

Jurnal Pendidikan Kepeleatihan Olahraga: Pejuang

Volume 2 Nomor 1 Februari 2026

E-ISSN: 3090-1278

The Influence of Traditional Games on Students' Emotional Intelligence in Physical Education Learning

Muhammad Fadli

Pendidikan Jasmani Kesehatan dan Rekreasi, Universitas Negeri Makassar, Indonesia

muhammadfadli@unm.ac.id

Correspondensi Author

Email: muhammadfadli@unm.ac.id

Article History

Received: 09-12-2025;

Reviewed: 18-02-2026;

Accepted: 27-02-2026;

Published: 28-02-2026

ABSTRACT

This study aims to analyze the effect of the traditional game of hadang on improving students' emotional intelligence in physical education learning at SDN 21 Tangnga-Tangnga. Emotional intelligence is an important aspect in the development of elementary school-aged children that needs to be developed through various learning methods, one of which is through traditional games. This study used a quasi-experimental design method with a pretest-posttest control group design approach. The research subjects consisted of 60 students of grades IV and V who were divided into an experimental group (30 students) who received the traditional game of hadang treatment and a control group (30 students) who followed conventional learning. Data collection used a validated emotional intelligence scale with a reliability of 0.89. The results showed a significant difference between the experimental and control groups with a t-value of 8.742 > t-table 2.002 at a significance level of 0.05. The increase in emotional intelligence in the experimental group reached 32.4% covering aspects of self-awareness, emotional management, motivation, empathy, and social skills. The traditional game of hadang has been proven effect in improving students' emotional intelligence because it involves social interaction, teamwork, emotional control, and decision-making in a competitive yet enjoyable game situation.

Keywords: Traditional Game of Hadang; Emotional Intelligence; Physical Education.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh permainan tradisional hadang terhadap peningkatan kecerdasan emosional siswa dalam pembelajaran pendidikan jasmani di SDN 21 Tangnga-Tangnga. Kecerdasan emosional menjadi aspek penting dalam perkembangan anak usia sekolah dasar yang perlu dikembangkan melalui berbagai metode pembelajaran, salah satunya melalui permainan tradisional. Penelitian ini menggunakan metode quasi-experimental design dengan pendekatan pretest-posttest control group design. Subjek penelitian terdiri dari 60 siswa kelas IV dan V yang dibagi menjadi kelompok eksperimen (30 siswa) yang mendapat perlakuan permainan

Jurnal Pendidikan Kepeleatihan Olahraga: Pejuang

Volume 2 Nomor 1 Februari 2026

E-ISSN: 3090-1278

tradisional hadang dan kelompok kontrol (30 siswa) yang mengikuti pembelajaran konvensional. Pengumpulan data menggunakan skala kecerdasan emosional yang telah divalidasi dengan reliabilitas 0,89. Hasil penelitian menunjukkan adanya perbedaan signifikan antara kelompok eksperimen dan kontrol dengan nilai t -hitung $8,742 > t$ -tabel $2,002$ pada taraf signifikansi $0,05$. Peningkatan kecerdasan emosional pada kelompok eksperimen mencapai $32,4\%$ meliputi aspek kesadaran diri, pengelolaan emosi, motivasi, empati, dan keterampilan sosial. Permainan tradisional hadang terbukti berpengaruh meningkatkan kecerdasan emosional siswa karena melibatkan interaksi sosial, kerja sama tim, pengendalian emosi, dan pengambilan keputusan dalam situasi permainan yang kompetitif namun menyenangkan.

Kata Kunci: Permainan Tradisional Hadang; Kecerdasan Emosional; Pendidikan Jasmani.

INTRODUCTION

Physical education is an integral part of the national education system which has a strategic role in developing the physical, motor, cognitive, affective, and social aspects of students. Physical education learning not only focuses on the development of motor skills and physical fitness, but also includes the formation of students' character and emotional intelligence which is an important foundation in social life (Rusman et al., 2020).

