p-ISSN: 2830-2613 / e-ISSN: 2830-0912
Journal of Islamic Early Childhood Education
Program Studi: Pendidikan Islam Anak Usia Dini https://journal.iaipibandung.ac.id/index.php/piaudku

The Influence of Traditional Hahayaman Games on the Social Behavior of Early Childhood Children at RA Khalifa Bojongsoang

[1]**Marsya Alia Luthfiyyah Saepul Bahtiar** *
Institut Agama Islam Persis Bandung, Indonesia
Email: Marsyaalia7@gmail.com

[2]**Wulan Tini**
Institut Agama Islam Persis Bandung
Email: wulantiniqanita@gmail.com

[3]**Lalan Sahlani**
Institut Agama Islam Persis Bandung
Email: lalan@iaipibandung.ac.id

Correspondence: Marsyaalia7@gmail.com

Received: 20-09-2025 Revised: 20-10-2025 Accepted: 29-12-2025 Published: 31-12-2025

Abstract: This study aims to analyze the effect of the traditional game Hahayaman on the social behavior of early childhood learners in Bojongsoang Bandung. The research employed a quasi-experimental quantitative approach using a one-group pretest–posttest design. The sample consisted of 44 children divided into an experimental group of 22 children and a control group of 22 children aged 5–6 years, selected through purposive sampling. The instrument used was a social behavior observation sheet that had undergone content validity and reliability testing. The results indicate that the average social behavior score of children in the experimental group increased from 45.27 (pre-test) to 61.59 (post-test), while the control group increased from 47.77 to 57.14. Although both groups experienced improvement, the difference was not statistically significant ($\rho = 0.060$). The Hahayaman game demonstrated a positive impact on children's social behavior; however, the effect was not statistically significant. Further research with a larger sample and more intensive intervention is needed to obtain more conclusive results.
Keywords: Traditional Games Hahayaman, Social Behavior, Early Childhood.

Abstrak: *Penelitian ini bertujuan menganalisis pengaruh permainan tradisional Hahayaman terhadap perilaku sosial anak usia dini di Kecamatan Bojongsoang, Kabupaten Bandung. Penelitian menggunakan pendekatan kuantitatif quasi-eksperimental dengan desain one-group pretest–posttest. Sampel penelitian terdiri dari 44 anak yang dibagi menjadi kelompok eksperimen 22 anak dan kelompok kontrol 22 anak usia 5–6 tahun yang dipilih melalui purposive sampling. Instrumen yang digunakan berupa lembar observasi perilaku sosial yang telah diuji validitas isi dan reliabilitas. Hasil penelitian menunjukkan bahwa rata-rata skor perilaku sosial anak-anak pada kelompok eksperimen meningkat dari 45,27 (pre-test) menjadi 61,59 (post-test), sedangkan kelompok kontrol meningkat dari 47,77 menjadi 57,14. Meskipun ada peningkatan, perbedaan ini tidak signifikan secara statistik ($\rho = 0,060$). Permainan hahayaman menunjukkan dampak positif pada perilaku sosial anak-anak, namun belum cukup signifikan secara statistik. Penelitian lebih lanjut dengan sampel yang lebih besar dan intervensi yang lebih intensif diperlukan untuk memperoleh hasil yang lebih signifikan.*
Kata Kunci: *Permainan Tradisional Hahayaman, Perilaku social, Anak Usia Dini.*

Introduction

Traditional games have long been an integral part of Indonesian culture and society. However, in recent years, the trend of traditional games among children has declined with the advancement of technology and the emergence of modern games (Khasanah, Prasetyo & Rakhmawati 2011). Amidst the tide of globalization and modernization, children are increasingly exposed to technology and modern games such as video games, gadgets, and other digital media. The impact of this trend is a decline in children's interest in traditional games, such as bentengan, lompat tali, gobak sodor, and so on (Hapidin, 2016). As a result, traditional games that were previously an important part of children's lives in Indonesia are beginning to be replaced by modern games.

Based on observations in the field, children's social behavior skills have not developed as expected. This is evident in several activities that researchers observed in schools, where children more often do tasks such as coloring and writing letters or numbers, listening to teachers' lectures, and playing freely in the playground. Although there is nothing wrong with these activities, the achievement of social behavior development should receive the same attention as other aspects of development.

