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## The Impact Of Traditional Games On Students' Cooperation Ability In Physical Education

Iis Rumaeso\*<sup>1</sup>, Ayi Suherman<sup>2</sup>, Anin Rukmana<sup>3</sup>

<sup>1, 2</sup> Physical Education of Elementary Teacher Program, Indonesia University of Education, Bandung, Indonesia.

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### Abstract

Problems in education in Indonesia in the formation of student character and the urgency in preserving traditional games as national heritage are the background for this research. Characteristics of cooperation that must be instilled in students can be done through traditional games which contain moral values. This research is experimental research with a one group pretest posttest design to see the effect of applying traditional games in physical education learning on students' collaboration abilities. The games used include bakiak, galaasin, fortification, boy-boyan, dragon snake. The research subjects consisted of thirty fifth grade students at SDN Karamatmulya 02 in Bandung Regency. Data collection uses a questionnaire. The research results obtained t count (7.902) > t table (2.042) and a significant value (0.00 < 0.05) meaning that Ho was rejected and Hi was accepted. From the hypothesis test, it can be seen that there is a significant difference in students' collaboration abilities before and after being given traditional game treatment.



\*Corresponding email : [iisrumaeso@upi.edu](mailto:iisrumaeso@upi.edu)

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## INTRODUCTION

Physical education has an important role in shaping students' character and skills, especially at the elementary school level (Suherman, 2018). One of the crucial aspects in physical education that needs to be improved is students' collaboration abilities. Collaboration ability refers to an individual's capacity to work well with others, share responsibilities, and achieve common goals within a group. Collaboration skills are very important in physical education learning because most activities in this field require group cooperation, both in games and sports. This ability is useful not only in physical education, but also in social life outside of school. Collaboration skills are very important to build from an early age because they can help students in social interactions both in the school environment and in the community.

In the current era of globalization, the development of technology and information is so rapid, not only in the field of science, technological developments have now entered the world of children's games such as online games, so that traditional games seem out of date compared to digital games, the modern impression that exists does not always have a positive impact if there is no supervision from parents, it can even have a negative impact on children's morals such as lack of socialization, addiction, neglect of duties and responsibilities (Giwangsa, 2016). Researchers have carried out observations at several state elementary schools in Bandung Regency and the researchers chose Karamatmulya

02 Elementary School as the research location because of the observation results regarding the problem of low levels of cooperation among elementary school students. This can be seen from the lack of positive interactions when students are faced with group situations in physical education activities. Some of the contributing factors include differences in character, the emergence of selfish attitudes, and a lack of social experience in working together. This inability can cause students to feel isolated or uncomfortable, preventing them from actively contributing to the group

The impact of a lack of collaboration skills can be far-reaching. Students who lack collaboration skills can experience difficulties in social engagement both in the classroom and in the community. Students who lack appropriate collaboration skills often face difficulties in study groups, which can negatively impact students' academic performance but can also impact their social and emotional development (Hendayana, 2020). In addition, a lack of collaboration skills can hinder the learning process. When students cannot collaborate, they will have difficulty completing group projects to achieve shared learning goals. Student participation in group physical activities accompanied by healthy competition can increase social bonds and increase mutual trust between students. This shows how important collaboration skills are in the educational environment, especially in elementary schools. Meanwhile, according to (Hidayat et al., 2018) Having good collaboration skills can make students more motivated and have higher learning

outcomes. Without implementing games that emphasize collaboration, students can develop detrimental individualistic attitudes, which hinder their learning and social development.

