



The Development of Totor Gala Traditional Game Learning Video Using Nearpod Application for 4th Grade Elementary School Students

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Abstract

This study aims to develop "Totor Gala" traditional game learning video using the Nearpod application that are appropriate for elementary school students. The type of research in this research is Research and Development (R & D) with the Borg & Gall model of 7 of 10 steps. The research subjects were 4th grade students at Elementary School 41 Bengkulu City. The research instrument uses document analysis sheets, needs analysis sheets, validation sheets. The validation sheet is used to measure the feasibility of the video from the material and media aspects. Data collection techniques using document analysis, observation, questionnaires and tests. Data were analyzed through qualitative descriptive data and quantitative descriptive data analysis. The results of the research are in the form of learning videos of the Totor Gala game using the Nearpod application which contains material on cultural literacy and contemporary values. Media is suitable for use based on the validation results of material and media experts, as well as trials in schools with the "very valid" category. This product can be used as material for cultural literacy and the development of sportsmanship in 4th grade elementary school students.

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INTRODUCTION

Traditional games are part of a cultural heritage that is very closely related to children's lives. Indonesia, which is a country with diverse cultural wealth, has many kinds of traditional games in various regions. There are more than 800 traditional children's games scattered throughout the archipelago (Lestarinigrum, 2018). Each region has its own traditional folk games, and the Bengkulu region is no exception folk games, such as: Bicaú, Football, Cabur/Totor Gala. Besides being fun and having a lot of historical value, traditional games also play an important role in cultural inheritance. According to (Aryati, 2019) traditional games are game activities that grow and develop in certain areas that are full of cultural values and the values of people's lives and are taught from one generation to the next. Traditional games are generally passed down from one generation to another (Widiasavitri & agustini, 2020) As a form of play, it involves several challenges, communication skills, creativity, and cooperation or collaboration skills.

In the current era of globalization, traditional games have begun to be displaced by technology-based games. Not to mention that now these electronic games are getting closer to our hands and more affordable, through a variety of games in smart device communication devices. With access to foreign cultures, it is realized that this will shift people's interest in their regional culture and even affect the preservation of traditional arts in each region (Sulistyaningtyas, 2019) stated that children tend not to move when playing games that already utilize technology. According to data from the Ministry of Communication and Informatics and UNICEF research regarding "the behavior of children and adolescents in using the internet" at least

30 million children and adolescents in Indonesia were surveyed that 79.5 percent of them were internet users The use of the internet not only has a positive impact, but also has a negative impact. Complaints received by the Ministry of Communication and Information regarding the negative impacts caused by the internet in March 2018 amounted to 8,532 complaints. This will certainly have an impact on the stagnation of cultural inheritance due to the lack of technology that supports cultural literacy and also the degradation of positive values in children, especially elementary school students. The education process in Indonesia must be able to enrich knowledge, realize potential, and empower students so that their character is more developed as citizens (Widiasavitri & Agustini, 2020).

The habit of using smart devices via the internet for children can certainly be used as a means of introducing traditional folk games, especially Bengkulu folk games, such as: Bicaú, Football, Cabur/Totor Gala, etc. However, the number of electronic media about Bengkulu folk games is still limited. For this reason, it is necessary to develop media that can support the introduction of technology-based Bengkulu folk games. The Totor Gala game is a traditional game found in various provinces such as on the island of Java called Gobak Sodor, Jakarta called Galah Asin, North Sumatra called margalah, South Sulawesi called Massallo and Bengkulu called Totor Gala/Hadang" (Anisa Herdiyana, 2001) The Totor Gala game can be played by anyone, without distinguishing social groups, as long as it obeys the rules. As to the origins of this game and since when it started is not known with certainty, what is clear is that this game has been around for a long time. Totor Gala game is a folk game that is carried out in groups that can

be played by 3-5 people so that the total players are 6-10 people.(Antara et al., 2019) explains that "gala/hadang games are performed by boys or girls aged 10-16 years".

