

The Existence of Traditional Games in Early Childhood Learning in the Digital Age.

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Abstract: The existence of traditional games began to erode its existence due to technological developments. This study aims to determine the existence of traditional games in PAUD learning in the current era of digital technology. This research uses qualitative research, with a case study research design. Data collection was done by interview, observation, and documentation. Primary data sources were collected by observation and interview, with three principals, six classroom teachers, and also six parents as informants. Documentation as a secondary data source in the form of photos of traditional game learning implementation, lesson plans, facilities and infrastructure. The research was conducted in three kindergartens in Kendal City, namely Aisiyah 02 Kindergarten, State Pembina Kindergarten, and Pertiwi Kindergarten. Data analysis used inductive and deductive methods. The results showed that the existence of traditional games in Kendal State Pembina Kindergarten, Pertiwi Kendal Kindergarten, Aisiyah 02 Kendal Kindergarten still exists and is still introduced to children. However, in learning traditional games there are challenges, the main factor is that many children do not know about traditional games. Because many children today prefer to play gadgets. At home, children are not introduced to traditional games, because parents are busy working. Therefore, the school provides support for the implementation of traditional game learning so that children recognize traditional games.

Keywords: *Existence of Traditional Games, Early Childhood Education, Digital Era.*

INTRODUCTION

Traditional games are games that have existed for a long time and have been passed down from generation to generation to the community. Traditional games arise from the customs or habits of the local community and contain noble cultural values that reflect local wisdom. Therefore, traditional games are very suitable to be passed on to the next generation, especially early childhood. In ancient times, traditional games were very popular with children. In social life, traditional games are one of the useful activities, in accordance with the nature of human life which is a social creature which means life always coexists and needs each other. Traditional games allow people to gather and participate in social activities such as interaction and expression both mentally, physically, and emotionally (Pendidikan et al., 2020).

As time goes by, the development of technology and science drives the lives of people today. The era of modernization continues to impact and change people's lives, both big and small. In addition to the positive impacts, this development is also overshadowed by irresponsible behavior and negative impacts, both intentional and unintentional. These negative impacts can be said to affect almost every aspect of people's lives, including traditional games. Before technology entered Indonesia, traditional games were already very popular. Traditional games were popular among children in the 80s, 90s and early 2000s. In the past, children played traditional games using makeshift playground equipment. But the reality is that today traditional games are fading away, and some games have even disappeared over time (Prasta et al., 2022).

In today's digital era, traditional games are increasingly being abandoned and forgotten by Indonesian children. If this phenomenon continues, one day there will be no one to preserve traditional games, and traditional games could disappear completely in Indonesia (Syamsurrijal, 2020). Many of them

are not even familiar with traditional games. The children we meet today are more likely to be close to things related to technology such as television, the internet, and gadgets. This is due to advances in technology, globalization, and science that cause most people to forget their own culture (Utami, 2020). Compared to modern games, especially gadgets, traditional games are rich in benefits and culture for children. Traditional games have many benefits in developing aspects of children's growth and potential, such as gross motor development, fine motor, social, cognitive and other aspects. Traditional games also aim to maintain social relationships and peace and comfort, provide fun, excitement, relaxation and challenge, and help develop children's language, social and emotional development, and others (Al Ningsih, 2021).

In addition, traditional games are also a means of instilling character values in children, such as belief in God and love for nature and its contents, responsibility, discipline, independence, honesty, respect, courtesy, compassion, attention and cooperation, self-confidence, creativity, hard work, never give up, fairness, leadership, kindness, humility, tolerance, love of peace, and unity. Introducing traditional games into learning activities in addition to being beneficial in various aspects of child development and moral character values is also useful for preserving Indonesia's cultural heritage. Traditional games that are part of Indonesian culture can be an educational tool for children in the midst of this globalization challenge (Rustan & Munawir, 2020).

