

**Traditional Games as English Learning Media for Early Childhood**

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**Abstrak:** *Traditional games are games that provide a special color of culture as well as the identity or characteristic of an area that needs to be maintained that aims to stimulate early childhood especially about the recognition of numbers in English. The purpose of this study ratna.purwanti@ulm.ac.idy was to describe traditional games as a medium in learning English for early childhood. This type of research is qualitative with a phenomenological approach. Data collection methods are interviews, observation and documentation. The research subjects were the principal and class teacher. The data analysis technique used triangulation method (observation, interview and documentation study). The results showed that learning English through traditional games from South Kalimantan (Badaku) in TK Matahariku can (1) increase children's English vocabulary in the form of numbers reach category very active or BSB with 100% and (2) can stimulate children's intelligence in recognizing numbers category very active or BSB with 95%. The implications of using traditional games as a medium for learning English for early childhood provide convenience for teachers and children in the classroom.*

**Keywords:** *Traditional Games, Learning Media, Learning English for Early Childhood.*

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**INTRODUCTION**

Early childhood education has a very important role to shape the next generation in the future, for this education it is very important to pay attention. Early childhood education is a form of education that focuses on laying the foundation for physical growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), social-emotional (attitude and behaviour and religion), language and communication, according to the uniqueness and developmental stages that are passed by early childhood, because every child is different and has their uniqueness (Sujiyono, 2012). This period is

the right time to develop all aspects of early childhood abilities such as cognitive, affective, psychomotor, language, socio-emotional and spiritual development.

Early childhood is a golden age or what is known as the golden age is a very valuable age compared to later ages, especially ages 4-6 years, a sensitive period for children who need to be written in gold ink, this is very important because at this age This occurs when physical and psychological functions are ready to respond to stimulation that comes from their environment (Mulyasa, 2014: 34). In addition, at this age, there is also language development where children can understand other people's speech and can express their thoughts within certain

limits (Susanto, 2017). In addition, according to Suyadi and Ulfah (2013: 91) children have different sensitive periods, if the sensitive period is not used optimally, then there will be no more opportunity for children to get the sensitive period back. From aspects of child development related to the sensitive period and can predict the onset of the sensitive period from the child's interest at that time.

So that early childhood, especially in the golden age, children experience very rapid development and growth. For the child to grow and develop properly, the child in this sensitive period must be given an education that is appropriate to the age, needs and interests of the child himself. As long as they get older, that's how long the developmental process in children will continue. One aspect of development that is important to develop is the aspect of language development so that children can speak and communicate well when they are adults (old) later.

Language development develops starting with sound imitation, then closely related to the development of intellectual and social abilities. A language is a tool for thinking. Thinking is a process of understanding and seeing relationships. This process may not be able to take place properly without a tool, namely language. Language is also a means of communicating with other people and then takes place in social interaction (Susanto, 2011:73). The results show that the importance of language in everyday life is when interacting in society (Ngadimun et al., 2019; Adhani (2016). Based on this description, language development is one of the basic abilities that must be possessed by every child, the importance of developing children's language is at an early age, namely because at this time children can develop all the skills and abilities of children in language through interactions made by children from every stage of the period he experienced. The

languages that are often taught in early childhood are Indonesian and English.

English is an international language that is also widely taught and is mastered by many developed countries in the world. Gusrayani (2014:1) states that English is an international language that is also widely taught and is mastered by many developed countries in the world. It can be concluded that a country that masters English can be said to have entered the era of globalization. However, in reality in the field, the researchers found that there are still difficulties for children in learning English because the activities carried out are still abstract. So that a strategy is needed in learning English, for example through playing which can be done through games such as traditional games.

According to Susanto (2017), playing is an activity that is carried out by someone to get pleasure, without considering the final result. Meanwhile, according to Mulyasa (2014) playing is an activity carried out with or without the use of tools, which generate understanding and provide pleasure and develop imagination.

Research results (Mudarris, B., Rozi, F., & Islamiyah, N, 2022; Aryni, Y., Supiatman, L., & Rahayu, S, 2021; Suryana, D., Sari, NE, Mayar, F., & Satria, S, 2021; Bimo, DS, & Dartani, MYR, 2021) found that the need for variety in teaching English learning media can improve children's abilities.

