
Play, Learn, and Grow: Enhancing Character Education in Elementary Schools through Traditional Games

A. Ardiansyah¹, Hendriana Sri Rejeki², Abdul Gafur Marzuki³, Mohammad Djamil M. Nur⁴, Ulfah⁵

^{1, 3& 4} Universitas Islam Negeri Datokrama Palu, Sulawesi Tengah, Indonesia.

^{2&5} Universitas Tadaluko, Palu, Sulawesi Tengah, Indonesia.

* Correspondence to: andiardiansyah@iainpalu.ac.id

Abstract: Traditional games serve as a means of playing and, at the same time, a means of communication. A traditional game is one that has character values because it can build them. The object of this research is elementary school children who play traditional games. This research is qualitative research. Research data were collected through observation, interviews, and documentation. The validity of the research data was retested using extended participation, observation, persistence, and triangulation. The results signaled that traditional games can be used as a vehicle for playing because they have benefits for children; not only that, they are also a means of communication and can build character in elementary school children.

Keywords: Character building; elementary school; qualitative research; traditional games.

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INTRODUCTION

Traditional games are games that contain educational values, noble values, and norms that help children understand and find balance in everyday life (Latif et al., 2019). Moreover, traditional games are activities completed spontaneously, without coercion or pressure, bringing joy in a pleasant atmosphere based on local traditions (Liu, 2023). These games embody noble values such as cooperation and teamwork, honesty and fair play, respect and courtesy, perseverance and patience, as well as creativity and problem-solving. Many traditional games require players to work together, fostering unity and mutual support, while also emphasizing integrity, sportsmanship, and respect for opponents and cultural traditions. Additionally, they encourage resilience through challenges and stimulate imaginative thinking and strategic decision-making. With their various types and origins, traditional games continue to be developed and preserved as a form of sports and cultural heritage.

Traditional games are games that have been passed down from one generation to the next, various noble values contained in traditional games illustrate that traditional games can be used as the right medium to shape children's personalities (Trajkovic et al., 2018). It is also revealed that traditional games are an intergenerational inheritance that has a symbolic meaning behind the movements, speech, and tools used (Behnamnia et al., 2020). These messages are beneficial for children's motor, cognitive, emotional, and social development as a preparation or learning tool for life in adulthood.

Traditional games are also games that have been included in the learning curriculum in every school both at the Kindergarten (TK), Elementary School (SD), Junior High School (SMP), and High School (SMA) levels. The development of traditional games is less popular and in demand by children, this is because traditional games have begun to be marginalized by modern games. This is because apart from the rise of modern games, the lack of socialization of reintroducing tradition The decline of traditional games is influenced by the rise of modern games and the lack of socialization efforts to reintroduce them. Research by Prasetyo et al. (2020) found that 78% of children aged 7–12 prefer digital games over traditional games due to their interactive and visually appealing features. Similarly, a study by Rahmawati & Nugroho (2021) revealed that only 25% of elementary school children in urban areas had ever played traditional games, with many perceiving them as outdated and less engaging. Additionally, the Department of Culture, Tourism, Youth, and Sports has not maximized efforts to preserve and promote traditional games, leading to a decline in awareness and participation (Fitriawan, 2017). Without active intervention, such as integrating traditional games into school curricula or organizing community-based events, these cultural heritage activities risk being forgotten by younger generations. al games carried out by the Department of Culture, Tourism, Youth and Sports has caused traditional games to be increasingly forgotten. Another assumption is that traditional games are outdated because traditional games are no longer interesting to play (Fitriawan, 2017).

Traditional games can build communication between fellow players, this can be seen when children play traditional games, both games that are played one on one or played in groups. Traditional games can be played alone, in pairs, small groups, large groups, with peers, even with adults. They play with the game equipment that has been prepared, the unique thing is that the equipment to be played is made by the children themselves and even adults also help by using tools from used goods, objects, or plants that are around them playing.

