



## Efforts to Improve Character Through Cak Bur Game

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### Abstrak

Perilaku dan karakter masyarakat bahkan anak cenderung mengabaikan nilai-nilai luhur yang dijunjung tinggi dan mengakar dalam perilaku keseharian. Nilai-nilai tersebut mulai tergerus oleh budaya asing yang cenderung konsumerism, individualistik, materialistik sehingga nilai karakter tersebut dianggap tidak lagi penting jika bertentangan dengan tujuan yang ingin dicapai. Upaya mengintegrasikan dan meningkatkan nilai karakter dalam proses pembelajaran dapat dilakukan melalui permainan tradisional yang dekat dengan anak yaitu permainan Cak Bur. Upaya mengintegrasikan dan meningkatkan nilai karakter dalam proses pembelajaran dapat dilakukan melalui permainan tradisional yang dekat dengan anak yaitu permainan Cak Bur. Penelitian ini menggunakan penelitian tindakan yang dilaksanakan dalam dua siklus. Subjek dalam penelitian ini adalah anak-anak usia sekolah sebanyak 2 grup. Tindakan yang dilakukan adalah permainan cakbur untuk meningkatkan karakter anak. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Teknik analisis data yang digunakan adalah analisis data kualitatif dengan mereduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa karakter anak meningkat sebanyak 8 karakter dengan 9 karakter yang muncul selama permainan dan berada pada kriteria baik atau meningkat. Perkembangan ini telah mencapai kriteria keberhasilan dimana penelitian dikatakan berhasil apabila karakter yang muncul dari permainan cak bur sebanyak 3 karakter dan terjadi peningkatan karakter anak dalam permainan cak bur sebanyak 7 anak dengan kriteria baik. Dengan demikian, penelitian ini dapat dikatakan berhasil.

### Abstract

*The behavior and character of the community and even children regarding noble values that are upheld and rooted in daily behavior. These values began to be eroded by foreign cultures that tend to be consumerism, individualistic, materialistic so that the character values are considered no longer important if they conflict with the goals to be achieved. Efforts to integrate and increase character values in the learning process can be done through traditional games with children, namely the Cak Bur game. This study aims to improve and enhance the character through cultural literacy of the*

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*traditional game of cak bur. This research uses action research which is carried out in two cycles. The subjects in this study were 2 groups of school-age children. The action taken is a game of cakbur to improve the child's character. Data were collected through observation, interviews, and documentation. The data analysis technique used is qualitative data analysis by reducing data, presenting data, and drawing conclusions. The results showed that the child's character increased by 8 characters with 9 characters that appeared during the game and were in good or increasing criteria. This development has reached the success criteria where the research is said to be successful if the characters that emerge from the cak bur game are 3 characters and there is an increase in the character of children in the cak bur game as many as 7 children. Thus, this research can be said to be successful.*

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## INTRODUCTION

Muhammad Zaini (2019) explained that more than 25% of children worldwide have a gadget before they turn 8 years old. One in three children start using a smartphone when they are 3 years old and one in ten children enjoy gadgets at the younger age of 2 years. According to Wulandari (2016), the fact states that Indonesia has been named the fifth largest gadget user in the world. This is evident, data in 2014 showed active smartphone users throughout Indonesia around 47 million people, of which 79.5% of them came from the age category of children and adolescents.

According to data from the Indonesian Child Protection Commission (KPAI) from 2011 to 2019, the number of ABH cases reported to KPAI reached 11,492 cases, much higher than reports of cases of children entangled in health and drug problems (2,820 cases), pornography and cyber crime (3,323 cases), trafficking and exploitation (2,156 cases). If examined, the number of ABH for being perpetrators of sexual violence tends to soar sharply. In 2011, there were 123 cases of child sex offenders. This figure rose to 561 cases in 2014, then decreased to 157 cases in 2016, and in mid-January to May 2019, the number of ABH cases as perpetrators of sexual violence reached 102 cases. In addition to cases of sexual violence perpetrated by children, cases of physical and psychological abuse by children have also attracted a lot of attention. According to KPAI data, ABH reports for being perpetrators of physical and psychological violence reached 140 cases in 2018.

Looking at the high number of cases committed by children, it can be seen that the type of child crime is already what adults do. This shows that children already have an imagination about the forms of evil, from mild to severe. The causes of children being

able to do things beyond reasonableness, one of which is the environment. An environment that ignores children's character education also contributes negatively to child development (Ria Rizkia Alvi, et al., 2021).

