

Traditional Games in Cultural Literacy to Build the Character of Elementary School Students during the COVID-19 Pandemic

by Syamsul Gultom

Submission date: 21-Jul-2022 10:16AM (UTC+0700)

Submission ID: 1873243574

File name: 220517023833pmNQ22226_Traditional_Games_in_Cultural_Literacy.pdf (382.08K)

Word count: 6447

Character count: 37140



2

Traditional Games in Cultural Literacy to Build the Character of Elementary School Students during the COVID-19 Pandemic

Syamsul Gultom^{1*}, Baharuddin², Dina Ampera³, Dewi Endriani⁴, Ismail Jahidin⁵, Samsidar Tanjung⁶

Abstract

5

Formal educational institutions are responsible for the character education of students as the next generation of the nation, for which students need to be prepared for education as early as possible to have character, as in traditional games. Along with the times, traditional children's games have shifted with modern games, namely virtual world games with advanced technology. The 21st St skills early learning framework supports the integration of skills (critical thinking, collaboration, communication, creativity, technology literacy, and socio-emotional. Traditional games have many benefits in all aspects of student development which include physical-motor, socio-emotional, moral, cognitive, and language development. Through the 2013 curriculum, it is expected to be able to provide life skills during the Covid-19 pandemic. Cultural literacy developed is very diverse, among others with traditional game literacy. The introduction and preservation of traditional game culture in addition to government support is certainly also highly expected the role of parents and the community. Play is a very important and fun activity in the child's learning process, so it will be encouraged to experiment and grow well in life. Traditional games have so many different forms and variations and tend to take advantage of tools or facilities that exist in the school environment without having to buy them so that it requires high imagination and creativity. In addition, traditional games also have noble values and certain moral messages such as the values of togetherness, honesty, responsibility, airy attitude (if lost), encouragement of achievement, and adherence to rules. All that can be done if the player really enjoys, enjoys and understands the essence of the game. By sticking to Indonesian cultural literacy has an honest identity about culture. It is hoped that the Indonesian nation can become a developed and civilized nation.

704

Key Words: Traditional Games, Cultural Literacy, Early Childhood Development.

DOI Number: 10.14704/nq.2022.20.5.NQ22226

NeuroQuantology 2022; 20(5):704-712

Introduction

Traditional games were very popular before technology entered Indonesia; students played using potty tools. But now, they are playing with technology-based games and are starting to abandon traditional games along with the changing times, plus due to the Covid-19 pandemic where students have to learn to use gadget technology.

In mobile gadget technology, with the existence of gadgets, students become easier to play games and enjoy the sensation of playing, because playing has become a basic need for students in between learning activities because playing is a fun activity and is an inherent need in every child.

Corresponding author: Syamsul Gultom

Address: ¹Universitas Negeri Medan, Indonesia; ²Universitas Negeri Medan, Indonesia; ³Universitas Negeri Medan, Indonesia; ⁴Universitas Negeri Medan, Indonesia; ⁵Universitas Negeri Islam Sultan Syarif Kasim Riau, Indonesia; ⁶Universitas Negeri Medan, Indonesia.

E-mail: ¹syamsulgultom@unimed.ac.id

ORCID: ¹<https://orcid.org/000-0002-6364-2364>; ²<https://orcid.org/0000-0002-2767-756X>

³<https://orcid.org/0000-0003-3252-2551>; ⁴<https://orcid.org/0000-0002-6087-7352>

⁵<https://orcid.org/0000-0002-6201-039X>; ⁶<https://orcid.org/0000-0001-8036-6640>

Relevant conflicts of interest/financial disclosures: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Received: 25 March 2022 **Accepted:** 29 April 2022



Before the presence of gadgets as a game medium, students had first become familiar with traditional games, but with the existence of gadget technology, children got a new alternative game media.

The Indonesian government maintains the sustainability of traditional games so as not to become extinct, evidenced in the Cultural Advancement Law (2017). Traditional games are one of the ten objects of cultural advancement by the Government of Indonesia. Along with the times, traditional games have undergone a shift with modern games, namely virtual world games played on devices with advanced technology. Kovacević & Opic (2013) that today's modern games no longer involve physical while playing (passive), and many children live in technology-based communities around the world. Functional Magnetic Resonance Imaging (fMRI) studies of rest state and gray volume size show that playing internet games causes changes in brain regions responsible for impulse control, motor function, emotional regulation, sensory motoric coordination (Weinstein, Livny, & Weizman, 2017). Modern games make children addicted to using it, forgetting time, and being lazy to move so that it can cause delays in various aspects of development.