Gardner's Multiple Intelligences Theory (1983) which emphasizes that interpersonal intelligence is a unique form of human intelligence. This intelligence is related to teamwork abilities, namely effective communication skills in social situations. This intelligence is very important for a person's social life, especially for achieving success (Ekawati et al., 2015). In an effort to find a solution to this problem, incorporating traditional games into physical education is very important to develop the social skills needed in everyday life. By integrating traditional games students can learn social values such as cooperation, honesty and discipline (Nugrahastuti, E., Puspitaningtyas, E., Puspitasari, 2012). Traditional games in physical education provide practical activities that combine physical and social skills. Traditional games such as galaasin, boy-boyan, bakiak, naga snake, Bentengan encourage students to work together in groups, communicate well, and help each other achieve common goals, thereby improving their social skills. In addition, traditional games encourage students to develop creativity and solve problems independently in groups and shape student character through the values contained therein (Suherman et al., 2019). Using traditional games as a character learning strategy allows teachers to create an environment where students are actively engaged and learn through direct experience (Isyabella et al., 2024). In

physical education learning, games are an effective means of improving various skills, including students' collaboration abilities (Tunru & Ilahi, 2022). Traditional games also have their own unique qualities that can attract students' interest. By understanding and applying these games in physical education, we can create a learning environment that is not only fun but also educational, where students can practice skills that are important for their lives. This research is also consistent with research showing that active learning strategies can increase student collaboration.

Although many studies emphasize the importance of collaboration in education, there is a gap in the application of traditional games as a method to improve these skills among elementary school students. This research aims to find out how traditional games are integrated into physical education learning to improve students' collaboration skills quantitatively through an experimental approach. The novelty of this research will be to use empirical techniques to measure the impact of traditional games on student collaboration, and the various traditional games used such as fortification, bakiak, dragon snake, boy-boyan, galaasin. By recognizing and examining the influence of traditional games in the context of modern education, this research is intended to provide practical recommendations for educators in adopting this method in their learning. This study highlights the main differences between our research and previous research. Study (Ekawati et al., 2015) focuses on social skills but does not relate them in the context of physical education.

Researchers will use an experimental approach to see the impact of traditional games in physical education learning on students' collaboration abilities. Next is research (WAHYUNINGTYAS & ..., 2021) focuses on character education but does not discuss students' collaboration abilities which can be measured and analyzed statistically. This research aims to close the gap by providing accurate empirical data on how traditional games help improve collaboration skills in physical education environments. This research was conducted to see the effect of applying traditional games as a physical education learning technique on students' collaboration abilities. Next, see whether there is a significant difference in students' collaboration abilities before and after implementing the traditional game. So in the explanation above the researcher will raise the title "The Influence of Traditional Games on Primary School Students' Collaborative Ability in Physical Education"

## METHODS

Each research certainly has a specific aim, this research aims to find out the extent of the influence of the traditional games Galaasin, Bentengan, Boy-boyan, Bakiak, Naga snake on the cooperative abilities of elementary school students in physical education learning. So the method used in this research is an experimental research method. Experimental research can be defined as a research approach used to investigate the effect of certain activities on other activities under controlled conditions (Nye, 2021). A quantitative method using a one-group pretest-posttest design and a pre-experimental design is

used in this study. Research is conducted in a single group without a control group using the One Group Pretest-Posttest Design. This design uses a collaboration questionnaire to measure a group both before and after treatment (Nye, 2021).

$O_1 \quad X \quad O_2$

Figure 3.1 One-Group Pretest-Posttest Design

Information:

O<sub>1</sub>: Pretest Results (before being given treatment using a collaboration questionnaire)

O<sub>2</sub>: Posttest results (after being given treatment using a collaboration questionnaire)

X: Treatment using traditional games Galaasin, Bentengan, Boy-boyan, Bakiak, Dragon Snake

This research comprises of two variables, namely the independent variable (x) and the dependent variable (y). The independent variable in this research is traditional games, while the dependent variable is student collaboration, which is influenced by the independent variable.

## Participants

The population in this study were all 5th grade students at Karamatmulya 02 Elementary School. The population was all research subjects (Asrulla et al., 2023). The total number of 5th grade students is 30 students consisting of 20 female students and 10 male students. This population was chosen because grade 5 students are at the appropriate developmental age to know social characteristics such as cooperation and have sufficient physical abilities to

participate in physical education learning using traditional games (Hayati, 2021). In this study, the population is considered homogeneous because students are in the same educational environment, have the same age background (between 10-11 years) and receive more or less equivalent primary school education. This uniformity is intended to reduce external influences that might influence research results.