The generation of young people who are actually very close and thick with technological sophistication, such as the rise of online games, or games that are easily accessible or downloaded on Android-based smartphones (Garris, Ahlers, & Driskell, 2002; Yee, 2006). It is undeniable that technology and humans need each other. However, technology can be a negative impact on users, especially for children who are not yet familiar with how to use gadgets properly (Butler et al., 2014).

Character values no longer develop because the child is too busy with gadgets, the child will find it difficult to adapt to the environment, this is because the child communicates more intensely through gadgets compared to his environment directly. Integrating character value education in every learning is very important for the readiness of children to face every problem in their lives (Bahtiar, 2017).

Leslie & Grier (2012) and Lickona (2006) found that among the successful application of character values to children can be carried out through multiple approaches, including through media or traditional game tools that are close and familiar to children. In line with Syamsurrijal (2020) who explained that through traditional games can be used as a way in the process of character education.

Through play, children can express themselves, so that they will give birth to various creativity and skills that can later support success in life as can train leadership, cooperation, discipline, honesty and independence (Irman, 2017). For this reason, various efforts are needed so that traditional children's games can again become activities that attract children to play them. Efforts that can be made include in the form of research activities, development of learning media and application in educational units (Ria Rizkia Alvi, et al., 2021).

Riau Province has diversity and cultural wisdom. One of them is the traditional game of cak bur which is the most popular game for children and the Malay community in Riau Province. The game of Cak Bur is known by the name of the game of long poles. The game is called Cak Bur because at the time the game starts the guard says "Cak" and when the game ends the player says "Bur". This game is carried out by 2 teams where each team consists of several people. One of the teams is in charge of the pole vaulters and one team plays the role of a breaker. Traditional games that are carried out in large quantities in other words are carried out in groups.

There are several character values in the game of cak bur, including honesty, tenacity, respect, thoroughness, hard work and other values. The game is carried out in groups, causing a sense of democracy between playmates and the game tools used are relatively simple but the alpha generation is less familiar with this game because it is more side by side with gadgets or gadgets.

From these thoughts, the underlying research was carried out which aimed to identify character values in the cakbur game and improve character through the cultural literacy of the cakbur game. The traditional game of cak bur is expected to shape the child's character or instill character values that are practiced through games that can be applied in everyday life. On the other hand, children's games are a local cultural heritage that must be preserved so that children have the character of love for local culture.

## **LITERATURE REVIEWS**

According to Hidayah, N (2015) character describes a person's behavior pattern formed from a belief system and also habits, that character can be formed and developed through value education. Furthermore, the knowledge of these values will bring into the process of internalizing these values and it is in this process that will lead a person to realize it in the form of behavior that is carried - and this is what ends up producing one's character or disposition.

According to Puspitasari, E (2016) that there are character values derived from religion, pancasila, culture, and national educational goals, namely: (1) Religious; (2) Be honest; (3) Tolerance; (4) Discipline; (5) Hard Work; (6) Creative; (7) Independent; (8) Democratic; (9) Curiosity; (10) National spirit; (11) Love of the motherland; (12) Rewarding achievements; (13) Friendly/Communicative; (14) Peace-loving; (15) Fond of reading; (16) Care for the environment; (17) Social care; (18) Responsibility. Nurul Hidayah (2015) explained that the character values adopted by a person are inseparable from cultural, educational and religious factors, in addition to family and community factors that can influence them. Character values instilled in children from an early age are an important foundation for the formation of a civilized and noble order of community life (Adhar et al, 2018).

According to Aulia, P (2018) permainan cak bur or long pole game is a type of traditional game that is often played by children in West Sumatra and Riau. This game is carried out by 2 teams where each team consists of several people. One of the teams is in charge of guarding the pole and one team plays the role of a breakthrough. The cak bur game is carried out in large quantities in other words, it is carried out in groups (Alvi et al, 2021).

The point of the game is to block the opponent from being able to pass the line to the last row back and forth and to achieve victory all members of the group completely carry out the process of going back and forth in a predetermined area of the field. This game is usually carried out on a badminton court with a reference to the existing lines or it can also be by using a rectangular court with a size of  $9 \times 4$  m which is divided into 6 parts (Suryawan, 2018).

The goal of the game is to test the player's ability to run off obstacles. The game of cak bur contains elements of training skills, dexterity and agility. According to Cahyono in

Nur. H (2013) games that are carried out in groups are able to cultivate a positive character for children which is characterized by the emergence of social interaction between players.