Traditional games such as jumping rope, engrang, boy-boyan, bentengan, engklek, all involve physical, social, emotional, besides that traditional games can also build communication with fellow players. According to Montessori (1912) "the traditional game model book" suggests that: 1) play involves the intrinsic motivation and spontaneity of children as individuals, 2) active play involves children being immersed in their world as children, 3) playing is very flexible, encouraging them to be able to change and adapt when they are played.

The existence of traditional games makes children trained in communicating with their fellow players, so that children can increase their confidence and language fluency and affect the ability and quality of children's communication (Febriani et al., 2022). Meanwhile, the results of his research show that traditional games can animate different parts of youngsters' progress which can incorporate the accompaniment: First, engine perspectives via preparing perseverance, adaptability, sensorimotor, gross engine, and fine engine abilities; Second, intellectual perspective by creating creative mind, reactivity, critical thinking, system, anticipative capacity, and context oriented arrangement; Third, the enthusiastic angle by being a vehicle of passionate therapy, can sharpen compassion and poise; Fourth, the language angle through understanding the ideas of significant worth; Fifth, the social viewpoint by molding kids to have the option to set up connections, cooperate, train social development with friends and establish the framework for preparing socialization abilities by rehearsing jobs with more seasoned individuals and society overall; Sixth, the profound angle, conventional games can carry kids to understand

the association with something supernatural; Seventh, the environmental perspective by working with kids to have the option to comprehend the utilization of the regular components around them shrewdly; Eighth, parts of virtues by working with kids to have the option to satisfy the qualities/ethics by working with kids to have the option to satisfy the virtues passed down from the past age to the future.

This theoretical study article discusses traditional games that are used as a means of communication. In an era dominated by digital technology, where children are increasingly immersed in virtual interactions, traditional games offer a refreshing and invaluable alternative to foster face-to-face communication and social skills. By reimagining these games as dynamic and engaging tools in modern education, this study proposes that traditional games not only serve as a fun activity but also provide a unique opportunity to enhance communication, teamwork, and emotional intelligence among elementary school children. Incorporating these games into the curriculum in innovative ways can offer a powerful solution to bridge the gap between tradition and modern educational needs, ensuring that children develop crucial interpersonal skills while also gaining a deeper appreciation for their cultural heritage.

METHOD

This research applies qualitative research with observation method. The observation method is a method that uses observations of objects that are the center of attention in research (Ciesielska et al., 2018). Based on the results of initial observations those children's traditional games are still being played.

In this qualitative research, researchers are directly involved in the field to collect data. The presence of researchers in the field functions as participatory observers of traditional games that children play as well as acting as instruments and data collectors, apart from researchers, observation guidelines, interview guidelines. necessary. Researchers conducted interviews with children who played traditional games. The data collection instruments used in this study were observation, interviews, and documentation used for initial data collection. The games that will be observed are elementary school children who play traditional games in East Palu.

RESULT AND DISCUSSION

Traditional games are games that have been played by children since ancient times. Traditional games store a lot of moral messages and adapt them to the surrounding natural conditions and make traditional games can be used as a means of communication for children who play. Juliana (an observer of traditional games in Palu City) said that traditional games can be used as a communication, such as in the boy boy'an game, giving each other voice messages or movements from each player, both throwing and avoiding balls thrown from the enemy. Furthermore, the results of an interview with one of the traditional boy-boy'an game players, Fitri said that in traditional games, good communication is needed to win the game. From the explanation of the game, it can be said that the traditional boy-boy'an game can build communication among players. The game can be seen in the image below.



Figure 1: The Traditional Boy-Boy'an game

The results of the observation are that traditional games are games that can build cooperation among players. Traditional games are games that are played in general and involve many players, this is of course traditional games can familiarize players with one another. Not only that, but traditional games can also build children's character such as discipline, honesty, responsibility, and sportsmanship in the game. In this regard, Iksan Jowiri (Head of the Central Sulawesi Museum) said that traditional games have many benefits for the players, not only from the health of children they get in traditional games but also children are taught to always be sporty, honest, responsible, and disciplined in playing.

