

The Effectiveness of Learning Dolanan Song and Traditional Javanese Games on Early Childhood Character Development

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Article Info

History Articles

Received:

20 March 2020

Accepted:

11 April 2020

Published:

30 June 2021

Keywords:

Character; Traditional game; Dolanan Song

Abstract

One aspect of child development that is expected by parents is the development of strengthening the child's character, especially with the rapid development of technology in the era of globalization. Thus, Kindergarten teachers apply the learning of dolanan songs and traditional Javanese games for the development of the character of early childhood children. This study aims to analyze the effectiveness of dolanan song learning and traditional Javanese games on early childhood character development and the differences between the two in early childhood character development. The research method used is an experimental method with a quasi-experimental research type. The design used was the pretest and posttest groups. The research population is all children as many as 59 children. Sampling using purposive sampling technique. Data collection using observation and interviews as supporting data. Observations were made to observe the character of the child before and after the treatment. Data analysis used statistical calculations Mann-Whitney test (Wilcoxon). The results of the study indicate that learning processed song and traditional games is effective in developing the character of self-confidence and responsibility in early childhood. The increase in children's character after dolanan song learning was 30.14 greater than the increase in children's character after traditional games of 27.37.

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p-ISSN 2252-6404

e-ISSN 2502-4515

INTRODUCTION

One of the aspects of child development expected by parents is the development of strengthening children's character, especially with the rapid development of technology in the era of globalization. Nadjamuddin (2016) argues that character education for early childhood is intended to instill good values so that they can become a habit when they become adults or at the next level of education. Currently the child is experiencing an extraordinary process of growth and development. Therefore, there is a need for communication from various parties in the process of strengthening character education. Sukoyo (2017) argues that the movement to strengthen character education is an educational movement in schools to strengthen student character through harmonization of heart (ethics), feeling (aesthetics), thought (literacy), and sports (kinesthetic) with the support of public involvement and cooperation. Among schools, families, and communities that are part of the national mental revolution movement.

Rhohmah (2018) explains that education for early childhood provides an effort to stimulate, guide, nurture and provide learning activities that will produce children's abilities and skills. Early childhood education is a form of education that focuses on laying the foundation for physical growth and development, intelligence, creativity, emotional intelligence, and spiritual intelligence.

Wulansari and Heru (2018) argue that the inculcation of character values in early childhood cannot be formed briefly but requires education that must be carried out continuously or habituation in learning. Furthermore, Lacksana (2017) explains that early childhood is often said to be a critical period for the formation of a person's character, moral cultivation through character education as early as possible for children is the main key to preparing a reliable generation. Early childhood is a period when the physical, mental, and spiritual character development of children begins to take shape. At this early age, children's

character will be formed from learning outcomes and absorbing from our behavior as parents and from the surrounding environment, especially family. At the conceptual level, character education is placed as the foundation for realizing the vision of national development, namely "Creating a noble, moral, ethical, cultured and civilized society based on the Pancasila philosophy" (Ramadhani, 2018). At this time, children can absorb almost 80% of the information that occurs around them, so it is very good to take advantage of this development by instilling positive character values (Sukoyo, 2017).

Related to opinion discussed, Yulianti (2019) also stated that children are a very valuable national asset for the nation. All parents want their children to grow and develop according to their developmental stages optimally. They also want to provide for their children, have a noble character, and have a positive character, so that children become productive people, accepted by their existence in society and are beneficial to their family, nation, and country. This right is also the main goal of every parent in educating, caring for and raising their children. Basically, all these goals are centered on one goal, namely, to prepare their children to become adults who are independent, productive, and have character.

Teachers are needed to build positive habits by implementing character values in early childhood. Nadjamuddin (2016) explains that character is defined as character; character; psychiatric characteristics; morals or manners that distinguish a person from another, then a person's character must be formed from childhood to be accustomed to behaving positively. Character education is an individual effort that is willing because it can develop to find more meaning, spirit value (awareness) and attitudes. (Ramadhani, 2018).