### Sampling Procedures

All members of the population are employed as the research sample in this study because it employs a total sampling technique (Firmansyah & Dede, 2022). In taking samples in accordance with Arikunto's opinion quoted by (Ade Putra et al., 2023) states that if the number of subjects is less than 100 people, all of them should be taken, if the number of subjects is large or exceeds 100 people then it is permissible to take 10-15% or 20-25% or more. This technique was chosen because the population was quite small, consisting of 30 students including 20 female students and 10 male students. Based on the opinion above, the sample used was all 5th grade students who took part in physical education lessons with traditional games at SDN Karamatmulya 02. Totaling 30 students. The reason for choosing students from SDN Karamatmulya 02 as the research sample was because there were no researchers who had studied the school. Therefore, the researcher wants to contribute to the school's understanding of the phenomenon under study.

### Materials and Apparatus

The instrument used in this research was a questionnaire. The purpose

of giving the questionnaire was to obtain research data in the form of students' level of cooperation before and after being treated with the application of traditional games in physical education learning. A questionnaire is a series of questions designed to obtain factual or opinion information (Mujriah & Susilawati, 2019). It was concluded that the questions or statements were a description of students' cooperative attitudes. The questionnaire used has answers available using a Likert scale. The Likert scale has a scale of measurement values from 1 to 5 with alternative answers, first if the respondent answered strongly agree (SS) score = 5, second if the respondent answered agree (S) score = 4, third if the respondent answered unsure (R) score = 3, fourth if the respondent answered disagree (TS) score = 2, fifth if the respondent answered strongly disagree (STS) score = 1 (Simamora, 2022). So respondents are only allowed to answer one of the alternative answers that are already available.

Question Type	Mark				
	SS	S	R	TS	STS
positive	5	4	3	2	1
Negative	1	2	3	4	5

The cooperation indicators used in this research are the opinions of Adang Suherman quoted by (Handayani, 2020) regarding the elements of cooperation including:

Indikator	Kegiatan
1. Follow the rules	Implementation
2. Help a friend	of traditional
3. Want everyone to play	games 1. Galaasin

- 
- |   |              |
|---|--------------|
| 4. Motivate other people                    | 2. Bakiak    |
| 5. Work together                            | 3. Ular naga |
| 6. Respect for others                       | 4. Bentengan |
| 7. Control your temperament                 | 5. Boy-boyan |
| 8. Pay attention to other people's feelings |              |
| 9. Collaboration to achieve goals           |              |
| 10. Accept other people's opinions          |              |
| 11. Play in a controlled manner             |              |
- 

### Procedures

There are 3 stages of data collection techniques including pretest, treatment and posttest. Pretest and posttest stages by distributing questionnaires to class 5 of SDN Karamatmulya 02 which is the research subject. The questionnaire used is a closed questionnaire with answers available using a Likert scale (Simamora, 2022). The aim is to determine changes in students' levels of cooperation before and after being given treatment. This research uses treatment or treatment in the form of applying the traditional games Galaasin, Bentengan, Boy-boyan, Bakiak, Ular Naga in physical education learning. The treatment is carried out over 12 meetings held in 1 month with a frequency of 1 week 3 times so that the chances of success are higher. (Fitriani et al., 2023).

