

**THE EFFORTS OF APPLICATION OF THE TRADITIONAL ENKLEK GAME TO
IMPROVE THE Rough Motors of EARLY CHILDREN IN TK B AISYIYAH AL
AMIN BIBIS LUHUR THE ACADEMIC YEAR 2022**

ABSTRACT

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This study aims to develop children's gross motor skills through the traditional engklek game. The method used in this research is descriptive qualitative method. The data collection techniques in this research are: Interview, observation and documentation. engklek with and they are more familiar with traditional games. Aisyiyah Al Amin Kindergarten teachers can work together to guide children in formulating clear goals in the learning process using the traditional engklek game. children and observing the results are very satisfying where the children have done engklek game activities, the results of 14 of the 18 students who became the subject of gross motor research have developed well.

Keywords: Children's Gross Motoric, Traditional Games, Engklek

PRELIMINARY A. Background

Early childhood education is one of the levels of education before basic education is an effort to provide for children from birth to the age of six years, carried out through the provision of educational stimuli to help spiritual growth and physical development so that children have readiness to enter further education organized in formal, informal and non-formal channels Maimunah (2015: 09) Early childhood education is a form of education that focuses on laying the foundation for growth and six developments, namely: religious moral development, physical development, intelligence, social emotional, language, and communication in accordance with the uniqueness and stages of development according to the age group that is passed by early childhood.

Motoric development of children is the process of growth and development of children's movements. Motor development in children can be marked by the addition of new movements made by children. Children's motor development is not the same as each other, because every child has their own nerve and muscle maturity. The development of children's muscles and bones can make children stronger and more agile. In addition to muscle and bone development, the brain also affects motor development children, because it is the brain that coordinates the body to move. Motor development is the development of gross motor and fine motor nerves. Gross motor is a physical movement that requires body balance and coordination of limbs. Examples of gross motor skills are walking, running, jumping and so on. on control and the ability to perform movements that are obtained through the interaction between maturity factors and exercise/experience during life which can be seen through the changes/movements made. Improving children's motor skills when they are at AUD age makes their physical or motor activities also increase.

Traditional games usually played by children are: engklek/Dengkleng, Curik-curik/Dragon Snake, congklak, meow- meong, Gobak Sodor/Megala-gala, sack racing, hide and seek. In the journal Wista Rosa, Ujiti stated that the engklek game is a game that is often played by children, in the engklek game there are ten boxes that can be filled with numbers, through playing engklek children are more enthusiastic in learning. According to Montolalu in Sujono, Jaya, Surahman said that: the engklek game is a traditional game of jumping on a flat plane drawn on the ground, by making boxes then jump with one foot from one box to the next. In general, traditional games, especially engklek, provide tremendous benefits for children's development. Such as being able to train children's gross motor skills, honesty, cooperation, cohesiveness, skill, dexterity, balance, and attitude, and can train social soul of children in facing social life.

Based on the description above, it can be concluded that the crank game can increase children's gross motor development, this can be seen from the movements carried out by children and if this activity can be carried out regularly it can balance the child's motor flexibility. After making initial observations, it turns out that the gross motoric development of

children in Aisyiyah Al Amin Kindergarten, Banjarsari sub-district, the author still sees some children whose gross motor development is still not fully developed, the regulation of the Minister of Education and Culture 137 states that the age of 5-6 years, even though they are able to kick a ball, throwing the ball, catching the ball, well then why is it because the teachers there only teach modern games, they don't teach traditional games much. Whereas traditional games are expected to improve children's gross motor skills so that their muscles are not stiff when playing. In addition, traditional games can be used as cultural heritage because so that they know it turns out that this traditional engklek game is an original game from grandmother their ancestors, as well as this engklek game must be preserved so that this engklek game is not extinct, not forgotten and loves traditional games. But in fact traditional games there are rarely played, one of which is the traditional engklek game, even though by applying the engklek traditional game it can improve children's gross motor skills. Initial observations made by researchers found that some of the Aisyiyah Al Amin Bibis Luhur Kindergarten students still did not have optimal gross motor development. Seen some children who have not been able to throw and catch objects with the right target, have not been able to maintain balance while playing, children have not been able to coordinate eye, hand and foot movements when playing catch the ball. This can also be seen from the percentage carried out during the pre-cycle, where out of 18 children only 14 children succeeded.