Based on the observations of researchers, the character development of children in all districts has been shown by their daily activities. There are 18 aspects of national character that are the target of the development of children's character learning. In terms of character

development, it shows that religious, honest, tolerant, and disciplined characters are the 4 characters with the best criteria and percentage, on the other hand, the characters of confidence and responsibility are the 2 characters with the lowest order criteria. Judging from the institution, there is 1 of kindergarten (3.7%) in the very good category, there are 18 of kindergarten (66.7%) in the good category, there are 6 of kindergarten (22.7%) in the enough category, there are 2 of kindergarten (7, 4%) in less well.

Institutionally, from 27 kindergartens in all districts, it is known that Dharma Wanita 3 Pojok Kindergarten and Dharma Wanita Tawangharjo 1 Kindergarten with the same level, namely 58.9% in the sufficient category. The results of these observations indicate that the child's character is still low so that it still needs to be improved. Therefore, this study is considered feasible to make improvements.

Children's character development can be achieved with several relevant learning methods. These methods include character habituation, cooperative learning, fun learning, media use, application of dolanan songs and traditional games. In this study, emphasizing the learning method by giving treatment in the form of the application of dolanan song and traditional games. The reason for the application of dolanan songs and traditional games in early childhood is due to the tendency of children to be more interested in singing, games, and children's games. Rhohmah (2018) said that the dolanan song is a song sung with dolanan, or a song sung in a certain dolanan. Lelagon (song) dolanan is a type of lelagon (song) that has the nuances of being relaxed, having fun, joyful and light without burden (Veronika et al. 2017).

Wulansari and Subrata (2018) state that the dolanan song is a song sung by young children to describe feelings of joy and is expressed according to the child's imagination. Marwanti (2018) states that the children's dolanan song is an interesting thing because it is in accordance with the mental development of

children who still like to play, in which it also contains teachings or moral values.

Kusumawati (2017) states that games are a tool for children to explore their world, from those that are not recognized to those that are known, and from what they cannot do to be able to do it. Simanjuntak and Barutu's research (2016) states that learning using traditional games (gowokan) has a significant effect on children's social behavior at Azizi Kindergarten of Medan. Dehkordi's research (2017) shows that playing traditional games maintains physical health, improves children's spiritual and mental health, and institutionalizes cultural values. Meanwhile, Bazaz et al. (2018) in his research concluded that traditional games are effective in improving the development of the social character of preschool children and emotional intelligence. Lacksana (2017) suggests that the traditional game of congklak which is local wisdom pays great attention to building and strengthening children's character.

Adi (2020) argues that Early Childhood Education is one of the levels of education that accommodates ages 0 to 6 years. At this level of education, there are two pathways, namely formal education through kindergarten, and non-formal through playgroups. The two of them have no difference in the educational process. The goal is to develop children's aspects, namely cognitive, language, religious and moral values, physical motor skills, social emotional, and art. In achieving its goals, early childhood education programs institutions organize education using various learning methods, one of which is through traditional games.

Regarding to traditional games character, Adi (2020) further explains that traditional games are a national cultural heritage that has been played for a long time. Traditional games can stimulate various aspects of a child's development. As part of education, teachers should introduce children to these traditional games. There are several kinds of traditional games ranging from thinking, singing, and dexterity. Traditional games are proven to be full of meaning and positive values to shape

children's character as the nation's next generation.

The preservation of traditional games is important to do by introducing and playing traditional games with children, accompanied by awareness efforts to related parties, especially parents, so that they are more concerned about the dangers of playing gadgets that are not right, especially for the millennial generation. Parents have a major role in the degradation of the superior character of the nation to the millennial generation due to the erosion of national culture, one of the small examples in traditional games. The development of the nation's superior character can also be done through traditional games that our parents have known since an early age. Character education, which has so far been less emphasized in the education system in

Indonesia. Character education is only a theory without any reflection of that education. As a result, the children grew up to be characterless humans.

Based on the background discussed, this study aims to analyze the effectiveness of learning dolanan song and traditional games as well as the differences between the two in the development of early childhood character in Tawangharjo District, Grobogan Regency.

METHODS

The method used in this research is the experimental research method. This type of research is a quasi-experimental research. The design used in this study is the Pretest and Posttest Group shown in Table 1.

Table 1. Research Design (*Pretest-Posttest Design*)

Class	PreTest	Treatment	PostTest
TD	O ₁	X ₁	O ₂
PT	O ₃	X ₂	O ₄

Remarks:

O1: Kindergarten Pretest Results A.

O2: Kindergarten Pretest Results B.