Early Childhood Education is education that focuses on aspects of child development, including religious and moral values, physical motor skills, cognitive skills, language skills, social-emotional skills, and artistic skills (Permendikbud No. 146, 2014). Therefore, the learning applied is an effort to develop every aspect of child development to the maximum, tailored to the interests, sensitivities, and age of the child (Suryabrata, 2017). Another view emphasizes that children learn and develop optimally through interaction with other people and their surroundings (Vygotsky, 1978).

One aspect developed in early childhood education is social development. Children's social skills develop through various opportunities and experiences interacting with people around them (Elmiza, 2019). The need to interact with others begins to be felt from the age of six months, when children begin to recognize their environment (Berk, 2013).

Another view of psychosocial theory states that children aged 3 to 6 years are in the initiative versus guilt stage (Morrison, 2012). This stage occurs during preschool, when children begin to enter a wider social world and face new challenges that require them to develop more active skills and behaviors. Children are expected to take responsibility for their behavior and take care of their bodies and their environment (Gartrell, 2011).

If the social environment supports or provides opportunities for positive child development, then children will be able to achieve good social development (Hurlock, 1980). Play is one form of stimulation for social development. Given how crucial early childhood education is as a foundation for their future growth and development, optimizing education in the three environments of family, community, and school is very important (Santrock, 2019). The importance of play in children's social and emotional development (Vygotsky, 1978).

Traditional games provide children with opportunities to develop various skills, understand social rules and norms, and learn to interact with their peers (Ardini & Lestaringnum, 2018). Traditional games are the result of cultural and historical creativity that are not only fun but also reflect deep social values. Through these games, children learn to communicate with their environment and are also trained to respect opinions and differences (Supratiknya, 2018).

Traditional games are very effective in shaping children's personalities. Traditional games

have various positive elements that are very helpful in developing children's language skills, because in games, children will communicate with their friends to determine the steps in the game to be played (Yamin & Budiman, 2016). Based on several expert opinions and observations in the field, traditional games are considered capable of stimulating child development, particularly social behavior. A literature review found a significant knowledge gap regarding the influence of traditional hahayaman games on the social behavior of early childhood at RA Khalifa. Although previous studies have shown the positive influence of traditional games on the social behavior development of early childhood, there is still a lack of research examining this topic.

Methods

The methodology employed in this study is a quasi-experimental quantitative approach designed to determine the relationship between specific variables and measure the influence of an independent treatment variable on a dependent impact variable1. Using a one-group pretest–posttest design, the research was conducted at RA Khalifa Bojongsoang, Bandung, with a total sample of 44 children aged 5–6 years. These participants were selected through purposive sampling and divided into two groups: an experimental group of 22 children from the Umar Bin Khattab class and a control group of 22 children from the Abu Bakar Ash-Shiddiq class.

The primary research instrument consisted of a social behavior observation sheet and questionnaires distributed to parents. To ensure the accuracy of the data, the instrument underwent content validity testing using product-moment correlation, where all items were declared valid as the calculated r values exceeded the r table value of 0.4227. Reliability was confirmed using Cronbach's alpha, yielding high reliability scores of 0.967 for the experimental class and 0.956 for the control class.

The intervention involved the regular implementation of the traditional game Hahayaman over a period of three weeks to provide children with direct social experience. This procedure included several stages: planning and preparation, organizing the class using "hompimpah" to assign roles such as the chicken, the weasel, and the fence or coop, and explaining the rules of the game. After the game was implemented, the sessions concluded with evaluation, reflection, and feedback to reinforce social skills such as cooperation and communication.

Data analysis was processed using SPSS 29.0 for Windows software. Descriptive analysis was used to summarize initial characteristics and mean score increases. Normality was verified using the Kolmogorov-Smirnov and Shapiro-Wilk methods to ensure the data was normally distributed ($sig > 0.05$), while Levene's Test was used to confirm homogeneity of variance between groups. Finally, hypothesis testing was conducted using the Paired Sample T-Test to compare pre-test and post-test scores within groups, and the Independent Sample T-Test to compare post-test results between experimental and control groups.

Results and Discussion

Validity Test

The correlation value obtained is compared with the correlation value (r) *product moment*. If the calculated r is greater than the table r, the statement is considered to meet the validity criteria. The r table value is calculated using the df (*degree of freedom*) formula, which is df = n-2. Thus, the result is df = (22-2). Based on the r table, the r table value obtained is 0.4227.