Playing can be used as a facility to support learning, because early childhood are in the world of play. Through this activity can improve the cognitive, social and personality development of children. In addition, playing can also have emotional benefits, namely bringing up feelings of joy, sadness, excitement, disappointment, pride, anger and so on. This is in line with Susanto's opinion (2017) that learning while playing is an impressive teaching and learning technique for early childhood. Through this technique will also bring pleasure and

satisfaction to them in a program to be delivered. For example, through playing children will be able to master the development and physical skills and mastery of language in terms of vocabulary and grammar rules.

If playing is used as a learning approach, according to Mulyasa (2014: 167), it should be adapted to the development of the child's age and abilities, which gradually need to be developed from playing while learning (the learning element is more domain). In addition, playing must also stimulate children to be creative as an effort to develop the intelligence of early childhood in terms of imagination (Triharso, 2013: 4). Many studies use games as a learning strategy in Early childhood because Early childhood are based on learning while playing. In this study, we will highlight and introduce traditional games typical of South Kalimantan which are carried out in Early childhood.

Before entering the games held in PAUD, it is necessary to explain the meaning of traditional games. Many experts explain the meaning of traditional games. According to Andriani (2012), traditional games are games that give a special colour to the culture and are a game of cultural aspects and the identity or characteristics of an area that needs to be maintained. Meanwhile, according to Rifa (2012: 9) traditional games (commonly called folk games), develop social skills because the games are played together. Games that are often played by Early childhood include dragons and badaku. This game includes traditional games from South Kalimantan.

Hamzuri and Siregar (1998) not all traditional games require materials or equipment, for example, the results of natural gifts or the natural environment consisting of the land, sea, while the environment is the flora and fauna on it or in it. Indonesian people then and now take advantage of the gifts of nature and the

environment to fulfil their daily needs, including fun games. People in all corners of Indonesia are very creative in utilizing environmental gifts such as seeds that are used as game materials and taking advantage of the surrounding environment. The people of South Kalimantan who are creative use environmental gifts such as the types of seeds that are around them to become game materials such as candlenut seeds or rubber seeds used in games, for example, those in South Kalimantan can use seeds for games such as badaku. . Honesty and sportsmanship are characteristics of traditional games, every game always goes through a process of stages, for example. Badaku game is a popular game played in South Kalimantan. This game is played by 2 participants. This game is played on the ground by making 10 holes on the ground with 4 holes facing each other vertically and 2 holes facing each other horizontally. The holes must be filled with seeds or gravel whose size is adjusted to the size of the hole and each hole is filled with 10 pebbles (Indonesian Cultural Heritage Intangibles, 2011) In this game students are expected to be able to pronounce numbers, write numbers, count, and recite the numbers so that they can foster children to think carefully. The introduction of numbers, counting in everyday life is very important to be introduced to PAUD both visually and audio-visually. The introduction of numbers is the initial stage of learning to count. Learning about numbers is part of mathematics which is not only related to cognitive abilities but also the social and emotional readiness of children. The ability to recognize numbers in early childhood can be improved through traditional games, one of which is badaku, therefore in the implementation of learning to recognize numbers inside it must be done in an interesting, varied and fun way so that children are motivated to learn through traditional games. The purpose of this study

is to describe traditional games as game media in learning English for Early childhood.

## **METHODOLOGY**

This type of research is qualitative with a phenomenological approach. Qualitative is a research approach used in the context of this research. The qualitative approach according to Denzin and Lincoln (2009:2) seeks to study objects in their natural state, then seeks to understand, and interpret phenomena and their inherent meanings in humans. Sugiyono (2014:11) states that the purpose of qualitative research is to try to describe a complex reality. It can be concluded that the qualitative research approach is a research perspective to describe complex conditions based on the context or research focus. Therefore, the qualitative research in this study seeks to reveal phenomena in the field regarding learning English through traditional games in South Kalimantan.