O3: Kindergarten Posttest Results A.

O4: Kindergarten Posttest Results B.

X1: Providing treatment, through song *dolanan*

X2: Providing treatment, through traditional games

namely the characters of responsibility, courage, and social.

There are several other similarities, namely the number of students in the two kindergartens is relatively the same, namely 30 children, the sex of the children is also the same, namely 10 boys, 20 girls. From a social point of view, the children are also the same, namely departing from middle to lower class families, most of whom are agricultural laborers and construction workers. Kindergarten has both been accredited B, the educators in both kindergartens are also certified as professional teachers, and the kindergarten which are both under the auspices of the village foundation So that the samples in this study were Dharma Wanita 3 Pojok kindergarten and Dharma Wanita Tawangharjo 1 kindergarten.

Population and Sample

Sampling method in this study was through the suitability random withdrawal technique, namely the two institutions which have the same thing. In this case, the two institutions to be studied, namely Dharma Wanita 3 Pojok kindergarten and Dharma Wanita Tawangharjo 1 kindergarten, there are similarities, namely from the results of initial observations there are several characters whose results are 53 for Dharma Wanita 3 Pojok kindergarten, and the result is 54 for Dharma Wanita Tawangharjo 1 kindergarten. The 53 and 54 scores fall into the sufficient category,

Research variable

In this study, there are three variables, consisting of 2 independent variables, namely dolanan song and traditional games, and 1 dependent variable, namely the character of the

child. Dolanan song is a traditional song that contains elements of play and learning. The indicators of dolanan song used in this study are song while dolanan, namely cublak-cublak suweng song. Traditional Games are a game inherited from ancestors that must and need to be preserved because they contain local wisdom values. The traditional game indicator used in this study is the Gobag Sodor game. Characters are psychological, moral or ethical traits that distinguish a person from others. There are 2 indicators of children's character used in this study, namely: the character of self-confidence and the character of responsibility.

Data Collection and Analysis Techniques

Data collection techniques are the most important step in research because the main purpose of this research is to get data. Data collection techniques used in the study were observation and interview techniques as a supporter.

The effectiveness of learning dolanan song and traditional games on early childhood characters in Dharma Wanita 3 Pojok Kindergarten and Dharma Wanita Tawangharjo 1 Kindergarten was tested for normality and homogeneity to determine normal distribution samples. The normality test is used to determine whether the analyzed data is normal or not. While the homogeneity test is used to determine whether the population is homogeneous. The calculation of the variance price homogeneity must be done at the beginning of the data analysis activity. This is done to ascertain whether the homogeneity assumption in each data category has been fulfilled or not. In this study, the normality and homogeneity tests on the learning outcomes of dolanan song and children's traditional games were calculated using SPSS 21 software.

The data analysis used is using statistical calculation of the Mann-Whitney test

(Wilcoxon) on the gain score. The Mann-Whitney test was used to determine the presence or absence of it before and after treatment. Gain score is the change in score or the difference between the pretest and posttest scores. The gain test is carried out to determine the extent to which the improvement of children's learning outcomes between before and after learning activities are carried out. The formula used to calculate the improvement (gain) referring to the opinion of Utami (2019).

$$g = \frac{\text{Posttest score} - \text{Pretest score}}{\text{Total score} - \text{Pretest score}}$$

Based on this formula, it shows that the magnitude of the normalized gain is obtained from the difference between the posttest score and the pretest score divided by the difference in the total score minus the pretest score.

RESULTS AND DISCUSSION

Early childhood character development is seen to be effective when using traditional play and dolanan song learning and there are also differences in effectiveness in learning dolanan song and traditional games. Based on the final score, the data were obtained from the results of observations made at Dharma Wanita 3 Pojok Kindergarten and Dharma Wanita Tawangharjo 1 Kindergarten. Based on the average value of early childhood characters before and after learning. The improvement of children's character development before and after treatment is summarized in Table 2.

Description of Research Data

The data description of children's character variables in the dolanan song learning is as shown in Table 2.

Table 2. Data Description of Children's Character Variables in Learning *Dolanan* Song

No	Pre	Post
1-29	O.1	O.2
Amount	443	874
Mean	15.28	30.14
Max	24	39
Min	8	20

The data description of children's character variables in traditional game learning is as shown in Table 3.