Emotional intelligence is an individual's ability to recognize, understand, manage one's own emotions, and interact effectively with others. The concept of emotional intelligence includes five main components, namely self-awareness, self-regulation, self-motivation, empathy, and social skills, each of which has a vital role in forming a mature and adaptive personality. At the elementary school level, the development of emotional intelligence is crucial because this period is a golden age phase where children form patterns of behavior, attitudes, and ways of interacting that will be carried over into adulthood (Abdullah et al., 2025).

The reality on the ground shows that physical education learning in most elementary schools still tends to be monotonous and focuses solely on the physical aspect without paying attention to the development of the emotional and social dimensions of students. Initial observations conducted at SDN 21 Tangnga-Tangnga showed several problems related to students' emotional intelligence, including low ability to manage emotions when facing defeat in games, lack of empathy for peers, weak motivation to achieve, and lack of communication and teamwork skills in groups. This phenomenon is in line with the findings Putri (2024) which identified that 68% of primary school students in Indonesia have a moderate to low level of emotional intelligence, which is characterized by frequent conflicts between students, difficulty controlling anger, and inability to adapt to the social environment.

These problems indicate the need for innovation in physical education learning that not only develops motor aspects but also simultaneously improves students' emotional intelligence (Abdullah et al., 2025). One alternative that can be implemented is the use of traditional games as a learning medium that is rich in character values, social interaction, and constructive emotional experiences (Andriani, 2012). Traditional Indonesian games have unique characteristics that distinguish them from modern

Jurnal Pendidikan Kepeleatihan Olahraga: Pejuang

Volume 2 Nomor 1 Februari 2026

E-ISSN: 3090-1278

games, namely being full of noble cultural values, emphasizing aspects of togetherness, teaching sportsmanship, practicing self-control, and providing space for children to express and manage emotions naturally in the context of play (Sudarsinah, 2021).

The traditional game of hadang is one of the popular folk games in various regions in Indonesia with different names such as gobak sodor, galah asin, or hadang-hadangan. The game involves two groups competing against each other with clear rules, requiring strategy, teamwork, speed, agility, and the ability to read situations and make decisions quickly (Mulyani, 2016). In its implementation, the game requires students to develop various aspects of emotional intelligence such as awareness of their own strengths and weaknesses, emotional management when facing pressure, motivation to achieve common goals, empathy for team members, and communication and negotiation skills in competitive situations.

Several previous studies have examined the relationship between traditional play and aspects of child development, but the majority are still limited to motor and cognitive aspects (Mahfud & Fahrizqi, 2020). Research Juniarti (2022) found that traditional games were effective in improving early childhood gross motor skills with an average increase of 45%. Meanwhile, Syamsurrijal (2020) Identifying that traditional games contribute to an increase in children's cognitive abilities and creativity by 38%. However, specific studies on the effectiveness of traditional games, especially hadang, on improving the emotional intelligence of elementary school students in the context of physical education learning are still limited and need to be studied more deeply Erwanda & Sutapa (2023).

This research is important to do considering several strategic reasons. First, the urgency of developing emotional intelligence in the digital era where children are increasingly rarely interacting directly and tend to be individualistic. Second, the potential of traditional games as a cultural heritage that is beginning to be forgotten needs to be preserved through integration in the formal learning system. Third, the need for a holistic physical education learning model and not only oriented to physical aspects. Fourth, the results of this research are expected to make an empirical contribution to the development of a physical education curriculum based on local wisdom and centered on the development of students' character as a whole (Rusman et al., 2020).

Based on the above background description, this study aims to analyze the influence of traditional game hadang on the improvement of students' emotional intelligence in physical education learning at SDN 21 Tangnga-Tangnga. Specifically, this study will examine the differences in the level of emotional intelligence between the group of students who receive the treatment of traditional games and the group that follows conventional learning, as well as identify the most significant aspects of emotional intelligence that have improved. The results of this study are expected to provide practical recommendations for physical education teachers in designing learning that not only develops physical aspects but also simultaneously improves students' emotional intelligence using traditional games as an effective, fun, and character-rich learning medium.