According to (Aryati, 2019) The use of learning media is very useful. One application that can be used to create learning media to introduce traditional Bengkulu games is the Nearpod application. The Nearpod application is an application for online and offline learning that allows teachers and students to interact directly or indirectly. Nearpod is a web-based learning application that facilitates and controls interactivity during learning (Syamsi et al., 2021) There are many learning facilities provided by the Nearpod application, such as (1) interactive boards, (2) discussion walls, (3) evaluation questions, (4) interactive material simulations, and (5) 3D media, VR, videos, etc. (Minalti & Erita, 2021) Nearpod media has the potential to carry out development research considering that Nearpod media is very useful in the teaching and learning process and the problems discussed in research must be demonstrated with data. Data on potentials and problems were obtained based on needs analysis in the form of interviews, questionnaires and analysis of student books. The problem that arose in the research at SDN 41 Bengkulu City was that teachers did not take advantage of the use of digital media during learning. In addition, the deepening of the material in the student book is less detailed.

The use of Bengkulu traditional game-based media using the Nearpod application is expected to attract the attention of children, especially at elementary school age, to be able to recognize various types of Bengkulu folk games. The introduction of Bengkulu people's games is expected to have an

impact on cultural inheritance through cultural literacy activities in the media. Cultural literacy not only saves and develops local and national culture, but also builds the identity of the Indonesian people in a global society, so that they continue to love and be able to preserve this culture (Rukajat & Makbul, 2022) added that literacy is not a human characteristic from birth, nor is it a basic element of human ability, but is an ability learned to improve the quality of life that is obtained and used from within the school environment and outside of school. Thus, the use of media using the Nearpod application is one of the efforts to increase skills in cultural literacy of elementary school students. A study conducted by Susanti, (Aryanti et al., 2022) found that the application of traditional games can preserve the local culture and wisdom of the area where you live. (Syamsi et al., 2021) state that traditional game activities are effective for developing student character and introducing local wisdom in the area where they live.

Increasing cultural literacy, especially in the introduction of traditional Bengkulu games through media with the Nearpod application, of course, will also have a positive impact on students' social attitudes. Equivalent to three coins with modern games, traditional games also teach students to have an attitude of sportsmanship by giving more touch to cultural values. (Doğukan Batur, 2021) stated that children's involvement in traditional games must be revived with rules and regulations. This is done as an effort to shape the attitude of sportsmanship of students during the game. Sportsmanship is defined as the "golden rule" of sport. Good sportsmanship is very important because it makes competitive play more profitable and enjoyable for every player (Abdullah et al., 2017)

Based on the reasons above, the researcher is interested in conducting a study entitled "Development of Totor Gala Learning Video Games Using the Nearpod Application for 4th Grade Elementary School Students". The purpose of this study was to produce a proper Totor Gala learning video product for 4th grade elementary school students.

METHODS

The type of research used in this research is research and development, using the Borg and Gall models. (Sugiyono, 2020) says that Research & Development is a research method used to produce certain products. Through this research and development, researchers will develop a product that can be tested for feasibility. This research using the Borg & Gall development model states that one of the main objectives in research and development procedures is to produce a product.

Participants

The participants involved in this study were 2 material experts and 2 media experts to assess the feasibility of the media. In addition, the participants involved in the field trial were teachers and students of 4th grade Elementary School 41 Bengkulu City to assess the practicality of the media.

The subjects in the Preliminary Field Testing design involved a teacher and 20 students in grade 4, while the subjects in the Main Field Testing involved 2 teachers and 40 students in grades 4 A and 4 C.

Procedures

The development procedures adapted those developed by Borg & Gall consist of 7 of 10 steps, namely: 1) preliminary study, 2) planning, 3) developing preliminary form of product, 4) preliminary field testing, 5) main product revision, 6) main field testing, and 7) operational product revisions. The more detailed development stages can be seen in Table 1.

