



Development of Bekel Ball Game to Improve Cognitiveness Children aged 5-6 Years in Kec. Way Seputih Central Lampung

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Abstract

Educational games are useful for improving language skills, cognitive skills, and getting along with the environment. Cognitive is the ability to acquire and use knowledge in order to solve problems and adapt to the environment. The researcher chose the cognitive aspect because of this ability in RA Muslimat NU 10 Sri Budaya Kec. Way Seputih, Central Lampung is still relatively undeveloped. The purpose of this research is the development of bekel ball game at RA Muslimat NU 10 Sri Budaya Kec. Way as white as Central Lampung. Types of research and development (research and development). The development procedure according to the 4D model consists of four stages, namely Define, Design, Develop, Disseminate. Based on the results of the study, it can be concluded that the development of bekel ball game media at RA Muslimat NU 10 Sri Budaya Kec. Way Seputih Central Lampung with the following steps: 1) The teacher prepares the bekel ball game media. 2) The teacher explains the rules of the game using bekel ball game media. 3) The teacher gives examples of the steps of the Bekel ball game. 4) The child is asked to roll the bekel ball. 5) The child will get a prize in the form of one star if he answers correctly, while if the child answers incorrectly, the child will get a punishment in the form of reading a short letter. 6) The child is asked to name the number symbol on the bekel ball falling hole. 7) Children are asked to count the number of numbers in each hole that the bekel ball falls. 8) Children are asked to match the number with the number symbol in each hole the bekel ball falls. 9) Each hole consists of a picture and the name of the picture. 10) The child is asked to explain each picture on the bekel ball falling hole. The Effectiveness of Using Bekel Ball Game Media to Improve Cognitive Aspects of Children aged 5-6 years at RA Muslimat NU 10 Sri Budaya Kec. Way Seputih Central Lampung which is very effective.

Keywords : Bekel Ball Game, Cognitive, Early Childhood

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INTRODUCTION

Educational games are a very fun activity and can be an educational method or tool. Educational games are useful for improving language skills, thinking, and getting along with the environment (Hijriati 2017). Educational games are a form of games that can help develop various aspects of student intelligence. Educational games are useful for improving language skills, thinking, and can improve social skills because through a game students learn how to interact with friends and the people around them (Indrawan, Mando, and Suriata 2017). Therefore, in this study, we will research and develop an educational game in the form of a bekel ball game in early childhood.

The traditional bekel ball game is a game that uses a small ball made of rubber which can produce a bounce when thrown, and is added with certain fruit seeds or tin seeds or kapok seeds as a tool to play the game as much as the amount agreed upon by the players, usually in multiples of six (Rahman and Ningsih 2021).

As for in this study, what is meant by the bekel ball game is a game that uses bekel ball media and a board that is given a number of bamboo in it which is arranged in such a way that the speed of the bekel ball becomes irregular, then a container of 10 containers has been provided under the board. , this media was created by taking into account the improvement of abilities in children aged 5-6 years.

Based on pre-research data, the teaching and learning process applied at RA Muslimat NU 10 Sri Budaya Kec. Way Seputih, Central Lampung, is carried out with an online and offline system while still implementing protocols in the midst of the COVID-19 pandemic, in accordance with government recommendations. As for the bekel ball game at RA Muslimat NU 10 Sri Budaya Kec. Way Seputih Central Lampung has never been implemented because educators prefer learning media in the school and use ready-made learning media, besides the lack of development of learning media and less varied media in RA Muslimat, therefore researchers are interested in conducting research with ball game. The reason for the bekel ball game in this study is that in general the bekel ball game is only played by throwing the bekel ball to another bekel ball, so it looks monotonous. Bekel ball games in general are games carried out by collecting bekel seeds after the bekel ball is tossed into the air, then followed by taking the ball back after one bounce. Most children have already played the Bekel ball game in the manner mentioned at the beginning so it is less interesting for children if they continue to use this method. This game is often played by boys, while the majority of girls have never played bekel ball.