The 21st Century today known as the digital age gave rise to the idea of education for sustainable development (Affeldt, Weitz, Siol, Markic, & Eilks, 2015). Education sustainability development aims to prepare the younger generation to become responsible citizens and be able to participate in the community environment. This sustainable development education program includes cultural literacy. This program has the function of developing students' abilities in order to understand and respond to Indonesian culture as the identity of the nation. Cultural literacy developed is very diverse, including traditional games. Cultural literacy is one of six categories of literacy ability reported by UNESCO (Nasution, 2013). The ability of this one literacy category is important to have, to reduce the influence of global culture on human identity and plurality and the nature of humanity. "The global crisis facing humanity is a reflection of this system and is, therefore, a cultural crisis". Moreover, considering the low level of literacy of this country which in general does need to be improved.

As the 21st skills early learning framework supports the integration of skills during the Covid-19 pandemic (critical thinking, collaboration, communication, creativity, technological literacy,

and socio-emotional. Students are the assets of the nation who must understand the moral values and character of the nation, and those values are formed through traditional games. Students as the successor of the Indonesian nation are expected to be able to maintain traditional games that are not just games, but in which there is a cultural element that is firmly attached and must be preserved throughout life. A number of expert child development experts stated that the benefits of traditional games include increasing creativity, practicing the ability to communicate with peers, practicing sportsmanship, and working together. In addition, traditional games also have the wisdom of the Indonesian people. So, the importance of traditional games as the nation's cultural heritage in various regions must continue to be preserved.

Learning is essentially oriented to teach students, this is in line with the opinion of Trianto (2009) learning is a conscious effort of a teacher to teach students (directing student interaction with other learning resources) in order to achieve the expected goals. Therefore, in order for learning goals to be achieved optimally, then matters related to the process and learning style of learners, it is important to note. Many elementary school students (elementary school) have difficulty concentrating for a long period of time when participating in learning (based on observations with students and strengthened by teacher statements in the field). Whereas when playing (during recess, for example) almost all students are able to concentrate, focus, and engage intensively in the game they follow. Thus, game-based learning is assumed to be able to increase student engagement, which ultimately has a positive impact on their learning outcomes.

Primary education is a crucial site of practice because at this time the child forms the first relationship with the school and the formal learning process (Comber, 2003 Roche, 2015). The importance of having literacy skills, supported by the Government explicitly, namely achieving these strategic competencies through curriculum changes. The 2013 Elementary School (SD) curriculum requires students to engage intensively in meaningful, explorative, and fun learning. Interesting and student center learning among others can be presented by being packaged in the form of games.

The game is the activity of moving the entire senses and motor-sensory that is fun or exhilarating (Sutton-Smith, 1997 in Scarlet, et. al, 2005; Bergen,

705



2009; Hynoven, 2011). Traditional games refer to typical games with a certain cultural background. This is where students are required to have cultural literacy, to know, understand, and engage in a certain cultural context when playing or playing a game. Another urgency of choosing traditional games in learning is the increasingly forgotten and unfamiliarity of games based on local culture because they are replaced with modern games produced by large industries such as gadgets.

Research Methods

This research is a qualitative study that emphasizes social situations, where researchers make an effort to understand a particular organizational reality and phenomena that occur from the perspective of all parties involved. Data Sources In this study is obtained from selected information (Porpoise Sampling) in accordance with the functions and authorities owned. Selected informants are, (1) Head of recreational and traditional sports in Medan City, (2) FORMI Medan City, (3) Documents related directly or indirectly to traditional sports in Medan City needed in this study, in the form of data from the results of direct observations at the location of data collection. The subject of this study is (1) the head of the field of recreational and traditional sports in Medan City, (2) FORMI Medan City 3.

Qualitative Research Instruments, namely, the instrument used is the researcher himself (human instrument). Human instruments can be understood as tools that can uncover field facts and there is no most precise qualitative data except the researcher himself in its implementation, and a tool that supports the implementation of data collection, namely in the form of voice and image recorders, as well as the necessary videos. The role of this tool is very important in qualitative research because the data and information obtained can be well-identified so that it can be used as evidence. Data collection techniques in data collection techniques researchers obtain it through, (1) Observation or observation, (2) Interviews, (3) Documentation, and (4) Literature studies in books and journals that discuss traditional games, cultural literacy, and aspects of elementary school (SD) student development. The data obtained from this literature study will be used as a reference to create a research questionnaire.