The following are the results of the validity test of children's social behavior data using the traditional game of hahayaman, with the following calculated r values:

Table 1
Hasil Uji Validitas Perilaku Sosial Anak Kelas Eksperimen

Statement Item Number	r count	r table	description
Experimental Class 01	0,815	0,4227	Valid
Experimental class 02	0,688	0,4227	Valid
Experimental class 03	0,762	0,4227	Valid
Experimental class 04	0,758	0,4227	Valid
Experimental class 05	0,819	0,4227	Valid
Experimental class 06	0,772	0,4227	Valid
Experimental class 07	0,819	0,4227	Valid
Experimental class 08	0,881	0,4227	Valid
Experimental class 09	0,911	0,4227	Valid
Experimental class 10	0,926	0,4227	Valid
Experimental class 11	0,927	0,4227	Valid
Experimental class 12	0,853	0,4227	Valid
Experimental class 13	0,885	0,4227	Valid
Experimental class 14	0,882	0,4227	Valid
Experimental class 15	0,807	0,4227	Valid

The validity test results for the experimental class were declared valid. This was demonstrated by a calculated correlation coefficient value of r > r table of 0.4227 at a significance level of 5%. Thus, all statement items in the experimental class met the validity requirements and could be used. The following are the results of the validity test of the control class data using the conventional method.

Table. 2
Results of the Validity Test of Social Behavior of Children in the Control Class

Statement Item Number	r count	r table	Description
Control class 01	0,638	0,4227	Valid
Control class 02	0,533	0,4227	Valid
Control class 03	0,778	0,4227	Valid
Control class 04	0,817	0,4227	Valid
Control class 05	0,835	0,4227	Valid
Control class 06	0,882	0,4227	Valid
Control class 07	0,875	0,4227	Valid
Control class 08	0,890	0,4227	Valid
Control class 09	0,833	0,4227	Valid
Control class10	0,884	0,4227	Valid
Control class11	0,755	0,4227	Valid
Control class 12	0,835	0,4227	Valid
Control class 13	0,824	0,4227	Valid
Control class 14	0,823	0,4227	Valid
Control class 15	0,533	0,4227	Valid

The validity test results in the control class were declared valid. This was demonstrated by a calculated correlation coefficient value of r > r table of 0.4227 at a significance level of 5%. Thus, all statement items in the experimental class met the validity requirements and could be used.

Reliability Test

The reliability of the instrument was measured using Cronbach's alpha because the research instrument was in the form of a questionnaire. If the Cronbach's alpha value was greater than the

table value, the questionnaire was declared reliable. If Cronbach's alpha was less than the table value, the questionnaire was declared unreliable.

Table 3
Experimental Class Reliability Test Results

Reliability Statistics

Cronbach's Alpha	N of Items
,967	15

Table 4
Control Class Reliability Test Results

Reliability Statistics

Cronbach's Alpha	N of Items
,956	15

The Cronbach's alpha value in the reliability test results for both classes is greater than the table value, so it can be concluded that the instruments used in this study are reliable, and therefore the results obtained from the instruments are trustworthy.

Descriptive Analysis

Based on the results of questionnaires given to parents of students in two groups, namely the experimental class (Umar Bin Khattab) and the control class (Abu Bakar Ash-Shiddiq), descriptive analysis results show the initial characteristics of children's social behavior before intervention (Treatment). The following is a summary of the analysis results conducted using SPSS:

Table 3. 5
Descriptive Analysis Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	22	33	58	45,27	7,753
Post-Test Eksperimen	22	46	75	61,59	8,562
Pre-Test Kontrol	22	34	59	47,77	6,233
Post-Test Kontrol	22	36	75	57,14	9,973
Valid N (listwise)	22				

Experimental group

Before the intervention (treatment), the mean score for the pre-test of social behavior was 45.27 with a standard deviation of 7.753. The mean score for social behavior after the intervention increased to 61.59 with a standard deviation of 8.562.

Control group

The average score for the pre-test of social behavior in the control class was 47.77 with a standard deviation of 6.233. After the research period, the average score increased to 57.14 with a standard deviation of 9.973.