## METHODS

This research is an action research which is one of the methods to gain knowledge as well as to take action to create change in society (Darwis, 2016). This research focuses on efforts to improve character through cultural literacy of the traditional game of cak bur. This study refers to the Kemmis and McTaggart model (Yaumi & Damopolii, 2013) which consists of 2 cycles and each step consists of four stages, 1) planning, 2) action 3) observing, and 4) reflective or reflection can be seen in Figure 1 and Figure 2

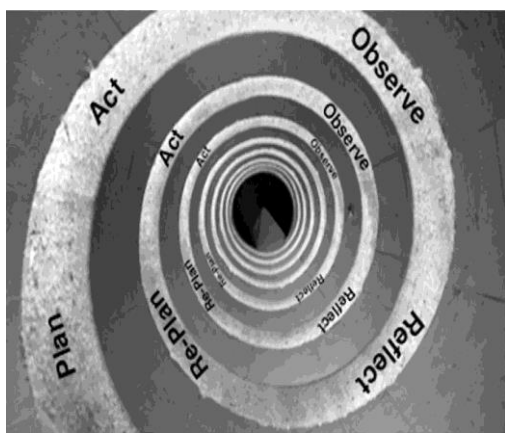


Fig. 1.1 The action research spiral

Figure 1. The Action Research Spiral

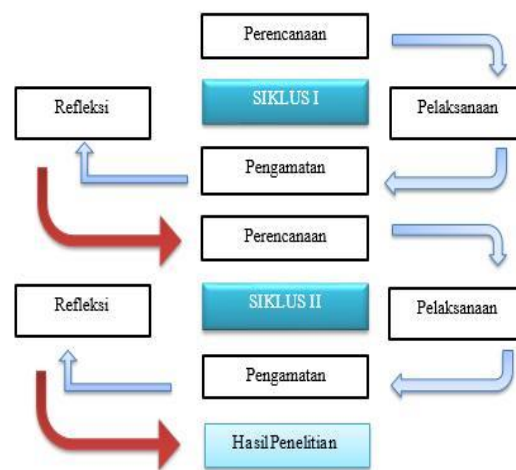


Figure 2 Two cycles from action research

The study was conducted on school-age children totaling 10 people and divided into 2 groups. The action performed is a game of cak bur. Data is collected through observation, interviews, and documentation. Observations are carried out by one collaborator to obtain the desired data. The data analysis technique used is qualitative data analysis by reducing data, presenting data, and drawing conclusions. The success criteria in this study were if the characters that emerged from the cakbur game were 3 characters and there was an increase in children's characters in the cakbur game by 7 children.

## RESULT AND DISCUSSION

Action research aims to improve character in children through the game of cak bur. The action is carried out in 2 cycles, in each cycle there are 2 meetings. Before conducting cycle I, researchers conducted n-observers and interviews in person. Each cycle in this study consists of planning, action, observation, and reflection. Based on the results of

the initial interview, 9 out of 10 children who will take part in the traditional game of cak bur they already know about the cakbur game itself, both in terms of how to play and the rules in the game. Even one of them is able to describe how to play and the rules of the game well.

Based on the results of observations in the initial conditions, researchers asked children to play the cakbur game without any direction, there were some children who showed character values when the game was carried out. The value of such character is the value of honesty. Of the 10 children who did the game researchers saw that there was only 1 child who highlighted the value of honesty. Then on the value of sportsmanship, out of 10 children, 3 of them are able to be sportsmanship when doing games. Meanwhile, for the other 7 children, they still did not show the same character value.

From these activities, it is known that children only play with origin without setting strategies, honesty and cooperation carried out by the group so that the character values that should appear but when the game is carried out do not appear in each child. This happens because when playing children only do as they know.

## **Cycle I**

### **Action Planning**

At the stage of action planning in the first cycle, the researcher carries out activities, including planning the implementation of activities. The plan for this activity is to improve children's character through the game of cak bur, so the researchers collaborated with the research team as well as collaborators. At this planning stage, what the researcher does is: drawing up an activity plan, determining the schedule and method of the game, preparing the place, material, tools or media in the game cak bur, preparing data collection instruments (observation sheets) and preparing equipment used to document images during the activity, such as cameras and recording devices during interviews.

### **Implementation of Actions**

The implementation of the actions carried out is that children perform games cak bur to improve honest character and researchers observe children's activities during the game using pre-prepared observation sheets. This activity begins with gathering children, praying together, preparing media to play, introducing and conducting questions and answers about the game and its rules. The implementation of the play is delivered by the demonstration method, then the children perform the cak bur game.