Table 1. The development procedures of Totor Gala Traditional Game Learning Video Using Nearpod Application

Procedures	Activity Description
Preliminary Study	The preliminary study was carried out by conducting a needs analysis by giving a needs analysis questionnaire to 4 th grade teachers and students at SDN 41 Bengkulu City
Planning	Planning is done by analyzing the objectives and basic competencies that serve as the basis for media development.
Developing Preliminary Form of Product	At this stage the researcher took the first step by determining product specifications to be developed with reference to the materials used and based on basic competencies, competency achievement indicators, learning objectives and learning activities using the traditional Totor Gala game.
Preliminary Field Testing	This initial field trial phase was carried out by giving a response questionnaire to a teacher and 20 students in grade 4 B at SDN 41 Bengkulu City.
Main Product Revision	Revisions were made based on input from material experts, media experts, as well as teacher and student responses.
Main Field Testing	The initial field trial phase was carried out by giving response questionnaires to 2 teachers and 40 students in grades 4 A and 4 C at SDN 41 Bengkulu City.
Operational Product Revisions	This product improvement was carried out based on the responses received from teachers and students.

Design or Data Analysis

Data obtained through product assessment sheets, test results and questionnaires were analyzed qualitatively and quantitatively.

- 1) Qualitative data in the form of comments and suggestions obtained from material experts, evaluation experts, and practitioners are analyzed and described qualitatively to revise the product being developed.
- 2) Quantitative data in the form of assessment scores of material experts, media experts, results of questionnaires on teacher and student responses to the media. If the design of the study is complex or the stimuli require if detailed description, additional subsections or subheadings to divide the subsections may be warranted to help readers find specific information.

Data validation results from experts calculated its validity value using Aiken's V. The calculation results are categorized according to the criteria in Table 2.

Table 2. Aiken's V Coefficient Criteria

Percentage	Information
0,8 – 1	Very Valid
0,6 – 0,79	Valid
0,40 – 0,59	Currently
0,20 – 0,39	Less Valid
0,00 – 0,19	Invalid

Data from the results of teacher and student responses to the product are calculated for their feasibility and categorized according to the criteria in Table 3.

Table 3. Conversion of Average Score Intervals into Criteria in Assessment

Value	Score Interval	Category
5	$X > X_i + 1,8 \text{ SBi}$	Very Decent
4	$X_i + 0,6 \text{ SBi} < X \leq X_i + 1,8 \text{ SBi}$	Feasible
3	$X_i - 0,6 \text{ SBi} < X \leq X_i + 0,6 \text{ SBi}$	Enough Decent

2	$X_i - 1,8 \text{ SBi} < X \leq X_i - 0,6 \text{ SBi}$	Inadequate
1	$X \leq (X_i - 1,8 \text{ SBi})$	Very Inadequate

RESULT

The results of this research and development are discussed based on the following development steps.

1. The Preliminary Study

Based on the results of the needs analysis questionnaire, it was found that three class teachers stated that learning about cultural literacy was very important, especially in the traditional Totor Gala game. Learning about the traditional Totor Gala game requires interesting media for students. The teacher agrees that learning media with interactive activities will help students be motivated to enjoy the traditional Totor Gala game. This is in line with the results of the student questionnaire which showed 87% of students were interested in interactive electronic-based media. In addition, 78% of students stated that they did not know and had never played the traditional Totor Gala game. Three teachers and 86% of students stated that there was a need for Nearpod-based traditional game media to increase cultural literacy and sportsmanship.

After conducting a preliminary study, then a literature study was carried out to find out the availability of the traditional Totor Gala game media. Based on the results of the literature study, it was found that there were textbooks and several web pages containing the traditional Totor Gala game in the form of background and game steps. The traditional Totor Gala game media itself is still limited to pictures. Furthermore, the researcher collected theories regarding the traditional games of the Bengkulu coast, Totor Gala, cultural literacy, and the positive attitudes and

characteristics of 4th grade elementary school students.