From this descriptive analysis, it can be concluded that both the experimental and control groups experienced an increase in social behavior scores from the pre-test to the post-test. However, a more significant and consistent increase occurred in the experimental group that received the traditional hahayaman game intervention, with a greater increase in the average post-test score in the experimental group, namely 16.32, compared to the control group, namely 9.37, indicating that the traditional hahayaman game intervention has the potential to be effective in improving children's social behavior. The smaller variation in scores also indicates that the intervention had a more even impact on all participants compared to the control class.

Normality Test

Normality tests were conducted to determine whether the collected data were normally distributed or not. Normality tests were conducted using two methods, namely the Kolmogorov-Smirnov method and the Shapiro-Wilk method. The following table shows the results of normal

tests conducted using SPSS.:

Table. 6
Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Permainan Tradisional Hahayaman	Pre-Test Eksperimen Permainan Hahayaman	,118	22	,200*	,942	22	,214
	Post-Test Eksperimen Permainan Hahayaman	,165	22	,125	,936	22	,164
	Pre-Test Kontrol Konvensional	,107	22	,200*	,987	22	,990
	Post-Test Kontrol Konvensional	,122	22	,200*	,969	22	,682

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Hasil uji normalitas dengan metode Kolmogorov-Smirnov

Pre-test experiment, the statistical value in the Kolmogorov-Smirnov method is 0.118 with a significant value of 0.200. Because the sig value is > 0.05, the pre-test data in the experimental group can be considered normally distributed. Post-test experiment, the statistical value in the Kolmogorov-Smirnov method is 0.165 with a significant value of 0.125. The sig value > 0.05 indicates that the post-test data in the experimental group is also normally distributed.

Pre-Test control, the statistical value in the Kolmogorov-Smirnov method is 0.107 with a significant value of 0.200. Because the sig value is > 0.05, the pre-test data in the control group can be considered normally distributed. Post-Test control, the statistical value in the Kolmogorov-Smirnov method is 0.122 with a significant value of 0.200. The sig value > 0.05 indicates that the post-test data in the control group is normally distributed.

Results of normality testing using the Shapiro-Wilk method

Pre-test experiment, the statistical value in the Shapiro-Wilk method is 0.942 with a significance value of 0.214. Because the sig value is > 0.05, the pre-test data in the experimental group can be considered normally distributed. Post-test experiment, the statistical value in the Shapiro-Wilk method is 0.936 with a significance value of 0.164. The sig value > 0.05 indicates that the post-test data of the experimental group is normally distributed.

Pre-test control, the statistical value in the Shapiro-Wilk method is 0.987 with a significance value of 0.990. Because the sig value is > 0.05, the pre-test data in the control group can be considered normally distributed. Post-Test control, the statistical value in the Shapiro-Wilk method is 0.969 with a significant value of 0.682. The sign value is > 0.05, indicating that the post-test data in the control group is normally distributed.

Homogeneity Test

The homogeneity test in this study used the *Levene's Test* method, which tests whether the variances of two or more groups are the same. The following is a table of homogeneity test results based on the meaning:

Table. 7
Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Permainan Tradisional Hahayaman	Based on Mean	,443	1	42	,509
	Based on Median	,658	1	42	,422
	Based on Median and with adjusted df	,658	1	41,949	,422
	Based on trimmed mean	,434	1	42	,514

Based on the homogeneity test, the calculated F value is 0.443 with a significance value of 0.509. The Levene's value is > 0.05, indicating that there is no significant difference in variance between the tested groups. In other words, the data variance between the experimental and control groups can be considered homogeneous or similar.

Thus, it can be said that the subsequent statistical analysis comparing the experimental and control groups is valid, because the observed differences are not influenced by differences in variability between groups.

Paired Sample T-Test

Penelitian ini bertujuan untuk menjawab rumusan masalah apakah terdapat pengaruh yang signifikan dari intervensi permainan tradisional hahayaman, maka dilakukan uji Paired Sample T-Tes. Uji ini membandingkan skor pre-test dan post-test dalam kelompok yang sama untuk melihat perubahan yang terjadi setelah intervensi.

Table. 8
Uji Paired Sample T-Test

Paired Samples Test

		Paired Differences					t	df	Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			One-Sided p	Two-Sided p
Pair 1	Pre-Test Eksperimen - Post-Test Eksperimen	-16,318	7,060	1,505	-19,448	-13,188	-10,841	21	<,001	<,001
Pair 2	Pre-Test Kontrol - Post-Test Kontrol	-9,364	5,251	1,120	-11,692	-7,035	-8,364	21	<,001	<,001

Based on output pair 1, a significant value (2-tailed) of 0.001 < 0.05 was obtained, so it can be concluded that there is a statistically significant difference between the average pre-test and post-test scores.