From the results of the observations made, the children were very enthusiastic when they participated in the game, there were only a few children who were still stiff when the game was going on. This can be seen when his friend is busy trying to cross the line, he just stands up with a shy expression. Some children do not cheat and admit mistakes while playing. Some children show their annoyance when they lose the game caused by

their group mates. However, still no one has reached the finish line because they are hesitant to block the opponent and have even been touched by the opponent when passing.

After 15 minutes had passed, researchers stopped the game by regrouping the children and giving appreciation by giving a clap of jokes with both teams and praise for the children who were judged to have shown good character while playing.

### Observation

Observations are carried out simultaneously with the implementation of this cycle to observe the child's character that appears, the improvement of the child's character and the child actively participates in the game of cak bur. The results of the observations made can be presented in chart 1.

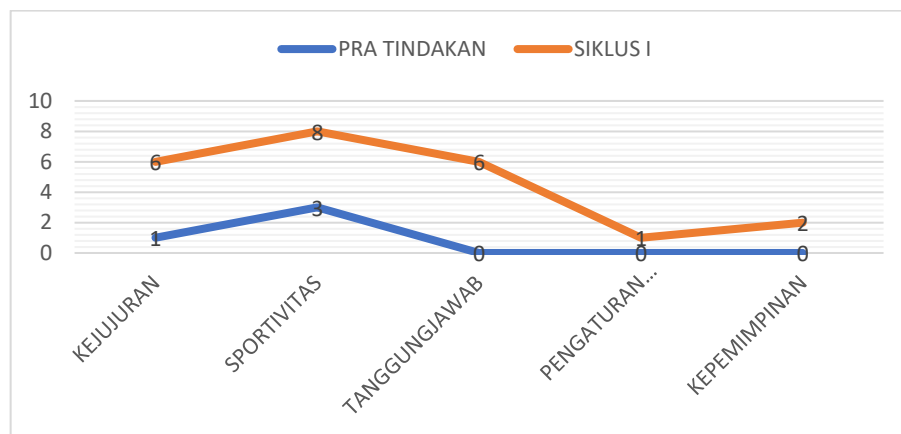


Figure 3. Variety of Pre-Action Children's Characters and Cycle I

Based on figure 2, it can be seen that in the pre-action only two characters appear while playing, namely honesty and sportsmanship. These results indicate that there are no children who fall into the good category in showing an honest and sporty attitude in playing, but there are 2 children who are honest and 3 children who are sporty even though they are classified as not good while the rest there are 8 children who cannot show an honest attitude and 7 children who cannot show sportsmanship.

The action in the first cycle which consisted of 2 meetings showed that there was an increase, where at the end of the two meetings data were obtained, namely 3 children who showed an honest attitude and were classified as good, 5 children could be said to have increased but were not significant and still experienced a few obstacles so that they were classified as quite good while 4 children did not experience significant changes so it was classified as not good.

Actions in the first cycle there was an increase, namely 3 children who showed an honest attitude and were classified as good, 5 children could be said to have increased but not significant and still experienced a few obstacles so that they were quite good while 4 children did not experience significant changes so that they were classified as

not good. Then 8 children who showed sportsmanship in playing and were classified as good, while 2 children did not experience significant changes so they were classified as not good.

The character of responsibility, there are 3 children who have increased significantly and are classified as good, 6 children can be said to have increased but not significantly and are still experiencing some obstacles so that they are quite good while 1 child does not experience significant changes so that they are not good. The character of strategy setting and leadership, there are only 2 children, it can be said to have experienced a significant increase and is classified as good.

### **Reflection**

Based on the results of the first cycle, there are several characters that are raised by children, namely honesty, sportsmanship, responsibility, strategy setting, and leadership. The increase in the number of children who show character that matches the indicators, but the increase has not been in accordance with the indicators of action success so that action is needed to the next cycle, namely cycle II. Planning for the next activity is to determine the name of the group team and give rewards for each team that are considered to be able to improve character well. This action in cycle II is expected to achieve indicators of successful character improvement, both in the number of cubs and in the emergence of new characters.

## **Cycle II**

### **Action Planning**

At the stage of action on the first cycle has been in accordance with the created plan of action. Actions on cycle I are carried out twice. Based on the results of observations in cycle I, the action in the cak bur game cannot be said to be successful because it has not met the indicators of action success even though there is a significant increase but cannot be said to be good. This can be seen from some children who still do not show any character and are still very stiff when playing, for that it is necessary to take further actions in cycle II.