Results and Discussions

Traditional Game Concepts

The origins of traditional games in Indonesia are found in various ancient manuscripts of the 15th century, saweka darma Sanghyang Siksa Kandang Karesian manuscripts. Based on the theory put forward by Granville Stanley Hall, the American psychologist (1846-1924), put forward a theory known as atavistic theory, which comes from the word 'atavus' which means 'ancestor'. In the game, there will be forms of behavior that describe life forms that have been experienced by ancestors, following the expression M. Zaini Alif quoted from (Duxanda & Ratnaningrum, 2019). Traditional games are widely known in various regions, such as congklak, engklek, hide and seek, long pole or gobak sodor, marbles, rubber jumps, banana ampars and fortifications. In fact, only a handful of thousands of games are spread in Indonesia.

Traditional games can be easily played in a variety of environments without the need for advanced or expensive tools. However, due to the rapid development of modern games, traditional games are of particular concern today (Andam, Asgari, & Salimi, 2015). Play is the process of preparing yourself to enter the next world. This is a good way for students to acquire knowledge and skills as well as develop competencies. Students learn to explore, develop physical skills and learn to think through imagination, as well as provide extensive opportunities to interact with adults. In the process students develop new language and vocabulary skills, learn about the universe and develop creativity, problem-solving as well as social skills.

Traditional games build a child's perspective on cultural concepts. Play and games are a source of creativity for every younger generation (Kit N, 2009). Furthermore, traditional games also contain many educational values that can stimulate students' intelligence and abilities. Traditional games educationally stimulate the internal students thus forming positive behaviors and understandings.

Aspects of traditional games include: a) physical aspects consisting of strength and endurance and flexibility; b) psychic aspects, which include elements of thinking, elements of numeracy, intelligence, ability to make tactics, ability to overcome obstacles, memory, and creativity; c) social aspects include elements of cooperation, liking order, respect for respect, reciprocity and shyness. Traditional games have been almost marginalized and replaced by modern gameplay.

706



This happens especially in cities. Therefore, there needs to be an effort to re-preserve this traditional game, because this traditional game has many benefits for children's development.

Research by Gheiji, Kordi, Farokhi, & bahram (2014), revealed "Traditional games are based on cultural values and beliefs and therefore, have significant roles in preparing children for life". Traditional games are based on cultural values and beliefs. Therefore, traditional games have an important role in preparing for the lives of students in the future. Therefore, the promotion of traditional games in the community is necessary for changing attitudes and increasing knowledge for parents and educators (Bryan, Broussard, & Bellar, 2013).

According to Sukirman (2004) the benefits of traditional games on the development of the child's soul are:

- 1) Children become more creative. Traditional games are usually made directly by the players, and they use items or objects and even plants that are around the player's environment. This encourages them to be more creative in creating game tools.
- 2) It can be used as a therapy for children. When playing children will release their emotions. They screamed, laughed, and moved. This kind of activity can be used as therapy for children who need the condition.
- 3) It can be used as a therapy for children. When playing children will release their emotions. They screamed, laughed, and moved. This kind of activity can be used as therapy for children who need the condition.
- 4) Developing children's compound intelligence is:
 - Develop the natural intelligence of the child.
 - Expanding the intelligence of the child's space.
 - Develop children's musical intelligence.
 - Develop child spiritual intelligence.

The above explanation concluded that traditional games that are quite diverse need to be explored and developed because they contain values such as honesty, sportsmanship, persistence, and cooperation. With traditional games, students can practice concentration, knowledge, attitudes, skills, and dexterity that are purely carried out by the human brain and body. In addition, traditional games can also develop aspects of moral development, religious, social, language, and motor functions. So that the benefits of traditional games

informing children's characters can be summed up as follows:

First, with traditional games children will always give birth to a sense of joy. In the game, the child's soul is fully visible. The cheerful, happy atmosphere that is built always gives birth and produces a pleasant togetherness. This is the seed of society that creates harmony. It is rare for a game to be useful to itself, but it always fosters a sense of community.

Second, the game is built together. That is, in order to keep the game can take place reasonably, they organize themselves by making rules of the game among the students themselves. It is in this context that students begin to learn to obey the rules they make themselves and agreed upon together, in addition to students learning to obey the rules of play fair play, students practice making their own rules of the game. Meanwhile, if there are students who do not comply with the rules of the game, they will get social sanctions from their group. In this framework, the child begins to learn to live with others or live socially. However, on the other hand, if he wants to admit his mistake, other friends are willing to accept it back. A form of learning to forgive and receive back from those who have admitted their mistakes.