In addition, the use of bekel balls as an educational game, namely in addition to the easy way to get them, the varied shapes of bekel balls and the materials needed in these educational games are also relatively easy to obtain and utilize unused items, namely used boards. With the implementation of educational games in the form of bekel ball games, it is hoped that children will be enthusiastic about participating in learning. As for the Bekel ball game in this study, it will be carried out entirely with an offline learning system and apply health protocols.

Early childhood is a golden age or often called the Golden Age. At this time the child's brain experiences the fastest development in the history of life. This takes place when the child is in the womb until an early age, namely the age of zero to six years. However, the period of baby in the womb until birth, until the age of four years is the most decisive period. This period, the child's brain is experiencing very

rapid growth (Fauziddin and Mufarizuddin 2018). Every child is born with different levels of intelligence and indicators.

Early childhood education is very important for further education. Early childhood education provides opportunities to develop children's personalities with various aspects of development. There are several aspects of development that must be developed in every learning process in early childhood education, one of which is the achievement of development in the cognitive field.

Cognitive is the ability to acquire and use knowledge in order to solve problems and adapt to the environment (Daniati 2013). According to Kurniasih quoted by Nurmazunita, cognitive abilities include the ability to identify, classify, sort, observe, differentiate, predict, determine causal relationships, compare and draw conclusions (Siti Nurmazunita 2020).

In several verses, Allah inspires humans to think about his creations, even the process of human creation-does not escape to be revealed in the Qur'an. One example of motivation to increase curiosity in humans, the Qur'an states in Surah al-Ghasyiyah verses 17-20:

أَفَلَا يَنْظُرُونَ إِلَى الْإِبِلِ كَيْفَ خُلِقَتْ ﴿١٧﴾ وَإِلَى السَّمَاءِ كَيْفَ رُفِعَتْ ﴿١٨﴾ وَإِلَى الْجِبَالِ كَيْفَ نُصِبَتْ ﴿١٩﴾ وَإِلَى الْأَرْضِ كَيْفَ سُطِحَتْ ﴿٢٠﴾

Meaning: *Then do they not pay attention to the camel how He was created, And the sky, how it is exalted? And the mountains how is it set up? And the earth how is it spread out? (Surah Al-Ghasyiyah: 17-20) (RI 2010).*

Based on the verse above, As a believer, after reading the verse above, I will try to find out according to his human nature. As Descartes famously stated, "cogito ergo sum" (I think, therefore I exist). And there are many more verses that motivate us all to always think (Ru'iyah 2014).

Based on the explanation of the verse above, Allah encourages mankind to always think, because they have been given five senses in the form of hearing and sight to always develop their abilities.

The increase in cognitive abilities in the symbolic aspects of early childhood is the subject of study in this study. The researcher chose the cognitive aspect because it was in accordance with the bekel ball game that would be developed in this study. Cognitive aspects of symbolic thinking in the Bekel ball game will be developed because this game contains a lot of cognitive development of symbolic thinking in children. Based on this reason, the researchers determined this bekel ball game to help improve the cognitive abilities of children aged 5-6 years at RA Muslimat NU 10 Sri Budaya, without paying attention to the cognitive abilities of children at the school before, because in this study the focus of the research was bekel ball games.

The increase in cognitive abilities in the symbolic aspects of early childhood is the subject of study in this study. The researcher chose the cognitive aspect because of this ability in RA Muslimat NU 10 Sri Budaya Kec. Way Seputih, Central Lampung is still relatively undeveloped. The following is the data from the pre-study on the cognitive abilities of children aged 5-6 years, as follows:

Table 1.1
Cognitive Pre-Survey Data for Children aged 5-6 years
at RA Muslimat NU 10 Sri Budaya in 2021