The game is a vehicle of relational correspondence that is firmly identified with kids. In Indonesia, numerous customary games contain positive qualities and allow communication between individuals and between players. Playing traditional games is certainly very fun because they can interact with fellow players, besides those players are also familiar with the surrounding environment. Kurniati from her research said that traditional games can animate kids to foster participation, assist youngsters with changing, connect emphatically with one another, can condition kids in poise, foster sympathy for companions, submit to rules, and regard others. The same thing was revealed by one of the children who play traditional games, Fitri, playing traditional games is very fun because they can play with friends helping each other is playing.

These traditional games have nearby insight esteems, like fortitude, smoothness, abilities, dexterity of development, key reasoning, sharpened senses, fellowship, collaboration, common participation, empathy, regard for other people, sportsmanship, acquiescence, persistence, reasonability, measure, look at, decipher, fantasize, etc. Traditional games are games that need to be preserved and introduced to children because they have many benefits, apart from being healthy, they also teach children good values, such as being honest, sporty, and working hard.

Traditional games are very beneficial for children's growth and development. The values embedded in traditional games can increase children's creativity in various aspects. This was also revealed by one observer of traditional games (Juliana) who said that traditional games teach children to do good things, such as before they play, they clean the playing area. Character education is education that involves the cultivation of knowledge, love and the cultivation of good behavior which becomes a pattern/habit. Character training can't be isolated from fundamental qualities that are viewed as great (Kristiana, 2017). In youth training, values that are considered vital are brought and disguised into their conduct including Love for God Almighty, trustworthiness, discipline, resistance and love of harmony, fearlessness, autonomy, shared assistance, participation, and common collaboration, regard and politeness, obligation, difficult work, administration and equity,

imaginative, humble, care for the climate and love the country and country (Hasanah, 2016). Traditional games contribute to children playing in the form of 1) actual arrangement that is sound, fit, extreme, predominant, and serious; 2). the mental arrangement incorporates sportsmanship, resilience, discipline, and popular government; 3) moral development turns out to be more responsive, delicate, genuine, and true; 4) the arrangement of social abilities, to be specific having the option to contend, participate, be focused, cordial, and public.

The Nature of Play and Aspects of Child Development

Every child in this world has the right to play. Play is also the main activity of children. By playing children gain knowledge and experience that helps their development to prepare themselves for the next life. Education experts consider that playing is a movement that has pragmatic worth, implying that play is utilized as a medium to work on specific abilities and capacities in kids. Play is a bridge for children from informal to formal learning. By playing, children can carry out activities so that all aspects of development can develop optimally. The same thing was revealed by Sahid Lasira, one of the community leaders and at the same time an observer of traditional games, saying that traditional games can improve children's skills, as well as children, can also be creative in playing such as setting strategies in order to win the game being played.

Learn more about this source text Playing is not only a pleasure but also a need that must be fulfilled. It is also Sahid Lasira said that children play not just to play, but children also try to play honestly and apply the rules that exist in traditional games. This is done so that the game being played can run well until someone is declared a player. In playing activities, all phases of youngster advancement can work and grow appropriately and the consequences of good improvement will show up and be seen when the kid enters youth. Playing, or playing as an activity related to the whole of the child, not only partially, but through the game (when the child is playing) the child will be encouraged to practice his skills that direct the child's cognitive development, children's language development, psychomotor development, and physical development. The experience of playing will encourage children to be more creative. Starting from the development of emotions then leads to creativity in socializing. There are several principles of games based on children's behavior, namely: the game is something fun, outside of everyday events. Games are a means of experimenting in various ways, open without limits. The game is active and dynamic, not static so it isn't restricted by existence. The game additionally applies to each youngster all through the ages, has the setting of social and unconstrained connections, play is likewise a method for correspondence with peers and the climate.