Based on the above problems, the traditional engklek game method is expected to be able to stimulate children's gross motor skills, so the authors conducted a study on "EFFECTS OF APPLICATION OF ENKLEK TRADITIONAL GAMES TO INCREASE CORRECT MOTORIC CHILDREN IN EARLY B AISYIYAH AL AMIN BIBIS LUHUR".

Formulation of the problem

1. How is the condition of the motor skills of children in Kindergarten B Al Amin Bibis sublime?
2. What is the role of the application of traditional games on children's gross motor skills?

Research purposes

1. To find out the condition of children's motor skills in TK B Al Amin Bibis Luhur
2. To find out the role of the application of traditional games on children's gross motor skills

Benefits of research

1. Theoretical Benefits Theoretically, this research is expected to increase knowledge and become material for educators in improving children's gross motor skills.
2. Practical Benefits
 - a. For students Can develop children's gross motor skills.
 - b. For educators Provide a reference for teachers to choose traditional engklek games to improve and train children's gross motor skills.

- c. For schools, traditional games are expected to be a reference for institutions or schools in developing students' gross motor skills.

THEORETICAL FRAMEWORK A. Theory Description

1. Game Theory for Early Childhood a. Definition of Traditional Games

Games are one of the things that are very liked by children. Many types of games are often played by children. In general, games have 2 types, namely modern games and traditional games. Nowadays traditional games which are one of the many cultural heritages of the nation are starting to disappear and gradually more. Its existence was not detected as a result of globalization which gave rise to new, more sophisticated games. Traditional games, which are one of the nation's local wisdoms which are currently being eroded by time, have begun to appear again and are trying to maintain their existence.

Traditional games have developed since the time of the ancestors. This game comes from a folk game that has been preserved from generation to generation. Every region in Indonesia has a variety of traditional games. Traditional games developed from folk games that arise in every ethnic and tribal in Indonesia. The term game comes from the basic word "play" which gets the suffix "role". In the Indonesian Dictionary quoted by Novi Mulyani, "main" is doing something pleasing to the heart (using tools or not).

b. Understanding the Traditional Engklek Game

Engklek is a traditional game of jumping on flat fields drawn on the ground, by making a picture of a box and then jumping with one foot from one box to the next. The game which has another name Sunda Manda is usually played by children, with 2-5

The benefits of the engklek game can train children's physical abilities. Because, the child must jump through the boxes that have been made previously. Therefore, the leg muscles must be strong. In addition, the engklek game also trains the ability to communicate and socialize with their peers, as well as teach togetherness. Children's creativity can be seen from the plots made for the game. Surrounding objects can also be used well by children. For example, tile fragments, ceramic shards, wood painting to draw plots on the ground, and others. The playground in this game requires a fairly large place, very fitting if played in the home page Depends on the children's agreement

The function of the engklek game is through the traditional game of sekatak, children learn the value of sportsmanship, where children learn to accept their defeat or their opponent's victory openly, play honestly and respect their opponent. Parents can give appreciation to their children for their achievements. There are several things that must be considered in this game, namely:

- Tools and playing materials

1. chalk to make a line for the child to cross
2. stone or ceramic that is made into fruit in the game participants. The engklek game is a • Rule of the game human struggle in gaining territory. But not by sruk each other. There are certain rules that must be agreed upon to get a foothold. This ecklek game is usually numbered 2-5 people, but it could be more.