No	Nama	Indikator					Ket.
		1	2	3	4	5	
1.	Abdul Latif El Azzam	MB	MB	MB	MB	BB	MB
2.	Agung Saputra	MB	BB	MB	MB	BB	MB
3.	Ahmad Fuad Harun	BB	BB	BB	BB	BB	BB
4.	Anindia Aulia Zahra	MB	BB	MB	MB	BB	MB
5.	Arra Almira Dewi	BB	BB	BB	BB	BB	BB
6.	Azzizam Falqul Qorib	BB	BB	BB	BB	BB	BB
7.	Carrisa Sania	MB	BB	MB	MB	BB	MB
8.	Chila Helga Lituhayu	MB	BB	MB	MB	MB	MB
9.	Diva Alfina Zahra	MB	BB	MB	MB	MB	MB
10.	Faiza Lutfia	BB	BB	BB	BB	BB	BB
11.	Haikal Pramudika	BB	BB	BB	BB	BB	BB
12.	Mega Aulia	BB	BB	BB	BB	BB	BB
13.	Mirza Anistaza	BB	BB	BB	BB	BB	BB
14.	Raffi Maulana Ramadhan	MB	BB	MB	MB	BB	MB
15.	Royan Firdaus	BB	BB	BB	BB	BB	BB
16.	Syifa Ayu Cantika	BB	BB	BB	BB	BB	BB

Source: Documentation of RA Muslimat NU 10 Sri Budaya, 12 July 2021

Description:

BB : Not Developed

MB : Starting to Develop

Indicators:

1. Mention the symbols of numbers 1-10
2. Use number symbols to count
3. Match numbers with number symbols
4. Recognize various symbols of vowels and consonants
5. Represent various kinds of objects in b form a picture or writing (there is a pencil object followed by writing and a pencil drawing).

Based on the table above, it can be understood that the cognitive indicators of children aged 5-6 years are taken from the aspect of symbolic thinking. From a total of 16 students, there are 7 children who are starting to develop and 9 children who have not developed. Children have not developed in terms of representing various kinds of objects in the form of pictures or writing, this is due to the lack of children's courage and the limited learning media to support the improvement of children's abilities. Then it is also seen that children begin to develop in the aspect of mentioning number symbols and matching numbers with number symbols.

Therefore, the problem raised in this study how is the development of the Bekel ball game at RA Muslimat NU 10 Sri Budaya Kec. Way as white as Central Lampung? and how effective the development of the Bekel ball game is to improve

the cognitive abilities of children aged 5-6 years at RA Muslimat NU 10 Sri Budaya Kec. Way as white as Central Lampung?

METHODOLOGY

Research on the development of bekel ball games to improve the cognitive abilities of children aged 5-6 years at RA Muslimat NU 10 Sri Budaya Kec. Way Seputih Central Lampung refers to the type of research and development. According to Sugiyono, Research and Development research is a research method used to produce certain products and test the effectiveness of these products (Sugiyono 2010).

The main purpose of this development research method is to be able to produce certain products using needs analysis research and to test the effectiveness of these products so that they can function in the wider community, research is needed to test the effectiveness of these products (Sugiyono 2010).

The development procedure used in this study to develop children's cognitive abilities is to use a development procedure based on the 4D model (Rosa 2015), which is as follows:



Figure 1.1 Steps of the 4D model

RESULTS AND DISCUSSION

This research was conducted with the aim of making a product in the form of a ball game. bekel. The development is carried out using 4-D models (Four-D Models). The flow of the 4-D model development, namely the define, design, develop and disseminate stages. The following is an explanation of the stages of development of the Bekel ball game.

1. Define stage (*Define*)

Define stage is the analysis and problem identification stage to obtain various information related to the product to be developed. This define stage includes four main steps, namely Front-end analysis (front-end analysis), concept analysis (concept analysis), task analysis (task analysis), and formulation of learning objectives (specifying instructional objectives)(Rizki and Linuhung 2017).

a. Initial analysis (*front-end analysis*)

This analysis is done by direct observation. As for the conditions that occurred at the research site, the teaching and learning process applied at RA Muslimat NU 10 Sri Budaya Kec. Way Seputih, Central Lampung, is carried out with an online and offline system while still implementing protocols in the midst of the COVID-19 pandemic, in accordance with government recommendations. As for the bekel ball game at RA Muslimat NU 10 Sri Budaya Kec. Way Seputih Central Lampung has never been implemented because educators prefer learning media in the school and use ready-made learning media, besides the lack of development of learning media and less varied media in RA Muslimat.