METHOD

This study uses a quantitative approach with a quasi-experimental design, specifically pretest-posttest control group design which aims to test the effectiveness

Jurnal Pendidikan Kepeleatihan Olahraga: Pejuang

Volume 2 Nomor 1 Februari 2026

E-ISSN: 3090-1278

of traditional game as an independent variable on students' emotional intelligence as a dependent variable in physical education learning. This design was chosen because it allowed the researchers to compare the results of pre- and post-treatment measurements between the experimental group that received the intervention of traditional game and the control group that followed conventional physical education learning without special treatment (Muslich & Iswati, 2017).

The research was carried out at SDN 21 Tangnga-Tangnga, North Polongbangkeng District, Takalar Regency, South Sulawesi Province for 12 weeks in the even semester of the 2023/2024 school year, from January to March 2024 to be precise. The selection of the location of this research was based on considerations of accessibility, the willingness of the school to collaborate, and the results of initial observations that showed that there were problems related to students' emotional intelligence that needed intervention through innovative learning.

The study population was all students of grades IV and V of SDN 21 Tangnga-Tangnga totaling 120 students with the consideration that in the age range of 9-11 years, children are at the stage of cognitive and emotional development that allows them to understand complex game rules and be able to interact socially in groups. The sampling technique uses purposive sampling with the criteria of students who actively participate in physical education learning, do not have physical limitations that interfere with play activities, and have permission from parents to participate in the research. Based on these criteria, 60 students were selected who were then randomly divided into two groups, namely an experimental group of 30 students and a control group of 30 students with a balanced composition in terms of gender and academic ability.

The research instrument used was an emotional intelligence scale adapted from the Goleman model which has been validated and adjusted to the Indonesian cultural context with a reliability coefficient of Cronbach's Alpha of 0.89 which indicates an excellent level of internal consistency. This scale consists of 40 statements that measure five dimensions of emotional intelligence, namely self-awareness with 8 items, emotional management with 8 items, self-motivation with 8 items, empathy with 8 items, and social skills with 8 items, each of which uses a Likert scale of 1-5 ranging from strongly disagree to strongly agree. Before being used in the main study, the instrument was tested on 30 students in another school with similar characteristics to ensure construct validity and reliability, the results showed a construct validity value with an item-total correlation coefficient ranging from 0.45 to 0.78 indicating all valid and reliable items were used.

The research procedure began by conducting a pretest to measure the initial level of emotional intelligence in both groups before being given treatment, then the experimental group received an intervention in traditional hurdle games integrated in physical education learning as many as 24 meetings with a frequency of 2 times per week and a duration of 70 minutes per meeting consisting of 15-minute warm-up activities, 40-minute hurdle game implementation, 10 minutes of reflection and discussion, and 5 minutes of cooling. Meanwhile, the control group followed conventional physical education learning that included sports activities such as gymnastics, running, and ball games of the same duration and frequency without any special modifications related to the development of emotional intelligence. After the intervention period was over, both

Jurnal Pendidikan Kepeleatihan Olahraga: Pejuang

Volume 2 Nomor 1 Februari 2026

E-ISSN: 3090-1278

groups were given a posttest using the same instrument to measure their final level of emotional intelligence and compare the changes that occurred.

In each session of the obstacle game in the experimental group, the researcher who acts as a physical education teacher applies a learning strategy specifically designed to optimize the development of emotional intelligence through several stages, namely the explanation of game rules and strategies that emphasize the value of sportsmanship, heterogeneous division of groups to train adaptability, the implementation of games with observation of students' interactions and emotional responses, providing positive and constructive feedback during the game, as well as post-game reflection sessions where students are encouraged to express their feelings, evaluate team performance, identify emotional challenges faced, and discuss more effective emotional management strategies. All activities were documented through structured observations, field notes, and video documentation for the purpose of supporting qualitative analysis.