2. Planning

The aim of the research is to produce a product in the form of the Totor Gala video game media based on the Nearpod Application for use in learning in 4th grade elementary school. Traditional Totor Gala game media based on the Nearpod Application which will be developed in Theme 7 (Indahnya Keragaman di Negeriku), Sub-theme 1 (Keragaman Suku Bangsa dan Agama di Negeriku), Learning 3. Basic Competencies which are the reference for the development: Citizenship Education: 1.4 To be grateful for various forms of ethnic, social and cultural diversity in Indonesia which are bound by unity and oneness as a gift from God Almighty. 2.4 Displaying an attitude of cooperation in various forms of ethnic, social and cultural diversity in Indonesia which is bound by unity and unity. 3.4 Identify various forms of ethnic, social and cultural diversity in Indonesia that are bound by unity and unity. 4.4 Presenting various forms of ethnic, social and cultural diversity in Indonesia that are bound. Social Sciences 3.2 Identify social, economic, cultural, ethnic and religious diversity in the local province as the identity of the Indonesian nation and its relationship with spatial characteristics. 4.2 Present the results of identification regarding social, economic, cultural, ethnic and religious diversity in the local province as the identity of the Indonesian nation; and its relationship with the characteristics of space.

3) Developing Preliminary Form of Product

The steps in the development of Nearpod-based Totor Gala traditional game media are as follows.

a. Compile the script of the traditional Totor Gala game learning video.

- b. Prepare and direct students to practice the Totor Gala game.
- c. Video recording of the traditional Totor Gala game
- d. The videos taken were then edited and voice actors added.
- e. Videos that have finished the editing process are uploaded to the Nearpod application.

In the Nearpod application, the Totor Gala video is inserted with several questions that can increase student participation in learning media. The Nearpod-based Totor Gala traditional game media developed was then validated by two material experts and two media experts Based on the results of validation by two material experts an assessment with a valid category was obtained on 15 indicators of material assessment, but there were suggestions for improvement. Improvement input is focused on the portion of the text in the video that needs to be added, it is necessary to write down each sub-chapter that will be conveyed by the narrator in the video. This is expected to make it easier for students to follow learning through the media. After making improvements according to the suggestions, it was found that 11 out of 15 indicators increased to a very valid category. Based on the results of validation by two media experts, an assessment was obtained with the category of three indicators, namely: 0.50 (valid) in form of presentation; 0.69 (valid) the effectiveness and efficiency of traditional game-based media using the nearpod application; and 0.66 (valid) ease of use of traditional game-based media using the nearpod application. Two media experts proposed improving the selection of colors, images and opening videos which were still not in accordance with the material and could be maximized for media attractiveness purposes. After making improvements according to the

suggestions, it was found that 12 out of 15 indicators increased to a very valid category, however, each indicator received an increase in value.

4) Preliminary Field Testing

The results of teacher responses can be seen in Table 4 and student responses can be seen in Table 5.

Table 4. Results of the Teacher Response Questionnaire in the Initial Trial

Indicator	Score
Narrative text in traditional game-based media using the Nearpod application	10
Traditional game-based media language using the Nearpod app	6
Browse traditional game-based media using the Nearpod app	11
The suitability of the material in the media with the goals to be achieved	13
Suitability of the material with the characteristics of students	10
Total Score	50

Based on the teacher's response, a total score of 50 was obtained. This score was in the "Enough Decent" category. Thus there is a need for improvement according to the input given by the teacher. Input improvements given by the teacher, especially on narrative text in the media.

Table 5. Results of the Student Response Questionnaire in the Initial Trial

Indicator	Score
Traditional game-based media viewing interest using the Nearpod application	4,30
Ease of using traditional game-based media using the Nearpod application	2,60
Ease of understanding the contents of the story	3,75
Story information	2,75
Total Score	13,40

Based on student responses, a score of 13.40 was obtained in the "Very Decent" category.

5) Main Product Revision

Changes and revision results can be seen in Figure 1.



Fig. 1. Main Product Revision

6) Main Field Testing

The results of teacher responses can be seen in Table 6.

Table 6. Results of Teacher Response Questionnaire on Main Field Testing

Indicator	Teacher 1	Teacher 2
Narrative text in traditional game-based media using the Nearpod application	14	15
Traditional game-based media language using the Nearpod app	9	10
Browse traditional game-based media using the Nearpod app	15	15
The suitability of the material in the media with the goals to be achieved	17	19
Suitability of the material with the characteristics of students	15	15
Total Score	70	74

Based on the responses of teachers 1 and 2 respectively, a total score of 70 and 74 was obtained. This score is in the "Very Decent" category. Based on student responses, a score of 14.88 was obtained in the "Very Decent" category.