The play has a very broad function for the growth and development of children, both physically, cognitively, linguistically, socially emotionally, and psychomotor. Physical development, such as gross motor skills, includes becoming more flexible in activities like running, jumping, climbing, rolling, turning, and more. As a child engages in activities that involve touching, feeling, and holding objects (such as game tools), their fine motor skills naturally improve. This hands-on interaction prepares the child for tasks such as drawing, coloring, holding a pencil or crayon, feeding themselves, and even tying shoelaces. In parallel, cognitive development occurs, enhancing the child's thinking skills as they process and make sense of the world around them. When playing with peers, children will learn to build their knowledge from interactions. They can take care of issues found during play, so kids can be prepared to think coherently. Play is significant for kids' language

improvement. At the point when youngsters play, when their intellectual capacities develop and create, kids start to think emblematically through the procurement and utilization of language. Psychological development, namely self-understanding, when children grow cognitively and physically, they will begin to realize their existence. In social-emotional, namely, the child's ability to share feelings, psychologically the child has gone through difficult times (reacting by crying) and can convey messages and feelings, desires, desires appropriately. By playing children can socialize with the surrounding environment, both peers, or adults. These social skills will continue to grow as he begins to relate to more people in a wider environment.

Development of Children's Physical Motoric Aspects through Playing

When children play, children's physical motoric activities can stimulate fine motor and gross motor development. Children also get a balance system, for example when the child jumps, or swings. Children also have the opportunity to see from a distance which includes deftness. Playing additionally causes youngsters to feel certain, safe, genuinely sure. Development of Children's Cognitive Aspects through playing

Play is an important medium in the thought process in providing the experience of interacting with the environment. Children will be trained to face and create real situations through experimentation and planning. When children make rules together with their friends, that's when children build abstract thoughts, so children will get more creative ideas. With experience while playing, children will also build their memory sharply. This will also encourage further language development.

Development of Children's Language Aspects through Playing

Children acquire language in various ways, namely by imitating, listening, expressing, and also through playing. When playing, children use their language and communicate their language effectively with others. Children will use their language to communicate with their friends or just express their thoughts, and directly at that time, the child will learn the language. The child's interaction with the surrounding environment when playing helps children expand vocabulary and acquire learning skills.

Development of Children's social aspects through Playing

The development of children's social aspects through playing children's socialization activities when playing, children will interact with other people, both peers, adults, or the environment. At that time, children have the opportunity to recognize social rules and practice them in their interactions. This will encourage children to learn to deal with the feelings and behavior of their playmates. They will learn to negotiate, resolve conflicts, and even compete. In essence, when they play, they will learn to coexist with others and encourage friendships with peers.

The Development of Children's Emotional Aspects through Playing

Playing is a medium for expressing children's feelings and ideas. Children will learn to face real life, and regulate their emotions while playing. This will encourage children to understand themselves (self-awareness).

Role Traditional Games

Traditional games that exist in different pieces of the archipelago can animate different parts of youngsters' turn of events, for example, Motor angles: Train

perseverance, adaptability, sensorimotor, gross engine, fine engine. Intellectual angles: Develop creative mind, imagination, critical thinking, technique, expectation, logical agreement. Enthusiastic perspectives: Emotional control, sharpening sympathy, poise. Part of language: Understanding of significant worth ideas. Social viewpoints: Establishing connections, participation, preparing social development with companions and establishing the framework for preparing socialization abilities, rehearsing role with more seasoned individuals/society. Profound Aspect: Realizing connectedness to something is Supreme. Environmental angles: Understanding the utilization of regular components around shrewdly. Parts of qualities/ethics: Living the virtues that are passed down from the past age to the future.

Many things a child gets from a traditional game through the process of playing. In this case, children are directly involved both physically and emotionally so that it greatly affects their growth period (Bell & Harper, 2020). The game can be interpreted as "human activity in various forms as a reflection of the need to acquire new knowledge in a fun way". Concerning children, games can be interpreted as "activities carried out by children in various forms spontaneously, without coercion, bringing joy and in a pleasant atmosphere". Traditional games are a way to acquaint kids with social qualities and accepted practices that are expected to set up connections or social contacts and play roles according to their social position in society. It is also traditional games can be used as an important medium to achieve educational goals, so that traditional games are very appropriate to be used as a vehicle to provide education, both for physical and spiritual education with various aspects, for example, social nature, discipline, ethics, honesty, independence, and confident. Traditional team games can foster children's social sense so that selfishness can be avoided. Children can determine who wins and who loses with the rules of the game, so children are required to be disciplined.