The treatment or action that will be carried out in cycle II is to determine the name of the group team and give rewards for each team that is considered to be able to improve character well. The name of this team aims to increase the enthusiasm of the children in playing, because they must maintain the good name of the team, so that the children are even more enterprising when playing so that they can score and reach the finish line. In addition, these activities can train deliberative skills for children to make decisions in their group.

At this planning stage, what the researcher does is: drawing up an activity plan, determining the schedule and method of the game, preparing the venue, tool materials or media in the cak bur game, preparing the team name and rewards preparing data



collection instruments (observation sheets) and preparing equipment used to document images during the activity.

### **Implementation of Actions**

The initial activity began with warming up and praying together before the activity, talking about the ways and rules in the game, then also discussing - techniques that can be done in order to score numbers and reach the finish line, then the children do a cakbur game.

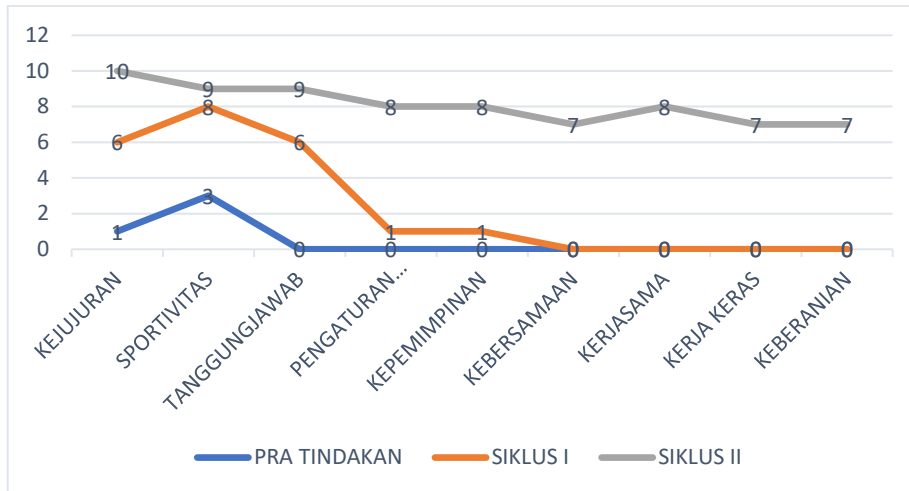
As a result of observations made during the game, children can already play more actively, focused and seriously. Some children still have difficulty in scoring goals and reaching the finish line because the two teams that play do not have a surefire strategy such as the ability to trick the opponent and each team provides a tight guard when the opposing team tries to cross the line. There are new characters that are seen during the game, namely cooperation, togetherness, courage and hard work.

The paradise team as the opposing team that did the game looked more agile, not in a hurry, able to see the opponent's chances and full of caution than in the previous cycle. The captain of the paradise team is able to remind his members not to rush when they want to cross the line, so that there is no mistake that makes them declared defeated. On the contrary, the garuda team as a guard team also did not want to be outdone, the garuda team was seen trying to block the paradise team when trying to block it. Some of the kids from the team couldn't wait as they tried to break through the line because they wanted to catch up in scoring. The children had already dared to cross the guard team's way to break through the line and finally scored.

After 15 minutes of the game being performed, researchers stopped the game and asked both teams to cool down while singing. Not to forget to also give *rewards* to the two teams that have played very well even though they have not managed to score or reach the finish line in this second meeting. It is recommended that both teams always instill good character values in any activity, take the good things out of the game and implement it into everyday life.

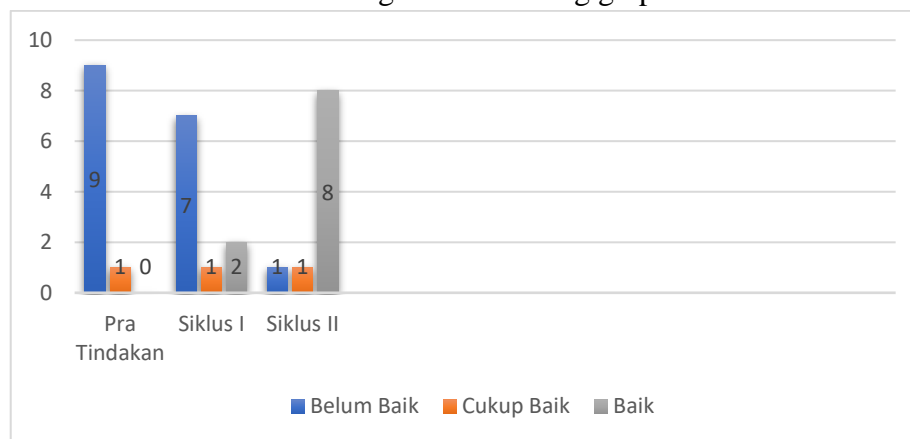
### **Observation**

Observations are carried out in conjunction with the implementation of this cycle to observe the child's character that appears, the improvement of each child's character. The results of the observations made can be presented in chart 3.