7) Operational Product Revisions

The response of teachers and students in the Main Field Testing has shown very good results and no comments were found for product improvement. Therefore the revisions made were only for finishing by adding a description of the names of the developers involved at the end of the video (Fig. 2).

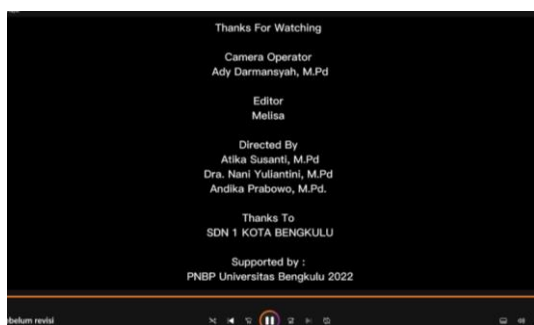


Fig. 2. Operational Product Revisions

DISCUSSION

The Totor Gala traditional game media aims to introduce traditional games and increase students' cultural literacy and sportsmanship. Traditional games are symbols of knowledge passed down from generation to generation and have various functions or messages behind them, where in principle children's games are still children's games (Rasyid, 2017) This game is played in groups. By trying to attack each other and defend the territory. Avoid yourself from the opponent to catch or touch. (Sanmugam et al., 2019) The Totor Gala game affects agility because the basic movement of this game is to run as fast as possible and change the direction of running as fast as possible to

deceive the guard and escape to the end of the playing area.

The development of traditional Totor Gala game media using the Nearpod application was tested namely 1) validation with material experts and media experts, 2) teacher responses, and 3) student responses. The Nearpod-based Totor Gala traditional game media which was developed was then validated by two material experts and two media experts. Online media provides ample space for the process of cultural literacy to take place as described by Papacharissi, that as a virtual sphere, online media has 3 advantages in terms of access to information, communication reciprocity, and commercialization (Anggita, 2019) Easy access to information will encourage someone to be involved in participating in introducing national culture through writing that can be read by anyone. Learning videos are effective in helping students learn. There are several things that make this learning video effective, namely according to (Imron, 2019) that "learning video media contains material that has been arranged in one presentation format with visual elements complemented by audio elements". In addition to the advantages of learning videos, namely 1) Being able to present elements of color, sound, movement, and a process clearly, and 2) Being able to coordinate the use of various other media properly such as films, photos, slides, and pictures, so that it can be interesting students' attention so that they can grow learning motivation, clarify the meaning of teaching materials so that students can easily understand them, teaching methods are more varied and students do more learning activities. (Herdiyana & Prakoso, 2016) states that video media is a tool to stimulate students in the learning process. The use of video in learning has a positive impact on increasing learning

success for both teachers and students (Aryanti et al., 2022) The use of learning videos helps make it easier for students to understand information when re-watching videos they have watched before (Rukajat & Makbul, 2022) The combination of sound and images in videos enhances the learner's experience and can be a powerful method of communicating learning material. (Yulingga 2015) the combination of animation and audio presentation provides a more effective learning experience than still images accompanied by text, a more traditional approach.

(Lestarinigrum, 2018) the traditional Totor Gala game media can introduce and preserve regional culture and succeed regardless of existing problems. (Batur, 2021) The formation of national character can be done through sports. With sports we can develop national character, sportsmanship as well as cement national unity. It can be concluded that sports activities are a vehicle or container for educating children both physically and spiritually so that they can grow and develop properly so that they have a good personality as well. The character of trust must also balance fair play, the teacher's trust in his students in a task for students to do it will lead to a great sense of responsibility in these students. Students who are responsible and sporty will get full trust when doing something (Yuliawan, 2016)

CONCLUSION

Based on the results of research and development of Totor Gala learning video games using the Nearpod application, it can be concluded that Totor Gala learning video games using the Nearpod application for 4th grade elementary school students has been categorized as "very valid" by material

experts, "very valid" by media experts, and "very decent" by teachers and students. This should clearly explain the main conclusions of the work highlighting its importance and relevance.

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