In addition, play is the life of children, which means that play and the game itself cannot be separated from children. Therefore, schools need to make various efforts to realize this, especially in early childhood education institutions, because education has an important role as a means of preserving cultural heritage, especially traditional games. Based on data from pre-research observations that researchers have conducted in three schools, namely Aisyiyah 02 Kendal Kindergarten, Kendal State Pembina Kindergarten, and Pertiwi Kendal Kindergarten, the results show that in their learning the three kindergartens still use traditional games, but of the many traditional games in Indonesia, only a few games are used. This is because today's digital era has caused traditional games to begin to erode their existence, not only in early childhood but also in the generation of parents who do not introduce traditional games to their children. So gradually all types of traditional games in Indonesia are starting to disappear one by one.

Based on the above background, researchers believe that this phenomenon is very important to be studied further. Given that traditional games are one of the elements of the nation's culture that is starting to be forgotten in the current era of digital technology. Therefore, the researcher is interested in further researching the existence of traditional games in PAUD learning in the digital era at TK Negeri Pembina Kendal, TK Pertiwi Kendal, and TK Aisyiyah 02 Kendal.

METHODS

This type of research uses qualitative research. Qualitative research is a research method that aims to gain real understanding through an inductive thinking process. The research design used in this research is a case study. In this study the researcher is involved with the situation or environment of the phenomenon under study. Researchers are expected to always focus their attention on reality or events in the context under study (Adlini et al., 2022).

In order to obtain data to answer research problems, researchers use a qualitative descriptive approach. Qualitative descriptive approach is an approach that describes a situation or phenomenon that occurs with words or sentences, which are then separated to get a conclusion. The research focus in this study is the existence or existence of traditional games in PAUD learning in the current era of digital technology. This research focused on three kindergartens in Kendal City, namely TK Negeri Pembina Kendal, TK Pertiwi Kendal, and TK Aisyiyah 02 Kendal. The researcher chose these locations because the researcher assumed that the kindergarten still applied and introduced traditional games in its learning with various layers of society who still held Javanese culture as the basis of their daily lives.

The research was conducted in three kindergartens in Kendal City, namely Aisyiyah 02 Kindergarten, Pembina State Kindergarten, and Pertiwi Kindergarten, for approximately one month from September 2 to September 26, 2024. The research subjects involved three principals, six classroom teachers, and also six parents as informants.

According to Lofland, the main data sources in qualitative research are words, and actions, the rest are additional data such as documents and others (Shidiq & Choiri, in (Nuryati, Umi Atun Sholikhah, Amin Lestari, 2021). This study used primary and secondary data. Primary data was obtained directly from in-depth interviews with three school principals, six classroom teachers, and six parents, as well as direct observation in the field. Meanwhile, secondary data includes documents such as documentation in the form of traditional game learning implementation, lesson plans, facilities and infrastructure. Data collection methods involved a combination of observation, semi-structured interviews, and documentation to strengthen data validity through triangulation. Data validity was tested using source triangulation technique. The application of this method can be achieved by comparing observation data with interview data, and also documentation.

The data analysis process involves three steps: data reduction, data display, and conclusion drawing or verification. The data obtained is simplified according to the research focus, presented in the form of narratives or diagrams, then conclusions are drawn based on in-depth analysis. The results of this study will be presented in the form of narrative text that provides an overview of the existence of traditional games in PAUD learning in the digital era at TK Negeri Pembina Kendal, TK Pertiwi Kendal, and TK Aisyiyah 02 Kendal.

RESULT AND DISCUSSION

Implementation of Traditional Games in Learning at TK Negeri Pembina Kendal

TK Negeri Pembina Kendal still implements traditional games in learning. Learning planning done by teachers is to make lesson plans and include traditional games in them. The implementation of traditional games is adjusted to the theme to be taught. Based on the results of interviews with teachers, the kinds of traditional games that are still introduced to children in learning are cranglek or sunda manda, gobag sodor, dakon, cat-kucingan, jump rope, snake dragon, snakes and ladders, jamuran, and cublak-cublak suweng.