The Influence of Traditional Games on Children's Communication Skills

Children are social creatures who always need other people in their lives. A child cannot live in a society with other people if most of his time is only used for his own needs. As social individuals, children always need opportunities to hang out with peers or people who are more mature and in different environments. When socializing with their environment, children will gain valuable experience for their lives, through the experiences they have gained; children will learn to develop their social interaction skills. Social interaction will not occur properly if there is no communication between children and other people. Parents do not provide facilities or opportunities to train children's communication skills, so what is expected by parents will experience obstacles. Parents are caregivers, the first educators of children who teach how to communicate well. Good communication skills will help children improve various aspects of development including the ability to interact. For this reason, efforts are needed to overcome these problems, especially to improve children's communication skills.

Children need activities that can develop their social interactions, one of which is playing activities. This was chosen because playing activities are considered very appropriate and effective to be applied to early childhood. After all, children are still in the stage of learning while playing. This play activity can use fun games for children. One of them with group games, in group games, allows children to interact with their peers face to face, this can train children's communication skills. One of the games that include group games is traditional games. Traditional games are relatively simple, easy to play, do not

cost much, and have elements of local wisdom and cultural values that should be preserved. In addition, traditional games have a great influence on the psychological development, nature, and social life of children.

Positive social interactions in these traditional games can be used as an effort to train children to communicate with peers in a fun way, children will sing together, children learn positive interactions through the values of honesty, children learn to dialogue in a fun way and children will play interact with many people. For this reason, learning methods through traditional games can be used as a means to improve communication skills in children.

Communication is an important thing in everyday life. From some of the descriptions above, it can be said that there are two forms of children's communication, namely verbal or non-verbal communication. The form of communication that is focused on in this article is verbal communication because in this article children are expected to develop language skills, words, and vocabulary. Through words, children can express sentiments, feelings, musings, thoughts, pass on realities, information, and data and clarify them, trade sentiments and considerations, contend with one another, and battle. Verbal correspondence can be developed through games in which there are many interactions, such as group play, role-playing, and block playing, and so on.

Children's language skills develop gradually. There are several stages of development of communication skills, including a) At the age of infants, children speak in crying language, b) At the age of 6 weeks to 3 months, and children begin to develop their communication system into babbling without a clear meaning. c) At the age of 6 to 10 months, the child begins babbling or making sounds similar to syllables. d) At the age of 12 months, children have been able to say their first words, and shortly after that, they have combined two words to communicate. e) At the age of 24 months, the child has been able to communicate with simple sentences. f). at the age of 36 months, the child has been able to tell about the events that happened to him. g) At the age of 4 to 6 years, children can speak and speak like adults (Immordino-Yang et al., 2019).

There are several stages of the early development of children's speech or communication, in particular the naming stage, the transmitted stage, and the groundbreaking stage. These stages can be depicted as follows: Naming stage, at this stage the kid relates the sounds he has heard with objects, occasions, circumstances, exercises that have been known through their current circumstance. At this stage, kids are simply ready to utilize sentences comprising of a single word or expression. The words he articulated allude to the items around him. In the transmitted stage, at this stage, the kid can pass on the message he needs as a sound arrangement as a few words. Kids utilize a few words to supplant sentences that contain specific implications and have to do with significance. The discourse is exceptionally short and compact. Consequently, this sort of youngster discourse is likewise called transmitted. The groundbreaking stage, at this stage the youngster has begun to try to ask, request, discredit, and illuminate something. At this stage, the youngster has started to try to change his plans to others as different sentences. Different exercises of youngsters whose exercises are imparted or expressed through sentences, which are included in this stage are children aged five years. what is spoken is interconnected, and the child has begun to be flexible to adjust his speech style when the child communicates with younger or older people next, this is also based on the stages above, it can be said that the stages of speaking (communicating) kindergarten age children (5-6) years are at a transformational stage. At this stage, the child can dare to ask

order, refute, inform something and dare to transform his ideas to others in the form of various sentences (Yıldırım & Akamca, 2017). By looking at the stages of speech development (communication) in the child, the child must always receive a stimulus according to his age stage so that communication skills are developed by the task of language development. One of them is with fun play activities for children, this play activity can use group games, in group games it allows children to interact with their peers face to face, so that they can train children's social skills, especially in terms of communicating.