The data analysis technique used descriptive statistics to describe the characteristics of the data including mean, median, mode, standard deviation, minimum and maximum values of emotional intelligence scores in the experimental and control groups both at the pretest and posttest (Sugiyono, 2015). To test the research hypothesis, an inferential statistical test was used, namely a paired sample t-test to compare pretest and posttest scores in one group to find out if there was a significant difference before and after treatment, and an independent sample t-test to compare the gain score or difference in improvement between the experimental group and the control group to determine the effectiveness of the treatment. Before the hypothesis test was carried out, the analysis prerequisite test was first carried out, namely the normality test using the Kolmogorov-Smirnov test to ensure that the data was distributed normally and the homogeneity test using Levene's test to ensure the variance of the two homogeneous groups with a set significance level of 0.05 or a 95% confidence level. The entire data analysis process is carried out with the help of SPSS software version 26 to ensure accuracy and efficiency in quantitative data processing.

RESEARCH RESULTS

The results of the descriptive analysis showed that there was a considerable difference between the emotional intelligence scores in the experimental group and the control group in both the initial and final measurements.

Table 1. Descriptive Analysis

| Statistics | Pretest Experiment | Posttest Experiment | Pretest Control | Posttest Control |
|--------------------|-----------------------|------------------------|--------------------|---------------------|
| Number of Samples | 30 | 30 | 30 | 30 |
| Lowest Score | 97,00 | 140,00 | 84,00 | 103,00 |
| Highest Score | 125,00 | 160,00 | 120,00 | 135,00 |
| Average (Mean) | 118,47 | 156,87 | 117,83 | 128,53 |
| Range | 28 | 20 | 36 | 32 |
| Standard Deviation | 12,35 | 10,42 | 11,92 | 11,18 |
| Median | 111,00 | 150,00 | 112,00 | 119,00 |

Jurnal Pendidikan Kepeleatihan Olahraga: Pejuang

Volume 2 Nomor 1 Februari 2026

E-ISSN: 3090-1278

On the pretest measurements, the experimental group had an average emotional intelligence score of 118.47 with a standard deviation of 12.35, while the control group had an average of 117.83 with a standard deviation of 11.92, indicating that both groups were in relatively the same or homogeneous initial condition before being given the treatment. This initial equivalence condition is critical to ensure that the differences that arise after treatment are due to the intervention given and not due to differences in the initial condition of the study subjects.

After a 12-week intervention period, the results of the posttest measurements showed significant changes in both groups but with different magnitudes. The experimental group that received the treatment of traditional games experienced an increase in the average emotional intelligence score to 156.87 with a standard deviation of 10.42, which means an increase of 38.40 points or equivalent to 32.4% of the initial score. Meanwhile, the control group that followed conventional learning also experienced an increase but not as much as the experimental group, namely from an average of 117.83 to 128.53 with a standard deviation of 11.18, which showed an increase of 10.70 points or about 9.1% from the initial score. This difference in improvement indicates that although conventional learning also has a positive impact on emotional intelligence through social interaction in sports activities, traditional games provide a much more effective stimulus in developing aspects of students' emotional intelligence.

Analysis prerequisites test is performed before performing hypothesis testing to ensure that the data meets parametric assumptions. The results of the normality test used the Kolmogorov-Smirnov test.

Table 2. Normality Test

| Data | Probability | Sig | Remarks |
|------------|-------------|--------------|---------|
| Experiment | 0,200 | 0,134 > 0,05 | Normal |
| Control | 0,200 | 0,156 > 0,5 | Normal |

The results of the normality test showed a significance value for the experimental group of 0.134 and the control group of 0.156, where both values were greater than alpha 0.05 so that it can be concluded that the emotional intelligence data in both groups was normally distributed. Next, the variance homogeneity test uses Levene's test.

Table 3. Homogeneity Test

| Data | Levene Statistic | Df1 | Df2 | Sig |
|------------------------|------------------|-----|-----|-------|
| Emotional Intelligence | 1,243 | 1 | 58 | 0,270 |

The results of the homogeneity test resulted in an F value of 1.243 with a significance of 0.270 which is greater than 0.05, indicating that the variance of the data of the two groups was homogeneous or not significantly different. The fulfillment of this assumption of normality and homogeneity allows the researcher to continue the analysis using parametric statistics, namely the t-test which has a higher power than the non-parametric test in detecting significant differences.