Based on the observation data, the first step taken by the teacher in introducing the traditional game is that the teacher will first introduce the traditional game, how to play and some rules in the game by showing the video or explaining it directly. Then in the classroom the teacher will demonstrate the procedures for playing, so that children will understand when they see firsthand how to play. After that, children play together and take turns in playing the traditional game. Evaluation of the assessment of the success of the use of traditional games in learning is by the way the teacher sees the child's ability when he knows, can, and can play with his friends.



Picture 1. Learning process at Pembina kindergarten

Based on the results of interviews and observations, TK Negeri Pembina has no special policies or programs related to the use of traditional games. TK Negeri Pembina has also never participated in competitions or activities related to traditional games for students. However, teachers have participated in traditional game competitions. In the process of learning traditional games, of course, there are challenges. Based on the results of interviews with Mrs. Maryam, the challenge of implementing traditional learning in learning is the lack of time for children to learn to recognize traditional games, because children only know traditional games at school, while at home they are not introduced or do not play these

traditional games. At break time there is rarely any initiative from children to play traditional games, often children play running around, and games in the school yard.

Based on the results of observations in class B with Mrs. Sari, the researcher saw that when Mrs. Sari introduced the traditional games of cricket and dakon, almost all children in one class did not know about these games. Even when the children were provoked to answer questions about the game of dakon and engklek, the children could not answer them. But it looks different when children begin to understand and understand how to play and the rules of the game introduced by Mrs. Sari, children look very interested and happy when playing cricket and dakon games together and taking turns with their friends.

Children are very active when playing traditional games, especially girls. While boys tend to be less interested in traditional games. The short playing time of traditional games causes children to not know about traditional games. Learning time at school is only short and also at home children rarely play traditional games.

Implementation of Traditional Games in Learning at Pertiwi Kindergarten Kendal

Pertiwi Kendal Kindergarten still implements traditional games in learning. Teachers include the learning of traditional games in the lesson plan, and the learning of traditional games is adjusted to the theme. Based on interviews with teachers, the kinds of traditional games that are still introduced to children are dakon games, engklek, clogs, hide and seek, making kites, teng-tengan, and jumping rope games.

Observations were made in class A together with Mrs. Mila Based on the observation data obtained, when learning the traditional game of engklek, Mrs. Mila will provide an explanation of the game, so that children will understand how to play and the rules. Furthermore, Mrs. Mila will demonstrate directly how to play the engklek game in front of the children. Then the children will play together in turn. Evaluation of the assessment of traditional game learning by the teacher is by looking at the child's ability, if the child can play it, it means that the child is considered successful.



Picture 2. Learning process at Pertiwi Kindergarten

Pertiwi Kendal Kindergarten has no policy or annual program related to the use of traditional games. Pertiwi Kendal Kindergarten has also never participated in competitions or activities related to traditional games aimed at students. However, teachers have participated in traditional game competitions.

There are challenges in learning traditional games. The most important challenge is that children do not know at all about traditional games, because children have never seen or even played the game. Based on an interview with Mrs. Dewi, in addition to the factor of children who do not know about traditional games, there are also challenges in language, because many children today use Indonesian while traditional game songs usually use Javanese.

Children's activeness when playing traditional games looks very active and happy to play and recognize traditional games. However, children will only play these traditional games during learning hours. After learning is over, at recess children prefer to play games in the school yard. The frequency of children playing traditional games is very small.

Implementation of Traditional Games in Learning at Aisyiyah 02 Kendal Kindergarten

Based on the results of interviews at Aisiyiah 02 Kendal Kindergarten still applies traditional games in learning. traditional game learning will be inserted based on the theme. Some traditional games taught to children are jumping rope, clogs, snakes and ladders, and dakon. Teachers at Aisiyiah 02 Kendal Kindergarten also include these traditional games in the lesson plans.

The strategy of Aisiyiah 02 Kendal Kindergarten teachers in learning traditional games is to compile a program or activity to be learned, then the teacher will introduce it to children by giving examples of how to play. Usually the teacher does this by showing videos on YouTube. After that the teacher invites children to play together and take turns. Evaluation of traditional game learning assessment carried out by Aisiyiah 02 Kendal Kindergarten teachers is by measuring its success after children play the traditional game. Children are considered successful if the child already understands and knows about the game.