Value of Character Education

In the Big Indonesian Language Campus. Value is the price (in the sense of an estimated price): the price of something, the number of depth, the level of quality: a lot or less content, the characteristics (things) that are important or useful for humans, Something that perfects humans according to their essence: ethics that are closely related with a culture of abstract concepts about basic problems that are vital and significant in human existence; ethical values related to morals; values related to right and wrong held by a group or society. In religion, the concept of high appreciation is given by community members on a few principle issues in strict life that are hallowed so it turns into an aide for the strict conduct of the local area concerned. Values also have a function as a guide and driver of individual behavior in their lives. If it is connected to an object the value has various interpretations. But the value referred to by Cook et al. (2018) is a conviction that makes an individual follow up based on his contemplations. Conviction is set as a higher mental region than different regions.

Etymologically, the word "education" comes from the essential word "training" which is prefixed and suffixed. Turning into a "teaching" action word which means assisting youngsters with dominating different information, abilities, perspectives, and qualities acquired from family and society. In the English dictionary, Oxford Learner's Pocket Dictionary the word education is defined as training and learning (Education is training and instruction). Meanwhile, in the Big Indonesian Dictionary, education is the method involved with changing the mentalities and conduct of an individual or gathering with an end goal to develop people through instructing and preparing endeavors (Gunawan, 2012). In-Law Number 20 of 2003 concerning the National Education System in article 3, which states: "public schooling capacities to foster abilities and shape character and instruct the existence of the country".

Etymologically the term character comes from the Latin *karakter*, *kharassaein*, and *kharax*, in Greek person from the word *charassein*, which means to make sharp and profound. In the interim in the Big Indonesian Dictionary, the word character implies mental, moral, or character qualities that recognize an individual from others, or intrinsic significance, heart, soul, character, character, conduct, character, nature, character, demeanor, character. Character is the upsides of human conduct identified with God Almighty, oneself, individual people, the climate, and ethnicity which are shown in considerations, mentalities, sentiments, words, and activities dependent on strict standards, laws, habits, culture, and customs. The character of a word is meaningless if it is not associated with humans. Gordon Allport defines human character as a collection or crystallization of the habits of an individual. While Chaplin defines it as a personality quality that repeats regularly in an individual. According to the perspective of the development interaction, some specialists say that the human person is heredity. Others say that it is the climate that shapes the personality of an individual's character.

Character training has a similar substance and which means moral schooling and moral instruction (Bilda, 2016). The objective is to shape the youngster's character, so he turns into a decent individual, society, and resident for general public or country, overall are sure friendly qualities, which are intensely affected by the way of life of the local area and country. In this way, the improvement of the public person must be done through the advancement of one's person. Be that as it may, because people live in a specific social and social climate, the advancement of an individual's singular person must be done in the social and social climate concerned. This implies that the advancement of public culture and character must be done in an instructive interaction that doesn't set youngsters free from the social climate, local area culture, and country.

The Ministry of National Education has recognized eighteen people's esteems that should be imparted in understudies/youngsters beginning from Religion, Pancasila, Culture, and public training objectives. The eighteen qualities are (1) strict, (2) genuine, (3) resilience, (4) discipline, (5) difficult work, (6) innovative, (7) autonomous, (8) vote based, (9) interest, (10) public soul, (11) love for the country, (12) appreciate accomplishments, (13) cordial/open, (14) love harmony, (15) love to peruse, (16) care for the climate, (17) social consideration, (18) obligation.

From the few people esteems that have been recognized by the Ministry of National Education, the arrangement of character in every understudy is the objective of public schooling, as per Article I of the 2003 National Education Act which expresses that the reason for public instruction is to foster the capability of understudies to have intelligence, personality, and noble character. The message from the 2003 National Education System Law is that training doesn't just shape astute Indonesian individuals, yet additionally has character or character, so later ages of individuals will be conceived who have great information viewpoints, yet additionally have an age that creates with a great person, breathing great ethics, respectable upsides of the country and religion.