1. Stones or fruit must not hit the line
2. Players must not step on the line and lower their feet
 - How to play
 1. Do hompipa who wins has the right to play the game first
 2. Player throws a stone at box number 1 and jumps with 1 foot to all boxes in order of numbers (except the box where the stone is)
 3. After jumping over all boxes and returning to box number 2 the player stops and picks up a coin in box number 1 (still with 1 leg)
 4. Then the player throws a stone to the number 2 box and jumps again to all the boxes and so on until the player can throw a stone to the last number box and return to the 'start' place
 5. can set foot on the line then the child must repeat the game.

2. Early Childhood Gross Motor Development

A. Definition of Gross Motor

Early childhood is an individual who is undergoing a very rapid growth and development process, even said to be a developmental leap. Early childhood has a very valuable age range compared to later ages because the development of intelligence is extraordinary. This age is a unique phase of life and is in a process of change in the form of growth, development, maturation and refinement, both in the physical and spiritual aspects that take place. lifelong, gradual and continuous. (Dwi Kurniawati: 2015) Motor development is the process of growth and development of a child's movement ability. Basically, this development develops in line with the maturity of the nerves and muscles of the child. Thus, every movement, however simple, is the result of a complex interaction pattern of various parts. Based on the description above, it can be concluded that gross motor activities are body movements that use large muscles or most of the muscles to carry out a body activity for example: running, jumping, pushing, throwing, catching, kicking and so on. and use the large muscles in one's body.

b. Factors Affecting Children's Motor Development

1. Age Development Age affects individuals to perform an activity. Because with increasing age, it means that the maturity of the physical organs is reached. Then it is also supported by the functioning of the central nervous system which coordinates the organs of the body, so that a person can perform gross and fine motor activities.
2. Achievement of Maturity of Physiological Organs Maturity of physical organs is marked by the achievement of muscle tissue that is increasingly complex, strong and works regularly. During the growth period of infants and children, this physiological maturity is influenced by factors such as: age, nutrition and individual health. The higher the age of a person, the more mature his physiological organs. However, this maturity, can not be separated from the nutritional factors that are consumed every day. Good nutrition, namely eating foods that contain nutrients, vitamins, protein will ensure a person's health. Babies and children who have healthy conditions tend to have physiological maturity, compared to infants or children who are often exposed to disease.
3. Head Control At the age of 1-5 months, babies still often fall asleep with their head lying on the bed. He has not been able to crouch, because the control to lift the head can not be done properly. This happens because the muscles in the neck are not well developed, so they are not able to support the head. In line with the development of his age, the baby will be able to lie on his stomach and support his head. Initially, babies learn to move from a supine position to a prone position.
4. Hand Control From birth the baby will grasp objects that come and touch the palm of his hand. At first the baby is not able to hold and grip an object well, but with the influence of age development and muscle maturity, the baby will be able to do the task of gripping / clenching an object firmly. This reflex is the basis for the emergence of fine motor movements, such as: grasping, writing, drawing or cutting. The ability to coordinate hand muscles that are useful for hand skills is called hand control ability.
5. Foot Control The ability to control the legs (legs control) is regulated by the central nervous system. But in a baby, the feet move because there is something that may touch them or be moved by the mother. This does not mean the baby tends to be passive and only move, if there is a stimulus from outside him. Babies can move their feet independently as a response or a reflex of pleasure in the presence of people who have emotional closeness. So his legs are not strong enough to walk. Likewise, the feet are an important organ for carrying out gross motor activities (walking, jumping, running), but to be able to do it requires physical preparation and maturity. Of course this is in accordance with the development of his age.