**Figure 4. Variety of Pre-Action Children's Rackter, Cycle I and Cycle II**

Based on graph 3, there was a significant increase in children's character when playing cak bur seen from pre-action, cycle I, and cycle II. In the second cycle of action, new characters appear, namely togetherness, cooperation, hard work, and courage. A significant increase also occurred in the nine children's characters when playing cak bur. Of the 10 children, there were 10 children who were able to show an honest attitude, 9 children who showed an attitude of sportsmanship and responsibility, 8 children who showed an attitude of leadership, cooperation and being able to set strategies, 7 children who showed an attitude of togetherness, hard work and courage. Based on the foregoing, the results of pre-action observations, cycle I and cycle II in the category of child attitudes can be described through the following graph:



**Figure 5. Comparison of Pre-Action Child Character Categories, Cycle I, and Cycle II**

Based on Figure 4, it shows that from pre-action there is only 1 child who shows honest character while 9 children do not show any character when playing cak bur so it is categorized as not good.

In the first cycle as a whole showed that there was an increase in the character of 2 children while playing cak bur and was categorized as good, one child could be said to

have increased but was not significant and was categorized as good enough, while 7 children did not experience significant changes and were categorized as not good.

In the second cycle as a whole showed that there was a significant increase in character in 8 children when playing cak bur and was categorized as good, one child could be said to have improved and was categorized as quite good, and only 1 child did not show a significant improvement and was categorized as not good.

### **Reflection**

Based on the results of the second cycle of action, the character in children showed a significant increase. This can be seen through the number of children who show the observed character values and are reflected in the conditions and behavior shown by the children during the game of cakbur. The results obtained showed that after the action in cycle II was implemented, the character increased according to the indicators of the success of the action so that the action was stopped in this cycle. As explained that the criteria for success can be seen when the character values in children emerge from the game of cakbur and there is an increase in the character of children in the game of cakbur. This means that the action stops in cycle II because it has reached the success criteria.

Traditional games can help children in social skills (Irmasyah, et al., 2020). Traditional games are also a strong motivator for preparing quality young people, namely the younger generation who are aware of their cultural identity (Suffah, 2015). Traditional games have characteristics that have elements of tradition and are closely related to the habits or customs of a particular community group. Not only as a game but also has character values and elements of cultural values contained in it (Purwaningsih, 2006). Character education is values that contain something special that is good, namely understanding the value of goodness, wanting to do good, living a good life, and having a good impact on the environment that is imprinted in oneself and manifested in behavior (Ria Rizkia Alvi, et al., 2021).

Leslie & Grier (2012) and Lickona (2006) found that among the successful application of character values to children can be implemented through multiple approaches, including through media or traditional game tools that are close and familiar to children. Traditional games can stimulate children to develop cooperation, help children adjust, interact positively with each other, can condition children in self-control, develop empathy for friends, obey rules and respect others (Kurniati, 2011).

Likewise, the game of cak bur has a very important role in improving the character of children. The character values of the traditional game of cak bur can also be applied in the real world, including honesty, tolerance, discipline, hard work, independence, responsibility and friendly/communicative. Riri and Sophia (2021) also explained that by playing cak bur in addition to giving children joy, they also train children to cooperate in teams, train leadership, hone brain skills, hone the ability to find the right strategy, and increase strength and agility.

## CONCLUSION

The game of cak bur can improve the character of children and the characters that appear to be diverse. The results of the implementation of the cak bur game activity can be seen through the level of success of the actions that have been carried out at each stage of the cycle which has increased. The results obtained indicate that the children's character has increased by 8 children with 9 characters appearing during the cak bur game so that they are in good or increasing criteria. This development has reached the success criteria where the research is said to be successful if the characters that emerge from the cak bur game are 3 characters and there is an increase in the character of the children in the cak bur game as many as 7 children. Thus, this research can be said to be successful.

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