Based on the results of the interview with Mrs. Endang, the challenge of learning traditional games is the lack of understanding of traditional games, even children do not know at all. This happens because children are rarely or not even introduced to traditional games at home. Children's focus tends to be on modern games or gadgets. Children can only recognize traditional games at school. To introduce traditional games to children is also not enough for one meeting, but must be repeated the next day until the child understands the traditional game. Outside of learning hours, children rarely play traditional games. Children often run around or play games in the school yard. Only a few children are seen playing traditional games at recess such as playing hide and seek. Sometimes after learning traditional games in class, children will continue to play them at recess.



Picture 3. Learning process at Aisiyiah 02 Kendal Kindergarten

Children's activeness when playing traditional games is still lacking because many children do not understand traditional games. When outside of learning hours, namely at recess, some children are still very happy to play these traditional games. But many of them choose to play other games such as playing blocks, running around, and playing toys in the school yard.

Supporting Factors for Traditional Games in Kendal Pembina State Kindergarten

Kendal Pembina State Kindergarten provides support for the implementation of traditional games in learning, one form of support is by providing facilities and infrastructure and organizing activities that involve traditional games. For facilities and infrastructure such as traditional game tools are provided in each class. The only traditional game tools available are jump rope, snakes and ladders, dakon, for clogs and egrang games do not yet exist. To play the traditional game of engklek the teacher uses duct tape to form a engklek pattern on the floor.

However, the condition of the game tools is inadequate, due to the limited number of game tools, it becomes homework for schools to increase traditional game tools, such as dakon, jump rope, and snakes and ladders. Regarding the renewal of facilities and infrastructure, it will be checked once a semester using the BOP budget. Based on the results of the documentation obtained, there is documentation in the form of pictures of traditional game tools at TK Negeri Pembina Kendal.



Picture 4. Traditional Game Tools of the Pembina Kindergarten

Based on the results of observations, researchers saw that the existence of traditional game tools was limited so that teachers would usually take turns using them. The condition of traditional game tools at Pembina Kendal Kindergarten is good, but it is less reproduced regarding the procurement of traditional game tools. The condition of the yard and classrooms is adequate, because the yard and classrooms at Pembina Kendal Kindergarten are spacious.

Kendal Pembina State Kindergarten also gets support from outside parties such as parents. Parents are very supportive of learning traditional games. Some parents at home also provide support in the form of providing game tools and introducing traditional games to children while at home. However, not many parents introduce traditional games at home, because parents are busy working so that children spend a lot of time playing gadgets. Another factor is because the weather outside the house is unhealthy, causing parents not to allow children to leave the house to play. This is what causes children to rarely or not even recognize traditional games.

Supporting Factors for Traditional Games at Pertiwi Kendal Kindergarten

One of the supporting factors for learning traditional games at Pertiwi Kendal Kindergarten is the existence of game tools. Pertiwi Kendal Kindergarten supports this traditional game learning by providing tools and land. The existence of tools without land will also not be maximized. Moreover, many traditional games involve physical activity, so they require a large area of land. Pertiwi Kendal Kindergarten has no special budget allocated for the purchase of traditional game tools or activities related to traditional games. Regarding the spending budget, it is included in the purchase of other learning tools.

Traditional game tools are already available in the classrooms. The traditional game tools available are clogs, dakon, and jump rope. The traditional game tools are in adequate condition, because each class has been provided. For the renewal of traditional game tools, the condition will be checked once a semester, not only traditional game tools but all learning media.



Picture 5. Pertiwi Kindergarten Traditional Game Tools

Based on the results of observations, researchers saw that the school provided traditional game tools, a large yard, and time for learning traditional games. The condition of facilities and infrastructure is adequate, spacious classrooms and also a large yard. Traditional game tools already exist in several classes, but still need to be reproduced so that the teaching and learning process runs effectively.