The objectives of qualitative research vary depending on the context of the project being implemented (Saldana, 2011:4). Single site study is qualitative research involving one site (place) by analyzing several problems that exist in that site (Bunguin, 2003). The phenomenological model approach is more aimed at getting clarity on a phenomenon that occurs in natural situations experienced by individuals every day (Ghony & Fauzan: 2012: 58). The focus of the phenomenological approach model is the experience experienced by the individual and is very meaningful for the individual concerned, in this case, the Traditional Game as an English Language Learning Media for AUD.

The presence of researchers in this study is necessary. This is because, in qualitative research, researchers seek information or ideas that mark social change (Denzin and Lincoln, 2009:82). Researchers act as key research instruments whose role

is very vital. The task of the researcher is to carry out planning, data collection, data analysis, data presentation, conclude, and prepare reports. Therefore, researchers must attend the study to see the phenomenon of Traditional Games as English Learning Media for AUD. The research location is Matahariku Kindergarten. This is because of the characteristics of the school, namely the status of a private school (bilingual) and implementing English language learning through traditional games.

Methods of data collection using interviews, observation and documentation. The type of data in this study is qualitative data in the form of words, results of interviews, observations, results of analysis and documentation or data such as the vision and mission of the school that supports this research. Interview data were obtained from the principal and class teacher. Types of data from observations in the form of field notes about AUD English learning activities in class. Sources of research data in the form of interviews and field observations with informants. The research subjects were the principal and class teacher.

Procedures or stages in collecting data in the context of this research include the following steps. First, the researcher looked for key information to be interviewed in-depth about the implementation of learning English through traditional games in his kindergarten. Second, from this key informant, an initial description of the implementation of learning English through traditional games on the site was obtained which was then explored further by snowballing to other key informants (class teachers). Third, the researcher then also collected data using observation techniques and documentation studies as well as snowballing from one information centre to the next. Fourth, researchers collect data repeatedly until they find similarities in data

or saturation based on the results. Fifth, the data that has been collected and then analyzed according to the data analysis procedure.

The site study data analysis technique was carried out to be able to interpret the data. To analyze data from various data collection instruments, the researchers first made codes to perform data analysis. Codes are used so that differences in the results of observations, interviews, or documentation studies can be seen.

So that the findings in qualitative research are true and can be accounted for, the researchers check the validity of the data. Validity checking to prove that the research findings from the data analysis have indeed occurred and can be accounted for. Checking the validity of the data in this study in terms of credibility (Credibility) to test the internal validity of qualitative research. The technique to test the credibility of this research is using triangulation. Moleong (2007) Triangulation is a way to test the validity of the data by using something else. Triangulasi metode, sumber, dan teoretik merupakan cara yang digunakan pada konteks penelitian ini.

First, the author uses triangulation methods, to compare the findings of one method with the findings of another. Benchmarking is carried out in order to eliminate differences in the findings and reduce errors in observing data from each method (observation, interview and documentation study). In other words, the results obtained from these cross-methods are the same or mutually reinforcing.

Then the second triangulation is source triangulation. In source triangulation, researchers check the validity of the data by comparing the findings between one source and another. In other words, others check data from one source of information to another. Next is theoretical triangulation which is used when discussing research results. Theory is used to check research

findings. Therefore, this check is carried out a discussion between research findings and theory on the theoretical basis of research.

## **RESULT AND DISCUSSION**

This research was carried out at Matahariku Kindergarten, while the vision of Matahariku Kindergarten is to foster intelligence, health, joy, creativity, skills, independence, self-confidence and brilliant character of students. Then the mission is to prepare a fun playing environment while learning "Happy Playing and Educating", provide a continuous pattern of character habituation from an early age, carry out regular monitoring of growth and nutritional development, and explore the noble potential and natural talents of students.

The location of the school is located in the centre of a densely populated residential complex and is very accessible because it is located in a strategic block, the building is located in front of the main road so that it is easily accessible. The physical condition of Matahariku Kindergarten is still good, the cleanliness of the yard around the school is very clean. Conducive school environment.

Matahariku Kindergarten has facilities for 5 (five) classrooms (KB, A1, A2, B1, B2). The number of children in group B1 for the year 2019/2020 is 10 (ten) with 3 (three) girls and 7 (seven) boys. The background of the 10 (ten) children mostly have parents who work as traders, policeman/policewoman and army.