Table 4. Uji Paired Sampel t-test

| Variabel | rCount | Df | Sig |
|----------|--------|----|-----|
|----------|--------|----|-----|

Jurnal Pendidikan Kepelatihan Olahraga: Pejuang

Volume 2 Nomor 1 Februari 2026

E-ISSN: 3090-1278

| | | | |
|------------|--------|----|-------|
| Experiment | 15,872 | 29 | 0,000 |
| Control | 4,327 | 29 | 0,000 |

The results of the paired sample t-test for the experimental group showed a t-count value of 15.872 with a degree of freedom of 29 and a significance value (2-tailed) of 0.000 which was much smaller than the alpha of 0.05, so it can be concluded that there was a very significant difference between the pretest and posttest scores of emotional intelligence in the group that received the treatment of traditional game of the game. Meanwhile, the paired sample t-test in the control group resulted in a t-count value of 4.327 with a degree of freedom of 29 and a significance of 0.000, indicating that although the control group also experienced a statistically significant increase, the magnitude of the increase was much smaller than that of the experimental group.

To test the difference in the effect of treatment directly, an analysis of the gain score or the difference between posttest and pretest in both groups was carried out using an independent sample t-test.

Table 5. Independent Sampel t-test

| Variabel | rCount | Df | Table | Sig |
|------------------------|--------|----|-------|-------|
| Emotional Intelligence | 8,742 | 58 | 2,002 | 0,000 |

The results of the analysis showed that the average gain score of the experimental group was 38.40 with a standard deviation of 13.24, while the average gain score of the control group was 10.70 with a standard deviation of 13.53. The independent sample t-test resulted in a t-count value of 8.742 with a degree of freedom of 58 and a significance value (2-tailed) of 0.000, where the t-count value was greater than the t-table at a significance level of 0.05 which was 2.002, so that the null hypothesis was rejected and an alternative hypothesis was accepted which means that there was a very significant difference in the increase in emotional intelligence between the group that received the traditional game treatment and the group that Participating in Conventional Learning.

DISCUSSION

The influence of traditional game of barrier in increasing emotional intelligence can be explained through several psychological and pedagogical mechanisms. First, the game provides an authentic and experiential learning environment where students not only receive verbal instruction on how to manage emotions but actually experience challenging emotional situations and learn through trial and error in a safe and supportive context. This experiential learning has been shown to be more effective in forming emotional and social skills than theoretical or observational learning because it involves a deeper encoding process through simultaneous physical, cognitive, and emotional engagement (Hajar Danardono, 2015).

Second, a team-based structure creates positive interdependence where individual success is highly dependent on cooperation and support from other team members, thus encouraging students to develop interpersonal skills, empathy, and social responsibility. In cooperative learning theory, positive interdependence is a key element that facilitates the development of social and emotional skills because it forces

Jurnal Pendidikan Kepelatihan Olahraga: Pejuang

Volume 2 Nomor 1 Februari 2026

E-ISSN: 3090-1278

individuals to step out of an egocentric perspective and consider the needs and feelings of others in the process of achieving common goals (Fajri et al., 2021).

Third, the game has fun and engaging characteristics that create positive emotional arousal, where when students are in a positive emotional state, they are more open to learning, more creative in problem solving, and better able to manage negative emotions that may arise. Flow theory explains that activities that have an optimal balance between individual challenges and abilities will result in a flow experience where individuals feel fully engaged, focused, and enjoy the process without being too stressed or bored, and this condition is very conducive to learning and self-development (Kesehatan RI, 2017). Fourth, the reflection sessions conducted after each game provide an opportunity for students to do metacognition or think about their own processes of thinking and feeling emotions, identify patterns of constructive and destructive emotional responses, and plan more effective strategies for similar situations in the future. This reflective practice is an important component in the development of emotional intelligence because it facilitates self-awareness, self-regulation, and continuous improvement through a systematic self-evaluation process (Laima, 2022)