Pertiwi Kendal Kindergarten also receives support from external parties such as the foundation and parents. The support provided is by helping to provide additional media, such as the example of bringing grains to play dakon. Parents also try to introduce traditional games to their children. As interviewed by Mrs. Luluk as a student guardian at Pertiwi Kendal Kindergarten, parents try to provide support related to traditional games by providing traditional game tools at home.

Supporting Factors for Traditional Games at Aisiyiah 02 Kendal Kindergarten

The supporting factors for learning traditional games at Aisiyiah 02 Kendal Kindergarten are that the school provides facilities and infrastructure. For facilities available at school, there are cranklek or sunda manda games, jump rope, dakon, clogs, snakes and ladders, and marbles. These traditional game tools are provided in each class. For updating and checking traditional game tools and other learning media, it will be checked once a semester and also depends on the condition of the game tools.



Picture 6. Aisiyiah 02 Kindergarten Traditional Game Tools

Traditional games at Aisiyiah 02 Kindergarten are said to be good, but indeed need to be reproduced regarding the procurement of traditional game tools. The traditional game tools are kept together in the warehouse. So if the teacher is going to use it, they have to prepare it first so that it is not simultaneously used by other classes. For the engklek game the teacher will use chalk and then draw a pattern in the school yard, or usually use a banner drawing the engklek pattern. For the snakes and ladders game the school also uses a banner drawing of the snakes and ladders pattern. The condition of the Aisiyiah 02 Kendal Kindergarten yard is also spacious, so it is comfortable when playing traditional games together.

Teachers at Aisiyiah 02 Kendal Kindergarten innovate traditional game tools in the form of modifying dakon and also printing cranklek and snakes and ladders games using banners so that the media is large so that children do not scramble when playing. Based on the results of observations, the dakon made by the teacher is named millennial dakon, millennial dakon which looks the same as a dakon board in general. The difference is that the board is modified with a metal sensor, so every time the metal is inserted, it will sound “tit.. tit” and each hole is different in color. So the child in addition to knowing the counting aspect also knows the color through the lights. By innovating or modifying the traditional game tools, it makes children's curiosity high and also children's interest in the game.

Aisiyiah 02 Kendal Kindergarten also receives support from external parties such as parents. Aisiyiah 02 Kendal Kindergarten also receives support from external parties such as SD Muhammadiyah Purin which organizes events related to traditional games. With this event, children will learn a lot about traditional games and children also learn to socialize with many people. Based on the results of interviews with parents, namely Rita's mother, at home they still introduce their children to traditional games such as jumping rope and hide and seek games. Not many games are introduced to children, but at least the child knows and recognizes the game. So that when at home children will play more than playing gadgets.

The implications of traditional games on child development at TK Negeri Pembina Kendal

Traditional games have a positive impact on child development. By playing traditional games, children do a lot of movements and are also graded so that children become healthier. Traditional games also develop their social skills, children's emotional development will also develop, children will learn to hold their emotions when playing nudged by their friends or losing and winning in the game. Cognitive development of children will learn to solve problems when playing hide and seek, physical motor development by playing hide and seek, because children do gross motor physical activities such as running, and do fine motor activities when playing dakon or congklak. And also when children play traditional physical and gross motor games, it will improve the balance and agility of the body because children make

a lot of movements while playing. Language development also develops because by playing children learn new vocabulary when interacting with their friends.

Based on the results of observations, researchers see that traditional games have an effect on child development. In class B2 it can be seen from the way children play with their friends, children tend to be able to play together without fighting or fighting. Children can also socialize well with each other. When playing dakon games cognitive development in children develops, because children learn to solve problems. Researchers saw that when children played the game of engklek, they looked very agile because children learned to balance their bodies by jumping using one foot.



Picture 7. TKN Pembina students can play together

Traditional games also have a role in shaping character development in children. For example, when playing dakon children will learn to be honest, and the most prominent in traditional games is the ability to cooperate, independence, and also empathy.