In general, classrooms have sufficient facilities to support the smooth running of activities such as blackboards and study desks. English learning activities using the badaku game media.

The size of the B1 classroom is 4.5 x 3.5 square meters. The air circulation in this class is good, where there are 3 (three) windows to allow for adequate air circulation so that the class is not stuffy and there is 1 (one) fan for air conditioning.

The facilities in class B1 include 2 (two) tables, 1 (one) bookcase, 1 (one) children's book locker, 1 (one) bag cupboard, 1 (one) first aid kit, stationery rack, 1 (one) trash can, magazine book, package book, 1 (one) whiteboard and marker. The infrastructure in Matahariku Kindergarten is 1 (one) room for the principal and teachers, 5 (five) classrooms, namely family planning, group A1, group A2, group B1 and group B2, PDAM water, electricity, slides and swings, 1 (one) kitchen room and 1 (one) bathroom/WC.

Activities carried out at Matahariku Kindergarten take place 5 (five) times a week, from Monday to Thursday from 08.00-10.30 and Friday from 08.00-10.00. There are 6 (six) people in total, consisting of 1 (one) principal and 5 (five) class teachers. Based on the findings and the researchers' understanding of the documents obtained from the classroom teacher, which was then adjusted to the scope of the discussion of learning English through traditional games.

Educators are important role holders in realizing the nation's generation is quality education, which starts from early childhood education. Age 0-6 years is a golden period where stimulation plays an important role in child development. Early childhood education has a very important role in optimizing children's development, therefore all forms of activities developed in the learning system must be well planned by the child's level of achievement. In the school program, by the vision and mission of happy playing and educating, schools provide learning through playing, for example, the traditional game Badaku. Of course, the benefits of this game can improve the development of language in particular (English).

Based on the results of interviews with the Matahariku Kindergarten class teacher, stating that in the children's class playing badaku is a traditional game of inserting pebbles into the badaku holes, two players take turns to choose one of their small holes

to be moved one by one to the other hole in a clockwise direction. , until the seeds in the grip run out. The game ends when all the small holes are empty, and all the seeds are in the big holes. How to play badaku is quite easy. It takes 2 players, a badaku board, and 98 badaku seeds to play it. Badaku boards are made of wood or plastic, while badaku seeds are usually made from shells, plant seeds, or rocks. There are 16 holes consisting of 14 small holes facing each other and two large holes to accommodate the seeds obtained during the game. Initially, each small hole was filled with 7 pieces of badaku each. In the first round, two players walk side by side, moving each badaku seed that is in one hole to another and also to the big hole as its home. He will lose if the last seed in his hand goes into a small empty hole. If in the first round someone dies, the losing player must wait his turn until the other player dies. The game continues until the badaku seeds in the small hole have been transferred to the big hole. The player who gets the most number of badaku seeds in his house is the winner. So through the game Badaku, children can communicate with their friends, dare to say words in the selection of standard language that is easy to understand from the child, can and dare to express their opinions in two-way dialogue or more.

The game was played by two participants. This game is carried out on the ground by making ten holes above the ground with the position of four holes facing each other vertically and two holes facing each other horizontally. The holes must be filled with grains or pebbles that are adjusted in size to the size of the holes and each hole is filled with ten pieces of gravel.

Based on the findings above, Matahariku Kindergarten uses badaku as a game medium in learning English to introduce English vocabulary in the form of numbers. Children can recognize vocabulary in the form of numbers (English) for example

one, one, three, four, five, six and seven through the steps of the game that the child does because there are 7 holes in each badaku board. While playing, children can recognize numbers in English, train children's motor skills when taking seeds and also train children's patience in waiting in line.

In general, children learn words or vocabulary more quickly if they are supported by visual aids, such as concrete or real activities. Therefore, through games, children can participate in English learning activities. Learning English for children is given especially for spoken language, children must be provided with concrete activities. Learning English vocabulary and grammar will be even better if it is in a context related to the child's world so that it is easy to practice like numbers. For example, traditional South Kalimantan games such as Badaku, in addition to transferring cultural values about traditional games, children also gain knowledge of English in numbers so that the game activities carried out by children become integrated activities. This means that teachers can teach vocabulary in the context of using games to practise English skills in recognizing numbers. This game activity also attracts children's attention. In introducing the word, the correct pronunciation needs to be given from the start. Moreover, if the media from the Badaku game (boards and seeds) are coloured and in various shapes, it will be more interesting and directly used to practice or repeat English learning about the concept of numbers.