### Design or Data Analysis

In data analysis, when data is obtained and analyzed it is quantitative. Data analysis using the IBM SPSS Version

25 program includes: Instrument testing, because the instrument must meet the requirements, namely valid and reliable to fulfill the valid and reliable questionnaire in out-of-sample trials. So data analysis is carried out to make it more accurate and avoid mistakes. Next, carry out a normality test to find out whether the data is normally distributed or not. Using the Shapiro-Wilk test because the sample size is small, less than 50 (Ahadi & Zain, 2023). Next, Hypothesis Testing using the T Test is carried out by comparing the two means of the sample group or comparing the results of the pretest and posttest (Putri et al., 2023)

### RESULT

In testing the validity of the instrument using the IBM SPSS Version 25 program. After obtaining the calculated  $r$  for each question, it was compared with the  $r$  table with a significance level of 5%  $n= 30$  people. If you get  $r$  count  $>$   $r$  table then it is said to be valid, otherwise if  $r$  count  $<$   $r$  table then it is said to be invalid. Of the total 36 questions, there were 6 questions that were invalid so there were 30 questions remaining.

**Table 1. Instrument Validity Test**

Results			
No	rHitung	rTabel	Ket
1	.444	.361	Valid
2	.205	.361	Invalid
3	.420	.361	Valid
4	.542	.361	Valid
5	.411	.361	Valid
6	.431	.361	Valid
7	.445	.361	Valid
8	.410	.361	Valid

9	.565	.361	Valid
10	.538	.361	Valid
11	.234	.361	Invalid
12	.406	.361	Valid
13	.426	.361	Valid
14	.419	.361	Valid
15	.460	.361	Valid
16	.415	.361	Valid
17	.392	.361	Valid
18	.430	.361	Valid
19	.399	.361	Valid
20	.427	.361	Valid
21	.235	.361	Invalid
22	.507	.361	Valid
23	.452	.361	Valid
24	.631	.361	Valid
25	.282	.361	Invalid
26	.445	.361	Valid
27	.606	.361	Valid
28	.479	.361	Valid
29	.459	.361	Valid
30	.476	.361	Valid
31	.417	.361	Valid
32	.001	.361	Invalid
33	.527	.361	Valid
34	.469	.361	Valid
35	.571	.361	Valid
36	.195	.361	Invalid

The Cronbach's Alpha results obtained were 0.860, indicating the criteria for a high degree of reliability. So the instrument can be trusted and is suitable for use in research.

**Table 2. Reliability Statistics**

Cronbach's Alpha	N of Items
.860	36

Data description

After conducting research, pretest and posttest data were obtained on cooperation abilities in physical education learning at Karamatmulya 02 State Elementary School. The following is the data from the research results.

**Table 3. Descriptive statistics**

Statistik	Pretest	Posstest
N	30	30
Range	52	25
Minimum	83	118
Maximum	135	143
Sum	3.329	3.819
Mean	110.97	127.30
Std. Deviation	14.59	5.34
Variance	212.99	28.56

Based on table 3, the pretest and posttest values for cooperation skills in learning jamnani education at Karamatmulya 02 Elementary School with a sample of 30 students were obtained. Pretest data with a total of 3,329 had an average of 110.97, the highest value was 135, the lowest value was 83. Then for Std. Deviation 14.59 and variance 212.99. While for the posttest value with a total of 3,819, the average was 127.30, the highest value was 143, the lowest value was 118. Then for Std. Deviation 5.34 and variance 28.56.

**Table 4. Tests of Normality**

	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest	.954	30	.212
Posttest	.956	30	.240

Because the sample was less than 50 samples, the normality test used was the Shapiro-Wilk test. Based on the table above, it is known that the normality test results obtained a significance value for the pretest data, a sig value of 0.212 and for the posttest data 0.240, both data exceeded the significance level ( $=0.05$ ), meaning that both data were normally distributed. Because both data are normally distributed, it was continued with a paired simple T-test to find out whether there was an effect of providing traditional games on the ability to collaborate in physical education learning.