The implications of traditional games on child development at Pertiwi Kendal Kindergarten

Traditional games have a very positive impact on child development. Based on the results of interviews with Mrs. Lia as the principal, traditional games have a positive impact on child development, such as training social emotional, sportsmanship, and also training children not to be selfish. In addition, children will also learn to communicate with their friends when playing together.

Based on the observations made by researchers in class A1, it can be seen that the impact is a positive impact, namely children do not behave selfishly, so children learn to queue in playing with these traditional games. For example, as in class A1, when children learn to play traditional cricket games, children want to queue to play. Children also behave supportively when their friends are playing the traditional game by encouraging them. In addition, children's cognitive development also develops because children will learn to count in each jump. Children's physical motor development also develops, children's agility and balance when playing traditional cricket games, because children learn to jump with one foot when playing cricket.



Picture 8. Pertiwi Kindergarten Students Encourage Each Other

In addition, traditional games also have an impact on children's character development. Character development such as sportsmanship, honesty, cooperation, creativity, and discipline. The implications of traditional games are more directed towards physical motor development, because many traditional games involve physical activity. For example, when children play sunda manda, their body balance and also the agility of their legs while playing will increase. Other traditional games that help improve balance, agility and body coordination are jumping rope, gobag sodor, hide and seek, bentengan, and others.

Implications of traditional games on child development at Aisiyah 02 Kendal Kindergarten

Traditional games have many positive impacts on child development. Based on the results of interviews with Mrs. Ida as the principal, playing traditional games will provide a lot of play experience for children. Meanwhile, according to the results of interviews with Mrs. Endang as a class A teacher, the impact of traditional games is very good for physical, mental growth, as well as social emotional, cognitive, and language development in children. In cognitive development, children will learn to count. Language development will add new vocabulary. Physical motor development children will do many movements such as jumping and running. Socio-emotional development will also learn to play and socialize with their friends.



Picture 9. Aisiyah 02 Kindergarten Students Can Play Together

Traditional games also have an impact on children's character development. Traditional games contain many values of honesty, discipline and others that will be useful for children's daily lives. Children will learn to cooperate in every game, be honest in the game and also discipline to obey the rules in the game. In playing, children also learn to manage their emotions.

Discussion

Traditional games in PAUD learning are one way to introduce the wealth or culture of Indonesia. However, traditional games in this day and age have started to lose their existence among children today. Children today are more inclined to technology or gadgets. Traditional games must always be introduced to the current generation, one of which is through education as a place of cultural preservation. Education has the aim of developing all the potential possessed by humans, this is inseparable from early childhood education, where children learn in a fun way through play (Wiwik Pratiwi, 2017).

The implementation of traditional games in learning in three kindergartens, namely in Kendal State Pembina Kindergarten, Kendal Pertiwi Kindergarten, and Aisiyah 02 Kendal Kindergarten, focuses on planning traditional game learning and also challenges in implementing traditional games. The following are the similarities and differences in the implementation of traditional games in Pembina Kendal State Kindergarten, Pertiwi Kendal Kindergarten, and Aisiyah 02 Kendal Kindergarten.

a. Similarity

1. The teacher's strategy at TKN Pembina, Pertiwi Kindergarten, and Aisiyah 02 Kendal Kindergarten in implementing traditional games is the same, namely introducing them first with YouTube videos. Technological advances support almost all areas of life, one of which is education by utilizing viewing (Octavia Isroissholikhah, 2022).
2. Evaluation of learning by the teacher is by looking at the child's ability when they can play together, know how to play and also the rules of the game.
3. There is no specific policy or program related to the use of traditional games in learning. Traditional game learning is only as an interlude.
4. The challenge faced by teachers is that children are not familiar with these traditional games.

b. Differences

1. The variety of traditional games introduced to children.
2. Children's activeness when playing these traditional games.

Facilities and infrastructure have an important role in the smooth and successful learning process. One of the supports provided by the school is by providing facilities and infrastructure. The availability of traditional game tools means that learning will run smoothly. TKN Pembina, Pertiwi Kindergarten, and Aisyiyah 02 Kendal Kindergarten provide traditional game tools in each class. In addition to facilities and infrastructure, another supporting factor is parents. Based on the results of interviews, some parents still introduce and provide traditional game tools at home. However, many parents are busy working so there is no time to play with their children and parents' supervision of their children when playing gadgets is lacking.