6. Locomotion Locomotion is the ability to

move or move from one place to another. This ability develops in line with increasing age and the achievement of maturity of the physical organs, as well as the functioning of the central nervous system. Thus the ability to move / move is strongly influenced by internal physiological factors. Implicitly, the ability to locomotion already exists along with the onset of reflex movements, such as: reflex placement (placing reflex), walking, swimming. However, the reflex ability tends not to be controlled by the nervous system, so that it can be said that the reflex is a sign of early development of locomotion (pre-locomotion).

c. Aspects Developed by the Engklek Game

Aspects of the development of engklek that can be developed are:

a. Improve Gross Motor

In the engklek game, children are trained to move their whole body with fun, jump to maintain balance, can increase the strength and flexibility of the muscles so that their muscles are not stiff in daily activities.

b. Improve Cognitive

In the engklek game, children can recognize the number of each step taken so that children know how many steps are taken when playing engklek. Besides that, children can count how many boxes are skipped and how many friends are playing.

c. Improve Language In the Engklek game, children can practice language when cheering and discussing when deciding to jump from one box to another while waiting for their turn.

d. Social Emotional Training

In the Engklek game, children are trained to follow the rules in the game, and learn to wait their turn in accordance with the order of not cheating, not being selfish and respecting other friends when playing because with this attitude the game can run smoothly and fun.

2. Efforts to Implement Traditional

Engklek Games for Early Childhood To optimize the learning outcomes of motoric physical development, especially in the physical motoric field, especially in the gross motoric fields such as jumping, running, dancing, playing ball and playing games, an approach to play while learning or learning while playing is needed. By playing children have the opportunity to explore, discover, express feelings. In addition, children will look active in learning physical motor development and have interest and motivation to play the game with a pleasant heart.

The following are the efforts to implement the traditional engklek game for early childhood:

a. The teacher improves the way of providing explanations about the engklek game so that children are interested and enthusiastic in participating in the game.

b. Creating an atmosphere that attracts children's attention so that children focus their attention when explaining. For example, the previous sitting atmosphere began with singing together.

c. Guiding, accompanying and giving rewards in the form of stars and praise so that children are motivated and willing to try and not feel afraid in carrying out the teacher's orders.

RESEARCH METHODS

Research Form

The form of research used is qualitative descriptive research (research that can produce scientific papers) with interviews and observations, qualitative descriptive methods refer to research procedures or research that produces qualitative data.

Research Strategy

The research strategy is an overall approach related to the implementation of ideas, planning in achieving goals. The research strategy used in this study is to use a qualitative approach, namely to gather information by exploring the phenomena/events studied.

Research data sources

Research data collected in the form of interviews and observations about the efforts to apply traditional games in the development of aspects of gross motor development of early childhood through science. The efforts to apply the traditional engklek game include aspects of gross motor development. from Kindergarten Aisyiyah al aimin. The interview method was carried out by giving questions to the Aaisyiyah Al Amin Kindergarten school teacher by recording and taking notes when the teacher was accompanying the child for gross motor development in early childhood.

Research Subjects and Objects Related to this research, the research subject is the school teacher of Aisyiyah Al Amin Bibis Luhur Kindergarten Surakarta with a total of

12 teachers and parents of Aisyiah

Kindergarten children, the consideration of the research taking the subject of research is the application of the traditional engklek game to improve gross motor skills of early childhood in Kindergarten B.yang covers aspects gross motor development at school and at home. Data collection technique

1. Interview

According to Sugiyono (2016: 317) interviews are used as a data collection technique to find problems that must be investigated and also if researchers want to know things from respondents more deeply. about behavior, and the meaning of that behavior.

Interview is a way of collecting data by way of question and answer which is done systematically and based on research objectives.

1. Informal interviews, namely interviews that are asked are very dependent on the interviewer himself.

2. Open interview, the author will hold a question and answer.

2. Observation

Observation is the collection of data intentionally, systematically about social phenomena and then recording is done.

3. Documentation

The technique of collecting data with documentation is retrieval of data obtained through documents. The advantage of using documentation is that it is relatively cheap, time and energy is more efficient. While the weakness is that data taken from documents tends to be old.

Data collected by documentation techniques tend to be data secondary, while the data collected by observation, interviews and questionnaires tend to be primary data or data directly obtained from the main party.

Data Validity

An information that will be used as research data needs to be checked for the validity of the data so that the data can be accounted for and can be used as a strong basis for drawing conclusions. The techniques used to check the validity of the data include triangulation and review of key information (Key informant Review).