Table 3. Data Description of Children's Character Variables in Traditional Game Learning

No	Pre	Post
1-30	O.1	O.2
Amount	456	821
Mean	15.20	27.37
Max	24	35
Min	8	19

Furthermore, the prerequisite analysis test include the normality test and the is carried out before testing the hypothesis. The homogeneity test. The results of the analysis prerequisite tests that are carried out prerequisite test are summarized in Table 4.

Table 4. Children's Character Data Normality Test Results for Experiment Class 1 and Experiment Class 2

	Pre-Test Value TD	Post Test Value TD	Pre-Test Value PT	Post Test Value PT
N	29	29	30	30
Asymp. Sig. (2-tailed)	.079	.066	.085	.387

The criteria used in decision making and drawing conclusions in the normality test are if the significance value is > 0.05 then the data is normally distributed, whereas if the significance value is <0.05 then the data is not normally distributed. experiment class 2 is more than 0.05. So, it can be concluded that the children's character data is normally distributed because the significance value of the two classes is more than 0.05.

The normality value of children's characters in the experimental class 1 and

The results of the homogeneity test for the two variables are summarized in Table 5.

Table 5. Children Character Data Homogeneity Test Results

Levene Statistic	df1	df2	Sig.
2.774	1	57	.101

Table 5 shows that the sig. (p) of 0.101, This shows that the data being tested is said to which means the value of sig. (p)> from 0.05. be homogeneous based on this significance

value. This shows that the children's character data group comes from a population that has the same (homogeneous) variance. After the prerequisite analysis was tested, the hypothesis was tested. The first hypothesis to be tested is about the effectiveness of learning dolanan learning for developing early childhood

character. The data tested was the average value of early childhood characters before and after treatment. The data were tested using the results of the calculation of SPSS for windows release 20 obtained by the paired sample t-test table. The results of the first hypothesis test are presented in Table 6.

Table 6. The Value of Early Childhood Character Development Before and After *Dolanan* Song Learning.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest value	15.5517	29	4.73276	.87885
	PostTest value	30.1379	29	5.16668	.95943

The significance of the effectiveness of improving children's character is as shown in Table 7.

Table 7. The Significance of the Effectiveness of *Dolanan* Song in Increasing Children's Character

		Paired Differences		
		Mean	Std. Deviation	Sig. (2-tailed)
Pair 1	PreTestValue- PostTestValue	-1.45862E1	2.69281	.000

Table 7 shows that the significance (P-value) is 0.000, which means it is smaller than 0.05 (P < 0.05). This means that the provision of learning with dolanan song has a significant effect on the effectiveness of improving children's character.

The findings in this study are in line with the findings of research by Marwanti (2018) which states that children's dolanan songs are an interesting thing in early childhood, because they are in accordance with the mental development of children who still like to play, in which they also contain teachings or moral values. character. Through the dolanan song activity, it will be able to instill character values in early childhood. Other research shows that there are significant character differences between children's characters before being given learning using Javanese song media and after being given learning using Javanese song media, namely an increase in the character development ability of children (Sukoyo, 2017).

Zhou's research in Jue (2016) explains that children who have received music (song)

education create extraordinary creativity, imagination and character in the child's life compared to their peers who have not received music (song) training. Nugraha (2018) revealed that learning the art of music in elementary schools aims to encourage students to build and develop their character. Through the learning process of the art of music, elementary school teachers can provide good values for students. The existence of learning the art of music in elementary schools is an effort to shape students' behavior, attitudes, and character from an early age.

Nugraheni and Buntara's research (2029) shows that research with dolanan song applied to groups of children in Ngadiprono Village are, 1) The intensity of children's rough speech decreases, 2) Reduces bullying between friends, 3) There is no gender limit to play, 4) Children are increasingly creative and productive, 5) Children value their parents more, 6) Children begin to use the Kromo language to converse with their parents. Thus, this study is significant in improving children's character education and

can be implicit in everyday life. Explicitly, some of these characters are part of the child's character of confidence and responsibility.

The second hypothesis tested in this study is the effectiveness of traditional song learning on early childhood character development. The data tested is the average value of early

childhood characters before and after traditional game activities. The second hypothesis testing also uses the results of the calculation of SPSS for Windows Release 20, which obtained a paired sample t-test table. The results of the second hypothesis are shown in Table 8.