Character values can be internalized through the family, school, and community environment. Because the process of character building is a process to shape, grow, develop and mature the child's personality to become a wise and responsible person through habituation of thoughts, hearts, and actions on an ongoing basis whose results can be seen in real daily actions both in the family, school and community. In society. Integrated character values include important dimensions that can be described in several actions, meaning that the approach to character education in the family can be integrated through the process of interaction in society, between parents and children can work together in the socialization process that is oriented towards more meaningful actions, so that the process of internalization and socialization can help in the personal formation of children with good character and noble character.

The process of humanization by religion is a course of disguising confidence, qualities, information, and abilities with regards to perceiving and understanding these qualities into great deeds. This is the product of basic factors and teachings that constantly interact with one another. This internalization process can only occur if there is a process of connection between human awareness and God's Will which is brought to social correspondence. To disguise means to "disguise" or "house in oneself" or "inside" or "to put under lock and key" or "to turn into a full part". Along these lines, the variables of confidence, qualities, information, and abilities (think and act) should be put inside and turned into one's own. Something that has saturated one's own will unquestionably be

kept up with as well as could be expected. In this process of internalization, there is an adherent as well as the dissemination of values obtained from religious instructions.

This adjustment will foster the accumulation of one's experience, which then gives birth to a process of appreciating individual values, and the process must have started since elementary school education. This form of internalization in the educational process (both formal and non-formal) is an acceptable way to cultivate human values. In the context of internalization, the educational process should not be a value-free civilizing activity.

Following order and assigning responsibility honestly is one example of the internalization process. The orientation, which tends to only economic and technological values, is only capable of educating the brain, but on the other hand, causes the heart to freeze. If this coldness of heart lasts from elementary school children to university level, then their intellectual results are easily carried away by non-firm in nature. Ratio alone is not a compass that is ethical in nature but merely gives consideration. Morals provide validation to all scientific theories. This morality is the entire pattern of thought, feeling, and behavior, as manifested by the individual. Morals are the mobilization of energy from all of one's abilities, which are directed to values and norms that are by religious guidance.

Religion only shows the purpose of this created world, which is to lead to Divine Power. The Bible is not a "drama book" but a "letter" from God addressed and addressed to humans. Humans are asked to know that. The term "knowing" does not only mean rational and objective knowledge but also contains an element of "meeting" or "associating with". Therefore, faced with normative law (should be), formal logic is finally faced with non-formal problems, such as problems of values, truth, lies, and others.

In the framework of internalization, a scientist is not only involved with the facts. More than that, a so-called thinker is also a participant who is morally obliged to learn and live. Awareness to generate the scientific ability to character values must be done conceptually and immediately. This is the most important study for the preservation and development of the values and norms of the nation's life. The effort involved shifting the main idea and was an expensive solution in all respects. With this, we enter a new approach in forming a strong mental and social environment, which can meet all forms of the challenges of the times.

CONCLUSION

Modern games are games that are played using technological tools that have developed in the community and are played by more than two people and can even be done alone without a playmate before the technology develops, modern games are more difficult to find among rural communities with the times and technology growing. With modern games, the crisis of children's characters is caused by the progress of increasingly modern times, everything is automatic and digital. The impact of this modernization time is an adjustment of kids' playing exercises from customary games to present-day/computerized games which are indistinguishable from the utilization of innovation like internet games, computer games, and play stations. So customary games become unfamiliar and are beginning to be disregarded among kids today. Interest in modern games is now increasingly acute, so it greatly affects the behavior and habits of children. The impact that arises because this phenomenon is very worrying, influences youngsters' learning accomplishment, character emergency and has forceful conduct, even dives kids into criminal demonstrations like robbery and assault, and makes kids experience numerous characters that can prompt demise, this is certainly very worrying for children.

it is with the existence of folk toys that cannot be separated from the love of the founder of the community, the existing community will help to preserve traditional games because folk games have educational values in their games. Traditional games can be a means of communication for children play, by playing traditional games children can interact with each other regardless of one's social status, traditional games have the values of local wisdom in instilling character education for children.

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