Triangulation is a technique of checking the validity of data that utilizes something other than the data for checking purposes or as a comparison against the data. Moleong (2010: 330). The technique used in this research is to use the triangulation method by comparing information or data in different ways. In qualitative researchers, data analysis is the process of seeking to analyze phenomena, events, activities, beliefs, and thoughts of children. Research leaves problems that arise from the data or is left open for interpretation, data is collected with careful observation, includes descriptions in a detailed context accompanied by in-depth interview notes, accompanied by analysis of documents and notes and choosing which ones are important. and will be studied and make conclusions so that they are easily understood by researchers and others.

From the qualitative data analysis model, the model used in this research is using the interview and observation model by asking questions. The analysis consists of three streams together, namely: data sources, collection and absence of data (Miles and Huberman 2009: 16). The first thing is obtained from the results of interviews, observations and documentation during research or often called data reduction. The selection of data if there is a difference is continued to understand the role of the teacher in the development of aspects of children's religious and moral development.

RESEARCH RESULTS AND DISCUSSION

In accordance with the focus of the problem, which is about the engklek game. The researcher wants this research to be able to explain as well as explain the data thoroughly and in detail about the crank game in improving the gross motor skills of children aged 5-6 years. So the findings that can be put forward are the crank game in improving gross motor skills for children aged 5-6 years in the form of the role of teachers in improving gross motor skills for children aged 5-6 years at Aisyiyah Al Amin Bibis Luhur Kindergarten. The teacher is one of the components in the teaching and learning process, which participates in improving children's gross motor skills. To help improve children's gross motor skills, what teachers can do is

- a. Provide equipment or an environment where children may practice their motor skills. Places and tools to practice motor skills must be safe.
- b. Treat children the same. Do not compare the abilities of one child in front of another because every child is unique. Mastery of a child's motor skills will not be the same from one child to another.
- c. Introduces different types of motor skills. Increase the teacher's patience because each child has their own time period in mastering a skill.
- e. Physical activity given to children should be varied, namely activities to play and have fun while moving the body.
- f. Give children physical activities that allow children to enjoy and can achieve the expected abilities according to their development.
- g. When doing physical activities that place the child with several other children, the child should be given direction to be able to accept the presence and cooperate with other children.

Gross motor skills are part of motor activities that include large muscle skills, these movements are more demanding of physical strength and balance, gross motor movements involve muscle activity of the hands, feet, and all children, these movements rely on maturity in coordination, various motor movements Gross motor skills achieved by children are very useful for later life, such as crawling, walking, running, jumping or swimming. Gross motor skills are body movements that use large muscles, most or all of the body's gross motor parts are needed so that children can sit, kicking, running, going up and down stairs and so on. To train gross motor skills, the teacher asks students to practice directly by playing the traditional engklek game. During the practice activities, the teacher conveys the rules of play to the children, teaches the queuing attitude to the children so that the children's social-emotional development develops well and loves their friends. aims to develop gross motor skills, but the teacher shows how his role in developing children's moral values is by giving messages to children to love each other.

Engklek is one of the traditional games that can develop children's gross motor skills, namely jumping. This game is carried out according to the wishes of the players, besides that this game can be done anywhere in the home page, school yard and so on. Based on the opinion above, the researcher understands that traditional games are games that can develop children's gross motor skills through jumping on one leg because in the traditional engklek game there is the principle of experiential learning (learning direct experience).

Engklek play activities are very helpful for children in learning, including in improving the gross motor development of children in KB/TK Aisyiyah Al Amin Bibis Luhur by using traditional engklek games which are already available in KB/TK Aisyiyah Al Amin Bibis Luhur. For this reason, it needs to be used as a daily learning activity to help children develop gross motor skills, so that learning objectives for early childhood are achieved.