Third, students' skills are always honed, students are conditioned to make games from various materials that have been available around them. Thus, the muscles or sensors will be honed as well. On the other hand, the creative process is the initial stage to hone the creativity and imagination of children to gain their growth space.

Fourth, the utilization of game materials is always inseparable from nature. This gives birth to the interaction between students and their environment. Togetherness with nature is the most important part of the process of introducing young humans to the environment.

Fifth, such a close relationship will give birth to a vision of the reality of human life. Nature becomes something that is lived in existence, inseparable from the reality of human life. It is this delusion that forms the way of view and appreciation of the totality of the kicker's way of life. This perspective came to be known as part of the spiritual side of traditional humans.

Sixth, through play children, begin to get to know the participatory model of education. That is, students, get the opportunity to develop according to the stages of growth of their souls. In this sense, students with parents or teachers have an



egalitarian position, both positioned as owners of experience, as well as formulating together between them. Introduction to Cultural.

Literacy through Traditional Games Cultural

Literacy is the ability to understand and behave towards Indonesian culture as the identity of the nation. Meanwhile, citizenship literacy is the ability to understand rights and obligations as a citizen. Thus, cultural literacy and citizenship are the abilities of individuals and communities in behaving towards the social environment as part of a culture and nation. Cultural literacy is an important thing to master during the Covid-19 pandemic.

Indonesia has a variety of ethnic groups, languages, customs, customs, beliefs, and social layers. As part of the world, Indonesia is also involved in the global development and change scene. Therefore, the ability to accept and adapt, and behave wisely over this diversity becomes something absolute (Ministry of Education and Culture, 2017).

Cultural literacy developed by several educational units is not specifically required to have a systematic learning component. This is because cultural literacy programs are developed in accordance with local wisdom. Given the importance of the role of cultural literacy, the government needs to develop a pattern or system in implementing cultural literacy in the world of education. The government's policy in this case is with the implementation of the 2013 curriculum, namely in the aspect of cultural literacy has begun to be introduced with other aspects, namely character education and cultural development (Rokhmawan & Firmansyah, 2017).

Previously, culture-based education has also been echoed by world education experts, especially experts in essentialism. This educational theory is an understanding that education must be based on fundamental things, one of which is the foundation of the old culture that has been tested for its existence (Wijaya & Helaluddin, 2018). According to Andriani (2012), traditional games are one of the cultural assets that have the cultural characteristics of a nation. Thus, in order to preserve traditional games in the educational institution can be done by providing traditional game tools in schools such as clogs, egrang, gobak sodor and other games. When the tools are already there and close to the child, then at rest hours or home from school the children will play. This effort is a form of reducing children's addiction to gadgets.

Stimulating aspects of Student Development through Traditional Games

Traditional games are Indonesian cultural heritage that has many benefits in all aspects of early childhood development which include motor physical, social-emotional, moral, cognitive, and language development. Some of the following research results are proven in the analysis of his research. Traditional games provide good benefits for a child's physical, emotional, and cognitive development. Siregar & Lestari (2018) explained that through play, children learn a lot of basic concepts such as knowing colors, shapes, directions, letters, and numbers. Traditional games provide good benefits for a child's physical, emotional, and cognitive development. Traditional games have a significant influence on students' social skills can be seen from the increase in pre-test results with post-tests by 19% from previous studies in 2015 (Nugraha, Handoyo, & Sulistyorini, 2018) and (Ajriah Muazimah, 2020). Junariah, Rini, & Kurniawati (2015) stated the contribution of traditional games in the development of the plural intelligence of student mathematical logic by 47%. Traditional games stimulate various aspects of a child's development including motor, cognitive, emotional, language, social, spiritual, ecological, and values or morals (Lisbah, 2007).

Traditional games play an important role in the emotional aspects of physical education (Lavega, Alonso, Etxebeste, Lagardera, & March 2015). Then, the implementation of traditional games in theater projects preserves local heritage (Chivandikwa, Makumbirofa, & Muwati, 2018). Blood pressure can be reduced by playing traditional gaming sessions (Rauber et al., 2014).

Furthermore, playing traditional games can improve the socio-emotional development of early childhood (OECD, 2018). Modern games do not fully have shortcomings, there are still advantages given if done well, correctly, and creatively. Not only traditional games that are able to improve aspects of student development, one of which is the aspect of motor development, modern games also contribute that are also no less important. Proven from the results of research conducted by (Azhara, 2019). The results analyzed the difference between traditional games and modern games in improving students' motor skills. This shows that traditional games and modern games have their respective advantages and disadvantages, Thus, traditional games and modern games are also very effective in

708



stimulating the motor development of elementary school students (SD).