Based on the findings above, it can be seen that learning English through badaku games at Matahariku Kindergarten. Matahariku Kindergarten implements the badaku game to improve children's development such as English. Kurniati (2006) shows that traditional children's games can stimulate children to interact positively. Various noble values contained in traditional

children's games illustrate this. Traditional children's games can be used as the right medium to shape children's personalities.

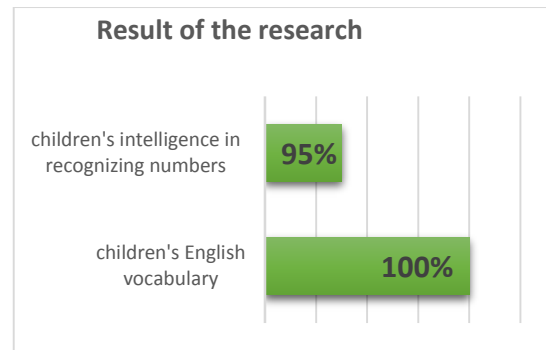
In the aspect of children's language development, when playing with other children, they must be confident and brave to learn to communicate. When children try to communicate, children learn to convey a language and understand what their friends are saying. In addition, when playing certain games children will hear various new vocabulary which will further enrich the child's language skills. The results of research by A. Aslamiah, R. Purwanti, N. Ngadimun, N. Noorhapizah, A. Suriansyah, R. Amelia (2020) are that traditional games can increase children's vocabulary. It can be concluded that Matahariku Kindergarten uses the right English learning strategy through the Badaku game. In addition to improving children's English development, it can also improve other aspects of children's development. Then it can stimulate children's numeracy skills. Because in each hole in the badaku field, the child is required to enter 7 seeds, when entering the seeds the child will count one by one so that it can stimulate the child's intelligence in recognizing numbers. At the end of the game, the child will also count the number of seeds in the largest hole. So that in learning English, children can count in English. Cognitive development has an important role in children's success in learning because most learning activities are always related to thinking. In addition, the cognitive aspect is the thinking process, namely the individual's ability to connect, assess, and consider an event or events. Piaget's stages of cognitive development show that an early age plays a very important role because the experience development of the human brain increases and develops very rapidly at that age, reaching 80%. Piaget divided the knowledge possessed by children into 3 categories, namely: physical knowledge, mathematical

logic knowledge, and social knowledge. Musdalifah, et al (2016) showed that the badaku game affected the ability to recognize numbers in early childhood. Therefore, traditional games, especially Badaku, are an alternative for learning English to make it concrete and fun.

Early childhood is a golden age where stimulation of all aspects of development plays an important role. Many parents deliberately plan their children to enter early childhood education before entering elementary school. Traditional games are one form in the form of children's games, which are circulated orally including certain collective members in traditional forms and are inherited from generation to generation and have many variations.

The steps of the badaku game are by taking the seeds located on the right side, then placing them towards the left until the last seed falls into the main hole of the badaku board. The game will stop when all the seeds have been collected in the parent hole, meaning that the seeds from the badaku that were carried in the child holes have been exhausted. Determination of the winner is the player who collects the most seeds in his parent hole (Mulyani, 2013). Children can learn to recognize numbers by counting the grains that are placed in each hole of the badaku board.

Games that can stimulate children's growth and development, especially language, are traditional games. Traditional games can have an important role in their lives, such as improving language skills as an alternative activity that can be applied in the English learning process.



Gambar 1. Result of the research

## CONCLUSION

Based on the results of research and discussion in this study, which is about learning English through traditional games of South Kalimantan (Badaku) in TK Matahariku can *increase children's English vocabulary in the form of numbers reach category very active or BSB with 100% and can stimulate children's intelligence in recognizing numbers category very active or BSB with 95%*. The results of this study are expected to provide benefits to both teachers and principals as input about media that can be used as an alternative in developing aspects of early childhood development to achieve optimal results (especially English language development).

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