Table 8. The Effectiveness of Traditional Games to Improve Early Childhood Character

			N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test value	15.7333	30	5.24525	.95765
	Post Test value	27.3667	30	3.86392	.70545

Based on Table 8, it shows that the mean pre-test value is 15.7333 and the mean post-test value is 27.3667 from 30 children. This means that there is a difference in the average character of children's confidence and responsibility

between before and after using traditional game learning with a difference of 11.6334. The significance of the effectiveness of improving children's character is as shown in Table 9.

Table 9. The Significance of the Effectiveness of *Dolanan* Song for the Improvement of Children's Character

		Paired Differences		
		Mean	Std. Deviation	Sig. (2-tailed)
Pair 1	PreTest value- posttest value	-1.16333E1	4.58245	.000

Based on Table 9, it shows that the significance (P-value) is 0.000, which means it is smaller than 0.05 (P <0.05). This implies that the provision of learning with traditional games has a significant effect on the effectiveness of improving children's character. The findings in this study are in line with the findings of previous studies, namely showing that play games can be used to (a) train and stimulate children's development in various aspects holistically-interactively, both physical, motoric, language, cognitive, social-emotional, and moral aspects; (b) to instill and shape cultural values and build children's character such as honesty, discipline, creativity, independence, responsibility, social care, respect for achievement, friendly or communicative, peace-loving, and deliberation (Fauzi 2016).

Nugraha (2018) argues that based on the research that has been described, it can be concluded that there is an effect of traditional

game-based learning on children's social skills. There is a difference in the average social skills of students, namely very high, quite high, and low levels in the experimental class, the most significant increase occurs in the very high group, which is strongly influenced by traditional game activities. Maghfiroh's research (2020) also shows that the results of the analysis obtained are that traditional games have a role in shaping children's character. Characters that can be formed include honesty, discipline, hard work, creative, independent, communicative, responsibility and so on.

Furthermore, Adi's research (2020) concludes that the results of the activities are in the form of four modified traditional games for children aged 2-4 years old. Cublak suweng, vegetables (developed from the traditional game of jamuran), and hurdle jumping (developed from the traditional game of jumping rope), as well as three modified traditional games for

children aged 5-6 years including: tower dancing (developing from the traditional game boi-boi an), playing nama-nama (developing from the traditional game cublak-cublak suweng), and jamuran jeneng kewan (developing from the traditional game of jamuran). The evaluation results show that more than 90% of the training participants understand the development of traditional game modification to develop early childhood character.

The third hypothesis tested in this study is the difference in the effectiveness of learning dolanan song and traditional games in developing early childhood characters. In this case, what is analyzed is the post-test data of the dolanan song learning at Dharma Wanita 3 Pojok Kindergarten with post-test data on learning using traditional games at Dharma Wanita Tawangharjo 1 Kindergarten. The results of the third hypothesis are shown in Table 10.

Table 10. Difference in Mean of Experiment Class A and Experiment Class B

	Class	N	Mean	Std. Deviation	Std. Error Mean
Child Character PT_TD	Class A	30	27.367	3.8639	.7055
	Class B	29	30.138	5.1667	.9594

Table 11. Homogeneity Results for Class A and Class B

		Levene's Test for Equality of Variances		t-test for Equality of Means			Mean
		F	Sig.	t	Df	Sig. (2-tailed)	Difference
Chil character PT_TD	Equal variances assumed	2.774	.101	-2.338	57	.023	-2.7713
	Equal variances not assumed			-2.327	51.832	.024	-2.7713

Based on Table 11 shows that the sig. Levene's Test for Equality of Variances is $0.101 > 0.05$, meaning that the data variants for groups A and B are homogeneous or the same. So that the interpretation decision is based on the Equal variances assumed column, where the Sig. (2-tailed) $0.023 < 0.05$. So, it can be concluded that there is a significant (real) difference between the children's character values through the application of dolanan song learning with the children's character values through the application of traditional game learning.

Based on the output of the research data, it shows that the two lessons, namely learning dolanan song and learning traditional games, both have an impact on increasing the character of children's self-confidence and responsibility.