Based on the output pair 2, a significance value (2-tailed) of 0.001 < 0.05 was obtained, so it can be concluded that there is a statistically significant difference between the control pre-test and control post-test scores.

Based on the results of the Paired Sample T-Test, it can be concluded that there is a significant effect of the traditional hahayaman game intervention on the social behavior of children in the experimental group. This is indicated by a significant value (2-tailed) of less than 0.001, which indicates that the difference in the average pre-test and post-test scores in the experimental group did not occur by chance.

Hypothesis Testing

This hypothesis test uses a t-test with parametric statistics, using the formula *Independent Sample T-Test*. The table below shows the results calculated using *SPSS 29.0 for Windows software*. Independent sample t-test analysis of the post-test of the experimental class using the traditional hahayaman game method and the post-test of the control class using the conventional method. The conclusion of this study can be considered significant if the p-value is 0.05. The summary of the t-test for the post-test of the experimental class using the traditional hahayaman game method and the post-test of the control class using the conventional method is shown in the following table.

Table. 9
Uji Independent Sample T-Test Post-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
		F	Sig.	t	df	One-Sided p	Two-Sided p			Lower	Upper
Hasil Permainan Tradisional Hahayaman	Equal variances assumed	,443	,509	1,590	42	,060	,119	4,455	2,802	-1,201	10,110
	Equal variances not assumed			1,590	41,059	,060	,120	4,455	2,802	-1,204	10,114

Table. 10

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Permainan Tradisional Hahayaman	Post-Test Eksperimen Permainan Tradisional Hahayaman	22	61,59	8,562	1,825
	Post-Test Kontrol Konvensional	22	57,14	9,973	2,126

Traditional Hahayaman Games at RA Khalifa

The traditional game of hahayaman is one form of intervention implemented at RA Khalifa to improve children's social behavior. This game was chosen for its ability to engage children in physical activity and enjoyable social interaction. Hahayaman involves various activities that require cooperation, coordination, and communication between children, such as tag, hide-and-seek, and role-playing games. The hahayaman game is implemented regularly for three weeks, with the aim of providing children with the opportunity to develop their social skills through direct experience. In practice, this game not only improves children's physical fitness but also gives them the opportunity to learn and practice social skills in a fun and structured context.

Children's Social Behavior at RA Khalifa

The social behavior of children at RA Khalifa covers various aspects of social interaction such as communication skills, cooperation, empathy, and tolerance. Based on the results of observations and pre-tests conducted before the intervention, the average social behavior of children at RA Khalifa showed some variation. Some children exhibited good social behavior, being able to interact positively with their peers, share, and cooperate in group activities. However, there were also some children who tended to exhibit individualistic behavior, found it difficult to share, and were less able to cooperate with their friends. The pre-test results showed that the average social behavior score of the children was 45.27 with a standard deviation of 7.753 in the experimental group and 47.77 with a standard deviation of 6.233 in the control group, indicating room for improvement in social behavior.

The Influence of Traditional Hahayaman Games on Children's Social Behavior at RA Khalifa

The effect of the traditional hahayaman game on the social behavior of children at RA Khalifa was measured by comparing the pre-test and post-test scores of the experimental and control groups. The results showed that the hahayaman game had a significant positive effect on improving the social behavior of children. In the experimental group, the average social behavior score increased from 45.27 in the pre-test to 61.59 in the post-test, with a significant difference ($t = -10.841$, $\varrho < 0.001$). This shows that the game intervention was effective in improving aspects of social behavior such as cooperation, empathy, and communication (Erikson, 1950).

Conversely, the control group also showed an increase in scores from 47.77 on the pre-test to 57.14 on the post-test, but this increase was smaller than that of the experimental group and, although statistically significant ($t = -8.364$, ϱ 0.001), it suggests that other factors may also have influenced their social behavior improvement during the study period.

Hypothesis testing shows that the difference in post-test scores between the experimental and control groups is not statistically significant ($\varrho = 0.060$), although it is close to the significance threshold. This indicates that although the Hahayaman game had a greater positive impact than the control group, the difference was not large enough to be considered significant at a 5% significance level. However, these results still show a positive improvement in the experimental

group that can be recognized as an indication of the effectiveness of the traditional Hahayaman game.