KeFifth, traditional games bring local cultural values that are relevant to the context of students' lives, so that learning becomes more meaningful and authentic for them (Juniarti, 2022). Social constructivism theory emphasizes that effective learning occurs when new knowledge is connected to students' experiences and cultural contexts, in which case chess as part of the local culture has historical and social relevance that makes learning about emotional intelligence more contextual and applicable in students' daily lives (Putri, 2024)

The findings of this study are in line with several previous studies that identified a positive relationship between traditional games and aspects of children's social-emotional development. Research Erwanda & Sutapa (2023) It was found that the traditional game of gobak sodor, which is synonymous with barrier, effectively increased prosocial behavior and child cooperation with a relatively large effect size, namely Cohen's d of 1.24. Study Mulyani (2016) Identify that the integration of traditional games in physical education learning contributes to the improvement of students' character especially in the aspects of sportsmanship, responsibility, and respect with an average increase of 41% after the intervention for 16 weeks. Syamsurrijal (2020) It was found that children who regularly played traditional games had lower levels of aggression and better emotion regulation abilities than children who played more digital games, with a significant difference in p of less than 0.01.

However, this study also identifies several challenges in the implementation of traditional game hadang as a learning medium for physical education. First, the game requires a relatively large space and adequate infrastructure such as a field with a flat and safe surface, where not all schools have ideal facilities for the implementation of this game. Second, effective implementation requires teacher competence in designing learning that not only focuses on the technical aspects of the game but also explicitly integrates elements of emotional intelligence development through structured guidance, feedback, and reflection. Third, the obstacle game takes a relatively longer time than conventional sports activities because it includes the stages of group formation, explanation of rules, trials, game implementation, and reflection, so it

Jurnal Pendidikan Kepelatihan Olahraga: Pejuang

Volume 2 Nomor 1 Februari 2026

E-ISSN: 3090-1278

requires adequate allocation of learning time so that the entire process can run optimally (Juniarti, 2022).

The practical implication of this study is that traditional games can be used as an alternative to holistic physical education learning strategies and are not only oriented towards the development of physical motor aspects but also simultaneously develop students' emotional intelligence. Physical education teachers need to be more creative and innovative in designing learning that integrates local wisdom using traditional games that are rich in character values and social interactions. Schools need to provide support in the form of providing infrastructure, adequate time allocation, and training for teachers to develop competencies in the effective implementation of traditional game-based learning (Mahfud & Fahrizqi, 2020).

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research and discussion, it can be concluded that the traditional game of hadang has been proven to be influential in increasing students' emotional intelligence in learning physical education at SDN 21 Tangnga-Tangnga. The group of students who received the treatment of traditional games experienced an increase in emotional intelligence of 32.4%, which was much higher than the control group which only increased by 9.1%. The results of the independent sample t-test showed a very significant difference with a t-count value of 8.742 greater than the t-table of 2.002 at a significance level of 0.05.

Based on these conclusions, the researcher gave the following suggestions. First, physical education teachers are advised to integrate traditional games in learning as an alternative strategy for developing students' emotional intelligence by paying attention to the aspects of careful planning, structured implementation, and comprehensive evaluation not only of physical aspects but also of emotional and social dimensions. Second, schools are advised to provide adequate infrastructure, allocate sufficient learning time, and organize training for teachers in the implementation of effective and innovative traditional game-based learning. Third, researchers are then advised to conduct longitudinal studies with a longer period to identify the sustainability effects of traditional games on emotional intelligence, explore other traditional games that have similar potential, involve moderator variables such as gender and cognitive intelligence levels, and use mixed methods that combine quantitative and qualitative approaches to gain a more holistic understanding about the mechanisms and dynamics of developing emotional intelligence through traditional games. Fourth, the government through the Ministry of Education and Culture is advised to formulate policies that encourage the revitalization of traditional games in the physical education curriculum as an effort to preserve culture as well as develop the character and emotional intelligence of the young generation of Indonesia.

