whereas in the folk

games, many noble values can be passed down to the next generation. Folk games function as a means of socializing noble values, such as instilling a sense of discipline, fostering attitudes, etc.

## CONCLUSION

Preservation of folk games are, of course, the duty of all citizens, especially parents, to introduce them to the younger generation to love their local culture. To build children's character values, traditional games are mediators build these character values. Character values that can be built through *sesiku* games are (a) physical health; this game stands on one leg and competes with opponents to knock each other down, (b) honesty; the children are honest in following the rules of the game from preparation to the end of the game; (c) discipline, the children are disciplined and take turns in playing, if they have lost the game is over; (d) sportsmanship, sports children in playing games by practicing patience and not using too much emotion; (e) cooperate, children, cooperate in groups formed from the beginning of the game to beat other groups; (f) helping, in this game the child who falls is assisted by another friend and in the course of the game the children of one group can help their group to beat the group that has not lost.

In the future, how to export the character values of other traditional games and traditional games can be integrated into early childhood learning. In the context of cultural introduction so as not to be eroded by digital games. It can be offered traditional games which contain moral messages based on local wisdom.

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