Furthermore, research conducted in the form of a survey using questionnaires with research subjects as many as 40 elementary schools (SD) in Medan City, the results of the study showed that as many as 55% of the subjects often applied traditional games, but as many as 45% of teachers still rarely applied traditional games. In conclusion, traditional games turned out to have many benefits in student development, and this study suggests the use of traditional games (Sulistyningtyas, 2019). As is well known, it is important for every teacher to make learning plans before carrying out the learning process in the classroom. Many things must be considered in making learning planning including curriculum, school conditions, student ability and development, and teacher condition. Pre-action activities are carried out to find out the initial conditions before learning planning. Previously, several stages were carried out to find problems in learning in elementary school (SD) to then find a solution to determine the steps in making planning.

The Importance of Traditional Games in Cultural Literacy and Student Development during the Covid-19 Pandemic

For elementary school students, useful play is important, playing is not only for fun but also a need that must be met.

Through play activities, students can learn about themselves, others, and their environment. Students usually experience sensitive times, where they begin to be sensitive to accept various potential development efforts. This is an excellent time to lay the foundation of growth in developing motor, cognitive, language, social-emotional, self-concept, discipline, art, morals, and religious values.

Education is not just the preparation of student life in the future, but education is life itself. A meaningful expression in one sense about the essence of educational links. The issue of education is a very crucial and important issue to always be discussed. Because only through quality education society and nation will continue to advance (progress). Lately, the conversation about the importance of character education has strengthened, even the Ministry of National Education affirmed its policy on the establishment of education that prioritizes character formation. The term character is widely used in human life. In the context of newspaper publishing, characters

relate to letters in sentences, in the field of film art, characters are associated with the role of the performer. Whereas when associated with the problem of the human soul (inner self) character is a very important part of the human figure. The absence of character attached to man, then man has lost his identity as a very noble creature. According to Syamsu (2019), traditional games have lofty meanings such as religious values, educational values, norms, and ethics which are all useful in community life later. The use of traditional games as a learning medium will train children's movements and easily attract children's attention because the games come from daily activities in the residential environment so that children do not feel unfamiliar with the game. Learning through games allows a child to learn in a natural way where excitement raises optimal spirit (Fathurohman, 2017). Sujarno, et al (2011) say that traditional games allow children to think more creatively, connect one event with another they have experienced, and make them better able to express their thoughts and feelings. Literacy was a prerequisite for life skills during the Covid-19 pandemic, therefore Indonesia as a large nation must be able to develop through integrated education, ranging from family, school, to society. Cultural literacy skills are important to master during the Covid-19 pandemic.

Indonesia has a variety of ethnic groups, languages, customs, customs, beliefs, and social layers. In the history of human civilization, cultural literacy is functional literacy that is of great use in everyday life. A nation with high literacy shows the nation's ability to collaborate, think critically, creatively, communicatively so that it can win the global competition.

17

Life Skills (Critical Thinking and Problem Solving, Communication Skills, Creativity and Innovation, and Collaboration Skills with Traditional Cultural Literacy and Games)

Related studies evidenced by the results of the research revealed that the integration of traditional games can improve learning outcomes, such as test scores, and cooperation (Trajkovik, Malinovski, Vasileva-Stojanovska, & Vasileva, 2018). In addition, traditional games can also practice values in children's lives, honesty, communication skills, creativity, can work together, practice patience children. There is an increase in mathematical logic intelligence, confidence, and learning style of children through traditional games

709



(Lestarinigrum, 2018). By sticking to cultural literacy, Indonesia has an honest identity regarding culture. For example, different types of games. The nation's assets better understand that inside and outside the Country of Indonesia there are differences in traditional games. Good cultural literacy skills can be a provision for students to be able to live their daily lives productively.

The current generation is often referred to as generation Z, in this generation faced with a complex situation. Technological sophistication, ease of access, and global competition. The 21st century requires generations to have qualified knowledge and skills. Good knowledge and skills start from the stimulation of good developmental aspects as well. Traditional games contribute to stimulating linguistic, motor, cognitive, and socio-emotional development competencies (Gelisli & Yazici, 2015). Traditional games shape a healthier childhood and develop speaking skills (Petrovska, Sivevska, & Cackov, 2013). The 2013 curriculum is expected to be able to provide life skills to the next generation of the nation.