It is clear that the teacher at KB/TK Aisyiyah Al Amin Bibis Luhur plays an active role in developing children's gross motor skills. The discussion of this research covers the entire implementation of learning. In this study, the researcher acts as an observer who observes the role of the teacher in the learning process learning and gross motor development of children. Teachers carry out learning in accordance with the RPPH (Daily Learning Process Plan) that has been prepared. The teacher straightens the line of students in front of the class, then after the line up the teacher greets and invites the children to pray before starting learning in the classroom.

In the final activity the teacher evaluates the learning process that has been carried out, then the teacher gives moral messages to students, the messages that are emphasized are about the importance of always implementing noble behavior in everyday life both at home and in the KB / Kindergarten environment, then the teacher also advises so that children are always honest in all things because being honest will lead us to goodness, the last message is that students always respect other people's religions both in happy and sad conditions.

And researchers conducted direct interviews with teachers at KB/TK Aisyiyah Al Amin Bibis Luhur, Banjarsari sub-district and the results of gross motor development through this traditional engklek game can develop well, this can be seen from the development of children such as children who are able to maintain body balance, jump, the child is able to throw the gundu correctly, and the child instills the nature of queuing while playing the game. Researchers also conducted an assessment instrument whether it was true that children's gross motor development could develop well through this traditional engklek game which was applied in Ra ummi, Tebat gunung village, Semidang Alas sub-district, Seluma district, of course based on indicators of children's gross motor development. So the results obtained from interviews with teachers and parents of students that the children at Aisyiyah Al Amin Kindergarten have indeed developed well, it can be seen from the results of the assessment carried out through the assessment instrument that the child has been able to maintain his body balance well, throw mounds correctly without hitting the line, the child's agility in movement, the child's ability to tiptoe while kicking, the child is queuing to play the game. It can be concluded that the development of children's gross motor skills through the

traditional engklek game can develop children's gross motor skills in Aisyiyah Al Amin Bibis Luhur Kindergarten. there are 18 children who are the subject of research, so it can be seen that their gross motor development through the traditional game engklek, children's gross motor development has indeed developed well, it's just that there are some children who are starting to develop their gross motor skills because of playing this game.

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

Based on the results of research on children's gross motor development through traditional engklek games in KB/TK Aisyiyah Al Amin Bibis Luhur, Banjarsari sub-district, it can be concluded that this game relies on maturity in coordination to help children continue and develop science and technology by applying engklek games with and they are more familiar with traditional games. Kindergarten teacher Aisyiyah Al Amin can work together to guide children in formulating goals clearly in the learning process by using the traditional engklek game. The teacher uses the traditional engklek game of the same type so that children are able and easy to do this game and children's gross motor skills can develop well so that the purpose of this game is to develop children's gross motor skills can develop well.

It can be seen the results of the teacher's assessment of the gross motor development of children in Aisyiyah Al Amin Kindergarten are developing very well, children are able to maintain their body balance, have jumped, threw gundu correctly and children can queue up to do the game, it means children's motor development can develop well through children's gross motor development activities, the researchers also interviewed the teacher then the researchers conducted an assessment instrument based on the child's gross motor indicators and the result was that the child had done the engklek game activity, the results of 14 of the 18 students who were the subjects of the gross motor research had developed well, but there are some children who have not been able to do this game but some have started to develop, thus the goal of this research is to develop children's gross motor skills through the traditional engklek game. B.Suggestion

1. The application of the engklek game can be used as a reference for research related to aspects of child development other than aspects of gross motor skills, for example on the social emotional aspects of students.
2. Teachers as parents in schools must learn a lot in developing children's development through traditional engklek games in order to become good teachers creative professionals, interesting and fun for their students.
3. Teachers should create a conducive atmosphere, namely an atmosphere that involves children in

playing together with other friends so that in the learning process, children can be motivated and interact with their friends.

4. Researchers are aware of many limitations and shortcomings in this research activity, both in terms of problem formulation, data collection time, limitations in data collection techniques, lack of knowledge in data analysis and limitations in making research instruments, it is hoped that further research will develop further. and deepen the study in this research.

5. For other researchers to be able to find new media to be able to develop development in early childhood.

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