**Table 5. Paired Samples Test**

	t	Sig. (2-tailed)
Pretest- Posttest	-7.902	.000

$H_0$  is accepted if  $t \text{ count} < t \text{ table}$  (no effect)

$H_1$  is accepted if  $t \text{ count} > t \text{ table}$  (influence)

Based on this table, the results of the analysis of student cooperation by comparing scores before and after being treated with the traditional games of bakiak, galaasin, fortification, dragon snake, boy-boyan obtained  $t \text{ count}$  (7.902)  $> t \text{ table}$  (2.042) and a significant value ( $0.00 < 0.05$ ) meaning that  $H_0$  is rejected and  $H_1$  is accepted. From the hypothesis test, it can be seen that there is a significant difference in students' collaboration abilities before and after being given traditional game treatment. Students' cooperation abilities after implementing traditional games are higher than before

implementing traditional games. So it is stated that there is a significant influence on students' cooperative abilities in physical education learning at the Karamatmulya 02 State Elementary School through the traditional games of clogs, galaasin, fortifications, dragon snakes, boy-boyan.

**Table 6. R Square Test Result**

R	R Square	Adjusted R Square	Std. Error of the Estimate
.727 <sup>a</sup>	.528	.512	10.19941

The results in table 6, show that the  $r$  square value is 0.528 which means that the influence of the independent variable on the dependent variable is  $0.528 \times 100\% = 52.8\%$ . So there is an influence of traditional games in increasing cooperation skills by 52.8%. Meanwhile, the remaining 47.2% ( $100\% - 52.8\%$ ) is contributed by other variables.

## DISCUSSION

The application of traditional games in physical education learning at SDN Karamatmulya 02 has had a positive impact in improving students' cooperation abilities. The discussion findings show that the traditional games of clogs, galaasin, fortifications, dragon snakes, boy-boyan can be effective tools for shaping students' character, as well as improving their social skills in a group context. Players must walk simultaneously on the same wooden surface, the game of clogs has been proven to improve students' coordination



and communication skills. According to research (Febriani & Budiana, 2017) playing clogs can improve coordination and communication skills thereby contributing to increasing student cooperation. Meanwhile, students are required to create strategies to overcome opponents' obstacles in the Galaasin game. According to (Alvionita et al., 2022) that the galaasin game can improve communication skills, strategy, cooperation, division of roles in groups which can help them overcome obstacles as a group. Apart from that, fortification games are very important in improving communication in working together effectively and training leadership. According to research (Mujriah & Susilawati, 2019) Students who actively participate in fortification games show improvements in group leadership and quick decision making, thereby strengthening the value of cooperation. Apart from that, the dragon snake game also emphasizes the value of teamwork and mutual trust. According to research (Hanif, 2019) This game can improve teamwork and a sense of unity, especially in coordinating harmonious group actions. In contrast, boy-boyan games teach students about team tactics for attack and defense. According to research (Nur, 2022) stated that when students play boy-boyan, their coordination and communication skills improve to win the game, resulting in better cooperation.

In traditional games there are important social values including effective communication, leadership, responsibility, sportsmanship and tolerance in addition to increasing collaboration skills. Students become better at listening to instructions

and communicating ideas clearly with each game. In addition, they have the opportunity to direct and plan the group's strategy, which can increase their sense of responsibility. Traditional sports also teach children to respect their teammates and accept victory and defeat with a positive outlook. Each game also requires students to solve problems and think strategically, which helps them develop critical thinking skills to create a winning plan. Students' unity is ultimately strengthened by this game, which also teaches them to trust each other and work together to achieve a common goal.

## CONCLUSION

The results of the study showed that there was a significant influence of traditional games on improving students' cooperation skills. The results of the statistical test using paired sample t-test obtained  $t$  count (7.902) >  $t$  table (2.042) and a significant value ( $0.00 < 0.05$ ) meaning that  $H_0$  was rejected and  $H_1$  was accepted. This means that there is a significant difference between students' cooperation skills before and after the implementation of traditional games. Thus, the hypothesis in this study is accepted. While the magnitude of the influence of the  $r$  square test obtained a result of  $0.528 \times 100\% = 52.8\%$ . So there is an influence of traditional games in improving cooperation skills by 52.8%. Overall, traditional games are a way to help students improve their physical, social, and emotional abilities in a fun way, so it is very important to include these traditional games in physical education learning.

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