The Ministry of Education and Culture (2017) there are several strategies used in strengthening cultural literacy in schools. These strategies are (1) regional language creative workshop activities, (2) residential, (3) introduction of national resilience, (4) teacher training and education personnel, (5) educational game making training, and (6) discussion forums for school residents. The world of informatics is increasingly changing the development of existing culture. Not only in terms of games but also children's thinking patterns are also increasingly changing. Man, and culture undergo changes according to certain stages from simple forms to complex forms, as Herbert Spencer points out in the nonlinear theories of evolution (Ritzer, 2003). Jaedun, A. (2020).

Traditional games offer a very positive value for children's development. In addition, traditional games are also one of the cultural heritages because in it there are also regional song songs that should continue to be preserved and maintained existence. A good game for the formation of children's character is to have a balanced side between the psychic factor of about 50% and the physical factor of about 50%. In the sense that all good games must have a complete side to help the physical and psychological development of children, (Wulansari, 2017). The period of child development or called the Golden Age, realized in this position, the introduction and preservation of

traditional game culture in addition to government support is certainly highly expected the role of parents and society. One of the efforts to facilitate children's education is one of them is implementing traditional games in elementary school. Suherman (2017) and Nila Fitria (2021) concluded that traditional games are suitable for facilitating the teaching and learning process of elementary school students. While cultural literacy is needed in order to form graduates to live and work and intercultural and multi-cultural collaboration. According to García Ochoa, McDonald, & Monk, (2016) Educational institutions must prepare graduates with mobility and flexibility skills to be able to work efficiently in transcultural and transdisciplinary environments, including (1) global competencies, (2) cosmopolitanism, (3) global citizens, and (4) cosmopolitan capital.

Conclusions and Recommendations

Conclusion

At present, life skills and competencies must be mastered by his generation, both by students and other human resources in order to master and keep up with the current technological age. To achieve these competencies requires skills in various fields, both language, science, technology, and most importantly the foundation of moral values and character is getting stronger. Games that can be utilized in elementary school students play are traditional games because traditional games contain many elements of benefits and preparation for students living a community life. The benefits of traditional games in shaping student characters include honesty, sportsmanship, persistence, and cooperation. With traditional games, children can practice concentration, knowledge, attitudes, skills, and dexterity that are purely done by the human brain and body. In addition, traditional games can also develop aspects of moral development, religious, social, language, and motor functions.

Recommendations

Cultural literacy during the Covid-19 Pandemic is absolutely needed through one of the cultures that must be maintained sustainability and sustainability, namely traditional games, hereby it is hoped that the nation can become a developed and civilized nation.