Play is an activity that children do willingly, without pressure or demands from anyone, using all their sensory organs and full of imagination (Siti Nur Hayati & Putro, 2021). Exploring the environment through fun play activities should be done to encourage children's growth and development. Therefore, parents at home and teachers at school must ensure a safe, comfortable and friendly environment for play (Elfiadi, 2016 in (Siti Nur Hayati & Putro, 2021).

The implications of traditional games on child development are very clear, namely to help children socialize with friends and the surrounding environment. Traditional games also have an impact on cognitive development, namely children can learn to count and learn to solve problems in each traditional game. Traditional games are the original culture of Indonesia so usually the accompaniment song uses regional songs or Javanese language, so with this language development in children develops. In addition, by interacting a lot with friends and people in the environment around the child, the child will get new vocabulary. The most important implication of traditional games for child development is in physical motor development, because traditional games are more physical games. Children will do a lot of movements that will increase the agility and balance of children. This is in line with Ghao et al (2014) who underline that traditional games can stimulate various kinds of child development, such as motor, cognitive, social-emotional, language, moral, and spiritual abilities.

This study has several limitations that affect the scope and depth of analysis. This research was only conducted in three kindergartens in Kendal City, not all other kindergartens. This certainly limits the extent of data obtained regarding the existence of traditional games in ECD learning. Collecting data from a certain number of respondents and less widespread, thus limiting the scope of data obtained related to the existence of traditional games. Limited time during observation in the field, due to erratic traditional game learning, so that researchers explore the existence of traditional games in learning cannot be maximized.

Conclusion

The implementation of traditional games in learning at TKN Pembina Kendal, TK Pertiwi Kendal, and TK Aisyiyah 02 Kendal is still introduced and exists in learning. The strategy carried out by the teacher is to introduce the traditional game through video shows. Traditional game learning in these three schools is adjusted to the theme and included in the lesson plan. The challenge faced by teachers is that both children are not familiar with traditional games, so teachers must introduce them to children slowly and repeatedly.

Supporting factors for traditional games at TKN Pembina Kendal, TK Pertiwi Kendal, and TK Aisyiyah 02 Kendal are that the school provides facilities and infrastructure at school. Game tools such as dakon, jump rope, marbles are provided in each class. When playing the game engklek these three schools make the pattern on the floor using duct tape. The state of infrastructure in the three schools is adequate, but it needs to be reproduced so that the learning of traditional games can run well.

The implications of traditional games on child development at TKN Pembina Kendal, Pertiwi Kendal Kindergarten, and Aisyiyah 02 Kendal Kindergarten are seen to have an impact on cognitive, social-emotional, physical-motor, character, and language development in children. Cognitive development develops when children play congklak games, because children learn to count. Social emotional development develops when children play with their friends because of the interaction with each other. Children's physical motor development develops because by playing traditional games they do a lot of movements and the body becomes agile. Character development that develops when children play traditional games is honesty, sportsmanship, and discipline. Furthermore, children's language

development develops, because when playing children interact with many people and get a lot of new vocabulary. In addition, many traditional games also use songs.

To increase the effectiveness of traditional game learning in schools, it is recommended that schools are expected to provide support in the form of facilities and infrastructure by adding several traditional game tools. Because the traditional game tools are still lacking in many schools. The game tools should be reproduced and provided in each class, so that when the traditional game learning process takes place there is no need to wait for other classes that are still using the traditional game tools.

Teachers are expected to be more active and creative in providing material about traditional games. Teachers can introduce more traditional games to children and can be more varied in learning by innovating learning by modifying equipment, so that children are interested and enthusiastic about playing and learning about traditional games. For future researchers, they should be able to use several institutions and more respondents in order to provide more in-depth and comprehensive results related to this topic.

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