However, both have differences in their effectiveness in enhancing, where learning dolanan song is seen as more effective and better than traditional game learning. This shows a significant and empirical difference, which is indicated by the comparison of the final scores of the observations in the two different classes. However, it could be that different groups and places can show the same thing or vice versa even though they are given the same treatment. This can be influenced by various factors such as differences in children, different times, and conditions.

The difference in the effectiveness of these two lessons can also be seen from several relevant previous studies. Pitts Research, S.E. (2016) showed that music can help build self-confidence, social interaction, and enjoyment of

children. Sukoyo (2017) in his research shows that there are significant character differences between children's characters before and after being given learning using Javanese language dolanan song media.

On the other hand, Putra and Hasanah's research (2018) shows that traditional games can develop the social character values of children's education (religious values, cooperation values, responsibility values, honesty values, caring values, self-esteem values, and curiosity values). Furthermore, Mutema (2018) in his research shows that through songs and games children can get to know the social environment and acquire life skills, even though children's traditional songs and games are not considered as popular as they used to be. Hogenes, Oers, and Diekstra (2016) explain that music and music education can have a positive influence on the function of children's emotional and motoric social characters. Rahmadani, Latiana, and Agustinus (2017) show that traditional games have moral values to build toddler social character, such as self-confidence. Adi (2020) shows that the development of traditional game modification (cublak-cublak suweng version of the name) can develop early childhood characters.

Na'im's research (2016) concluded that playing cublak-cublak suweng at Aisyiyah Bustanul Athfal 44 Kindergarten can improve social skills. Based on the research results, it can be suggested to use the traditional cublak-cublak suweng game in providing learning, especially to improve early childhood social skills.

Furthermore, Na'im explained that the traditional cublak-cublak suweng game for children also learns to communicate with their friends, so that it can be seen from the improvement in children's language. When playing, children will also motivate themselves so that they succeed in playing the cublak-cublak suweng game. In addition, children can also indirectly develop their cognitive aspects by counting their group mates. In addition, the artistic aspect of children also develops through singing, which is an art activity to express children's joy and increase children's creativity.

Another aspect that can be obtained is the social aspect, which is seen when children do activities together with friends in their group. Maintain existing relationships, and seek solutions to problems faced when playing in groups.

Cublak-cublak suweng game can also improve the emotional aspects seen when children have an assessment of themselves and their group friends about the advantages they have, so that they can help build positive self-esteem and have self-confidence because they feel they have certain abilities. Another aspect that can be taken from this cublak-cublak suweng game is to hone the sharpness of the senses. Sensing includes sight, touch, and hearing. With the cublak cublak suweng game, children can sharpen their eyesight because children see differences in their group friends, distinguish physical characteristics, and play pebbles in sequence on the palms of each player's hand. Feelings can be sharpened as the game progresses and the embok sits face down in the middle and the players rotate the pebble over his back, so that the embok can feel where the gravel has stopped. The sense of hearing can also be sharpened when all the players must play their role and try to hide the pebbles in their hands during the second "sir sir plak dhele kaplak".

This implies that the treatment of giving learning with dolanan songs and traditional games has a good contribution to improving children's character. However, in this study, the giving of dolanan songs was considered more dominant in increasing the character of self-confidence and responsibility in children than traditional game learning.

Related to this finding, Yuliani (2021) in her research concluded that there are positive and significant differences between children's independence based on parenting styles. There were also positive and significant differences in children's self-confidence based on parenting styles. Therefore, it is recommended that parents evaluate, pay more attention, and improve parenting in a better way because it determines the child's independence and self-confidence).

CONCLUSION

The conclusions of this study include: first, learning dolanan song is considered effective for developing the character of self-confidence and responsibility of early childhood in Dharma Wanita 3 Pojok kindergarten. Second, traditional game learning is considered effective for developing the character of confidence and responsibility of early childhood in Dharma Wanita Tawangharjo 1 kindergarten. Third, there are differences in the effectiveness of learning dolanan song and traditional games on the development of self-confidence and responsibility of early childhood in Dharma Wanita 3 Pojok Kindergarten and Dharma Wanita Tawangharjo 1 Kindergarten, where learning dolanan song is better than learning traditional games.

ACKNOWLEDGMENT

This research was supported by Dharma Wanita 3 Pojok Kindergarten and Dharma Wanita Tawangharjo 1 Kindergarten, Tawangharjo District, Grobogan Regency.

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