Another view emphasizes that play is an important medium for children to develop their social and cognitive skills (Vygotsky, 1978). Through interaction with peers, children learn various aspects of communication and cooperation that are essential in their social lives. Another view also argues that play provides opportunities for children to understand social rules and develop logical thinking skills (Piaget, 1962). In addition, another view states that play can help children overcome developmental crises and form their social identity (Erikson, 1963). The above views support the idea that traditional games such as hahayaman can help improve children's social behavior. The findings also support Berk's (2013) opinion that cooperative play improves social and emotional skills.

Overall, this study shows that the traditional game of hahayaman can be an effective tool for improving children's social behavior at RA Khalifa, with promising results. However, more intensive intervention and further research are needed to reinforce these findings.

Conclusion

The traditional game of hahayaman at RA Khalifa was implemented with the aim of improving children's social behavior. The steps involved were planning and preparation, organizing the class by playing hompimpah to determine the roles of chicken, weasel, and coop or fence, explaining the rules and how to play, implementing the game, evaluation, reflection, feedback, and continuous application.

Before the Hahayaman game treatment, children at RA Khalifa showed a lack of communication, cooperation, and empathy. The pre-test results showed an average social behavior score of 45.27 in the experimental group and 47.77 in the control group. After the intervention, there was a significant improvement. The children became more empathetic, dared to start conversations, ask questions, and talk about themselves. The post-test results showed that the average score increased to 61.59 in the experimental group and 57.14 in the control group.

The average post-test scores between the experimental and control groups were not statistically significant ($\rho = 0.060$). The post-test score for the experimental group was 61.59, while the post-test score for the control group was 57.14. This shows that the hahayaman game had a positive impact, but it was not significant enough to be considered statistically significant.

It can therefore be concluded that (ha) is rejected and (ho) is accepted, meaning that traditional hahayaman games have no effect on the social behavior of young children. Further research is recommended to expand the sample size, vary the traditional games, and test long-term effectiveness.

References

Ardini, P. P., & Lestaringrum, A. (2018). *Bermain dan permainan anak usia dini*. CV Adjie Nusantara.

Berk, L. E. (2013). *Child development* (9th ed.). Pearson.

Elmiza, T. (2019). *Konsep psikososial menurut teori Erik H. Erikson terhadap pendidikan anak usia dini dalam tinjauan pendidikan Islam* (p. 73). Repository IAIN Bengkulu.

Erikson, E. H. (1950). *Childhood and society*. Norton.

Erikson, E. H. (1963). *Childhood and society* (2nd ed.). Norton.

Gartrell, D. (2011). Educating the human brain. *Education Week, 30*(35), 32–33.

Hapidin. (2016). Pengembangan model permainan tradisional dalam membangun karakter anak usia dini. *Jurnal Ilmiah Pendidikan Anak Usia Dini, 10*(1), 59–68.

Hurlock, E. B. (1980). *Child development* (5th ed.). McGraw-Hill.

Jaedun, A. (2011). *Metodologi penelitian eksperimen*. Puslit Dikdasmen.

Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2014). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 146 Tahun 2014 tentang Kurikulum 2013 Pendidikan Anak Usia Dini*. Kementerian Pendidikan dan Kebudayaan RI.

Khasanah, N., Prasetyo, A. D., & Rakhmawati, E. (2011). Permainan tradisional sebagai media stimulasi aspek perkembangan anak usia dini. *Jurnal Ilmiah Pendidikan Anak Usia Dini, 5*(1), 49–62.

Morrison, G. S. (2012). *Dasar-dasar pendidikan anak usia dini*. Indeks.

Piaget, J. (1962). *Play, dreams and imitation in childhood*. Norton.

Santrock, J. W. (2019). *Life-span development* (17th ed.).

Supratiknya, A. (2018). The role of traditional games in children's social development. *International Journal of Humanities and Cultural Studies, 5*(1), 1643–1652.

Suryabrata, S. (2017). *Psikologi pendidikan*. Kencana Prenada Media Group.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Yamin, M., & Budiman, M. (2016). The effectiveness of traditional games: Analysis of batik face game towards children's social development. *International Journal of Evaluation and Research in Education (IJERE), 5*(2), 191