References

- Affeldt, F., Weitz, K., Siol, A., Markic, S., & Eilks, I. (2015). A non-formal student laboratory as a place for innovation in education for sustainability for all students. *Education Sciences*, 5(3), 238-254.
- Ajriah Muazimah, Ida Windi Wahyuni, (2020) Character Education Based on Local Wisdom through Traditional Game of Attraction in Improving Gross Motor of Children Golden Generation. *Journal of Early Childhood Islamic Education*, Volume 3, May 2020, P-ISSN: 2615-4560 E-ISSN: 2620-5270
- Andam, R., Asgari, M., & Salimi, M. (2015). Investigating Barriers to promote traditional games from the perspective of the students.
- Andriani, T. (2012). Traditional games informing early childhood characters. *Socio-Culture*, 9(1), 121-136.
- Azhara, M. (2019). Traditional Games vs. Modern in Increasing Children's Motor Ability in the 21st Century. *296(Icsie 2018)*, 391-395.
- Bryan, C., Broussard, L., & Bellar, D. (2013). Effective partnerships: how school nurses and physical education teachers can combat childhood obesity. *NASN School Nurse*, 28(1), 20-23.
- Chivandikwa, N., Makumbirofa, R., & Muwati, I. (2018). Traditional games and child-centered development: affirming disabled and female bodies in applied theatre projects in Zimbabwe. *South African Theatre Journal*, 1-13.
- Dubova, M.V. 2014. Problems of primary education today. *Russian Education and Society*. Volume 56 No 5 pp: 3-14.
- Duxanda, P.A., & Ratnaningrum, D. (2019). Rides of the Traditional and Modern Game World. *Journal of Science, Technology, Urban, Design, Architecture (Stupa)*, 1(1), 636-646. Ergen. 2009. Play as The Learning Medium for Future Scientists, Mathematicians and Engineers. *American Journal of Play*, Vol. 1, No. 4. Spring 2009.
- Ernawati, T., Siswoyo, R.E., Hardyanto, W., & Raharjo, T.J. (2018). Local wisdom-based character education management in early childhood education. *The Journal of Educational Development*, 6(3), 348-355.
- Fathurohman, O. 2017. The Nature of Playing and Early Childhood Games in Early Childhood Education (PAUD). *Aş-Sıbyān: Journal of Early Childhood Education*, 2(1), 27-36.
- García Ochoa, G., McDonald, S., & Monk, N. (2016). Embedding cultural literacy in higher education: a new approach. *Intercultural Education*, 27(6), 546-559.
- Gelisli, Y., & Yazici, E. (2015). A study into traditional child games played in the Konya region in terms of development fields of children. *Procedia-Social and Behavioral Sciences*, 197, 1859-1865.
- Gheiji, Hamid Reza, Kordi, Hasan, Farokhi, Ahmad, & Bahram, Abbas. (2014). The effect of traditional games and ordinary games on manipulative skills development in educable mentally retarded boys.
- Yafteh, 15(5), 61-71. Ghufuron, A. (2010). Integration of the values of the character of the nation in learning activities. *Journal of Educational Horizons*, 1(3).
- H. G., & Campbell, C. S. G. (2014). Traditional games resulted in post-exercise hypotension and a lower cardiovascular response to the cold pressor test in healthy children. *Frontiers in Physiology*, 5, 235. <https://doi.org/10.1080/02701367.2014.961048>
- Jaedun, A. (2020). Dimensions of Early Childhood Character Education Based on Multicultural and Community Local Wisdom. *International Journal of Instruction*, 13(2).
- Junariah, J., Rini, R., & Kurniawati, A.B. (2015). The Relationship of Traditional Games With the Development of Intelligence Plural Mathematical Logic Children Aged 4-5. *Journal of Children's Education*, 1(3). Ministry of Education and Culture. (2017). Supporting Material for Cultural Literacy and Citizenship (p. 40). p. 40.
- Kovačević, T., & Opić, S. (2013). Traditional Games and Pupils' Violent Behaviour in Elementary Education. *Education between Tradition and Modernity*.
- Lavega, P., Alonso, J.L., Etxebeste, J., Lagardera, F., & March, J. (2015). Research Quarterly for Exercise and Sport Relationship Between Traditional Games and the Intensity of Emotions Experienced by Participants Relationship between Traditional Games and the Intensity of Emotions Experienced by Participants. (June 2015), 37-41.
- Lestarinigrum, A. (2018). The Effect of Traditional Games, Self-Confidence, and Learning Style on Mathematical Logic Intelligence, 169 (Icece 2017), 8-12.
- Misbah, I.H. (2007). The Role of Educationally Charged Traditional Games in Contributing to the Formation and Identity of the Nation. Bandung: IPI.
- N, C.K. (2009). Sport, Ethics and Philosophy 9. Traditional Games as New Games: Towards an Educational Philosophy of Play 9. *Traditional Games as New Games: Towards an Educational*, (October 2014), 37-41. <https://doi.org/10.1080/17511320902982451> Nila
- Fitria, Ari Putra, & Ririn Gusti Innovative Learning Services Based on Local Culture through Traditional Games at paid units in DKI Jakarta. *Potensia Scientific Journal*, 2021, Vol. 6 (2), 142-150. <https://ejournal.unib.ac.id/index.php/potensia>
- Nugraha, Y. A., Handoyo, E., & Sulistyorini, S. (2018). Traditional games on the social skill of students in the social science learning of the elementary school. *Journal of Primary Education*, 7(2). OCDE. (2018). The Future of Education and Skills: Education 2030. OECD Education Working Papers, 23. <https://doi.org/10.1111/j.1440-1827.2012.02814.x> Cultural Advancement
- Laws. (2017). Law No. 5 of 2017 concerning the Promotion of Culture. Petrovska, S., Sivevska, D., & Cackov, O. (2013). Role of the Game in the Development of Preschool Child. *Procedia-Social and Behavioral Sciences*, 92, 880-884.
- Rauber, S.B., Boulosa, D.A., Carvalho, F.O., de Moraes, J.F.V.N., de Sousa, I.R.C., Simões, Ritzer, G. (2003). Rethinking globalization: Glocalization/globalization and something /nothing. *Sociological Theory*, 21(3), 193-209.
- Rokhmawan, T., & Firmansyah, M.B. (2017). Cultural Literacy Development Based on Local Oralstories as The Cultural Identity of Kebonsari Elementary School. *ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture*, 1(1), 224-238.
- Scott, I.A. (2017). Cognitive challenges to minimizing low value care. 47, 1079-1083. <https://doi.org/10.1111/imj.13548>
- Siregar, N., & Lestari, W. (2018). The role of traditional games in developing the mathematical skills of elementary school-age children. *Journal of Mercumatika: Journal of Mathematical Research and Mathematics Education*, 2(2), 1-7.
- Sofyan, H., Anggereini, E., & Saadiah, J. (2019). Development of E-Modules Based on Local Wisdom in Central Learning