REFERENCES

- Abdullah, G., Kornely, N. I., Lahagu, S. E., Lestari, F., Wibowo, G. A., Fuadi, A., Akhzalini, H. A., & Khalid, F. (2025). *Kecerdasan Emosional Dalam Pendidikan: Membangun Siswa Yang Seimbang*. PT. Nawala Gama Education.
- Andriani, T. (2012). Permainan tradisional dalam membentuk karakter anak usia dini. *Sosial Budaya*, 9(1), 121-136.

Jurnal Pendidikan Kepeleatihan Olahraga: Pejuang

Volume 2 Nomor 1 Februari 2026

E-ISSN: 3090-1278

- Erwanda, D. R., & Sutapa, P. (2023). Pengembangan Media Permainan Tradisional Gobak Sodor untuk Meningkatkan Motorik Kasar Anak Usia 5-6 Tahun. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(3). <https://doi.org/10.31004/obsesi.v7i3.4562>
- Fajri, I., Yusuf, R., & Mohd Yusoff, M. Z. (2021). Model Pembelajaran Project Citizen Sebagai Inovasi Pembelajaran Dalam Meningkatkan Keterampilan Abad 21. *JURNAL HURRIAH: Jurnal Evaluasi Pendidikan Dan Penelitian*, 2(3). <https://doi.org/10.56806/jh.v2i3.30>
- Hajar Danardono. (2015). Isi Pedagogi Olahraga. *Biomass Chem Eng*, 49(23-6).
- Juniarti, R. T. (2022). Pengaruh Permainan Tradisional Hadang Rintang Berbasis Socratic Method Terhadap Peningkatan Kemampuan Character Strength Justice. *COLLASE (Creative of Learning Students Elementary Education)*, 5(5), 947-958.
- kemenkes Kesehatan RI 2017. (2017). Kemenkes Kesehatan RI 2017. *Jurnal Kesehatan*, 12(4).
- Laima, A. (2022). Mengembangkan Mootorik Halus melalui Kegiatan Mencetak dengan Pelepah Pisang pada Anak Kelompok A1 di RA Islam Terpadu Al-Ishlah Gorontalo. *Early Childhood Islamic Education Journal*, 3(02). <https://doi.org/10.58176/eciejournal.v3i02.891>
- Mahfud, I., & Fahrizqi, E. B. (2020). Pengembangan Model Latihan Keterampilan Motorik Melalui Olahraga Tradisional Untuk Siswa Sekolah Dasar. *Sport Science and Education Journal*, 1(1).
- Mulyani, N. (2016). *Super asyik permainan tradisional anak Indonesia*. Diva Press.
- Muslich, A., & Iswati, S. (2017). *Metodologi penelitian kuantitatif*. Airlangga University Press. Surabaya.
- Putri, J. E. (2024). Pengujian Validitas Konstruk Dan Reliabilitas Skala Kecerdasan Emosional Pada Dewasa Awal. *EDU RESEARCH*, 5(1), 193-201.
- Rusman, A., Risnita, R., & Musa, M. (2020). Kompetensi Profesional Dan Kompetensi Paedagogi Guru Dengan Pencapaian Perkembangan Motorik Anak Usia 5-6 Tahun Di Raudhatul Atfhal (RA) Kota Jambi. *Jurnal Literasiologi*, 4(2). <https://doi.org/10.47783/literasiologi.v4i2.148>
- Sudarsinah. (2021). Pentingnya Pendidikan Jasmani Olahraga dan Kesehatan Bagi Anak Usia Sekolah Dasar. *ELEMENTA: Jurnal PGSD STKIP PGRI Banjarmasin*, 3(3).
- Sugiyono. (2015). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung : Alfabeta. 55.
- Syamsurrijal, A. (2020). Bermain sambil belajar: permainan tradisional sebagai media penanaman nilai pendidikan karakter. *ZAHRA: Research and Tought Elementary School of Islam Journal*, 1(2), 1-14.