- Model at Kindergartens in Jambi City. *European Journal of Educational Research*, 8(4), 1137-1143.
- Suherman, W.S. (2017). Development of Dolanan-Based "Majeda" Children for Optimization of Kindergarten Student Growth and Development. *Educational Horizons*, (2), 874-88.
- Sujarno. 2011. *Utilization of Traditional Games in the Formation of Children's Characters*. Yogyakarta: Cultural Value Preservation Center (BPNB)
- Sukirman, et al., 2004, *Javanese Traditional Games*, Kepel Press, Yogyakarta.
- Sulistyaningtyas, R.E., & Fauziah, P.Y. (2019). The Implementation of Traditional Games for Early Childhood Education. *3rd International Conference on Current Issues in Education (ICCIE 2018)*. Atlantis Press.
- Shamsu, Nature. 2019. Educational Games Introduction to Traditional Games in Indonesia Based on Android Using Linear Congruent Method (LCM). *Logitech Journal*, 2(1): 39-44.
- Trajkovic, V., Malinovski, T., Vasileva-Stojanovska, T., & Vasileva, M. (2018). Traditional games in elementary school: Relationships of student's personality traits, motivation and experience with learning outcomes. *PLoS One*, 13(8).
- Weinstein, A., Livny, A., & Weizman, A. (2017). New developments in brain research of internet and gaming disorder. *Neuroscience & Biobehavioral Reviews*, 75, 314-330.
- Wulansari, B.Y. (2017). Preservation of Cultural Arts and Traditional Games Through the Theme of Local Wisdom in the Early Childhood Education Curriculum. *JURNAL INDRIA (Scientific Journal of Preschool and Early School Education)*, 2(1).



Traditional Games in Cultural Literacy to Build the Character of Elementary School Students during the COVID-19 Pandemic

ORIGINALITY REPORT

18%

SIMILARITY INDEX

16%

INTERNET SOURCES

5%

PUBLICATIONS

4%

STUDENT PAPERS

PRIMARY SOURCES

1	educhild.ejournal.unri.ac.id Internet Source	3%
2	www.daten-quadrat.de Internet Source	3%
3	Criezta Korlefura, Theophanny Paula Theresia Rampisela, Jeanete Ophilia Papilaya, R F Tuasikal. "Contribution Of Game Traditional To Relationship Social Relations Of Children Schools", EDU SCIENCES JOURNAL, 2020 Publication	2%
4	www.atlantis-press.com Internet Source	1%
5	ejournal.ihdn.ac.id Internet Source	1%
6	www.ijrte.org Internet Source	1%
7	pdfs.semanticscholar.org Internet Source	1%

8	www.neuroquantology.com Internet Source	1 %
9	ejournal.upi.edu Internet Source	1 %
10	download.atlantis-press.com Internet Source	1 %
11	J A Lubis, F A Lubis, M Darwis, P Dongoran, N Pardede. "Improving the Ability of Communication Student Develop Model Project Based Learning (PjBL) With Media LKS Based Experiential Learning", Journal of Physics: Conference Series, 2020 Publication	<1 %
12	S Sari, I Safitri, I Farida. "Design of educational games oriented to chemical literacy on petroleum material", Journal of Physics: Conference Series, 2019 Publication	<1 %
13	pta.trunojoyo.ac.id Internet Source	<1 %
14	journal.um-surabaya.ac.id Internet Source	<1 %
15	journal.unj.ac.id Internet Source	<1 %
16	Evi Selva Nirwana. "Learning by Using Traditional Children's Games "Sesiku" in	<1 %

Developing Early Childhood Character Values", AL-ISHLAH: Jurnal Pendidikan, 2021

Publication

17

www.vefp.org

Internet Source

<1 %

18

www.independent.co.uk

Internet Source

<1 %

19

www.journal.ikipsiliwangi.ac.id

Internet Source

<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On