b. Concept analysis

The formulation of the concept is done by identifying the things that are presented in the Bekel ball game. The reason for the bekel ball game in this study

is that in general the bekel ball game is only played by throwing the bekel ball to another bekel ball, so it looks monotonous. Most children have already played the Bekel ball game in the manner mentioned at the beginning so it is less interesting for children if they continue to use this method. This game is often played by boys, while the majority of girls have never played bekel ball.

c. Task analysis (task analysis)

The formulation of the task is done by mapping the materials based on the concept analysis. The results of this analysis become some of the main material, so that the material displayed in the Bekel ball game is arranged into several parts.

Based on the Standards for Child Development Achievement Level (STPPA) PAUD Curriculum 2013, the indicators of cognitive development aged 5-6 years in the symbolic thinking aspect are as follows:

- 1) Mention the symbols of numbers 1-10
- 2) Using number symbols to count
- 3) Matching numbers with symbol of numbers
- 4) Recognize various symbols of vowels and consonants
- 5) Represent various kinds of objects in the form of pictures or writing (there are pencil objects followed by writing and pencil drawings).

Based on the indicators above, in this study will be used as a reference to determine the increase in cognitive development of children aged 5-6 years.

d. Formulation of Learning Objectives (specifying instructional objectives).

The formulation of learning objectives is to summarize the results of concept analysis and task analysis to determine the behavior of the research object. Based on this analysis, it was obtained that the learning objectives to be achieved in the Bekel ball game were developed.

2. Design

Stage The design stage aims to prepare guidelines / foundations in the preparation of the Bekel ball game as a whole.

a. Selection of Teaching

Materials The selected teaching materials are teaching materials that aim to facilitate the learning process, because teaching materials are very relevant at this time, therefore in this study choosing teaching materials in the form of bekel ball games.

b. Format Selection

The format selection in the development of learning tools is intended to design or design learning content.

c. Initial Design

Based on the analysis that has been done, it is obtained the design of learning devices, namely teaching materials that must be done before the trial is carried out. The following is the initial design of the Bekel ball game media, namely:



Figure 1.2 Initial Design of Bekel Ball Game Media

3. Development Stage (*Develop*)

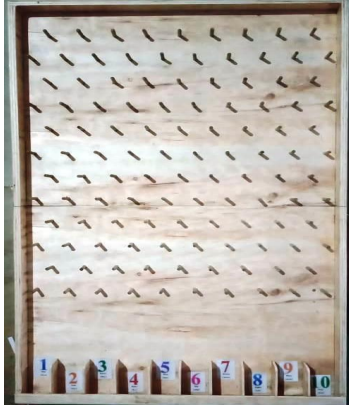

At this stage of development or development to produce products that have been revised based on input and suggestions from experts. This development stage includes expert validation and development trials. It is known from the results of expert validation and trials, then revisions are made until the product is feasible and can be used as teaching material. Assessment or validation by experts can be determined by the eligibility criteria obtained from the average score of the respondents. The respondent's average score that has been obtained is then converted according to the feasibility conversion table to determine the feasibility level of the Bekel ball game media according to the respondent. This validation is said to be rational validation, because this validation is still an assessment based on rational thinking, not facts on the ground (Rizki and Linuhung 2017).

After the product design is validated by material experts and media experts, it can be seen the weaknesses of the bekel ball game media. These weaknesses are then corrected to produce even better products. If the changes made to produce the new product are very large and basic, a second formative evaluation needs to be carried out. However, if the changes are not too big and not basic, the new product is ready to be used in the real field. The recommendations for improvement from media experts are as follows:

- a. Colored media
- b. Lack of indicators of recognition of various objects
- c. The number of bekel balls is less
- d. The design of the media was given legs so that it could stand

So the researchers made improvements in accordance with the directions of media experts, namely:

Table 1.1
Revision of Media Products

Media Sebelum Revisi	Media Setelah Revisi
	

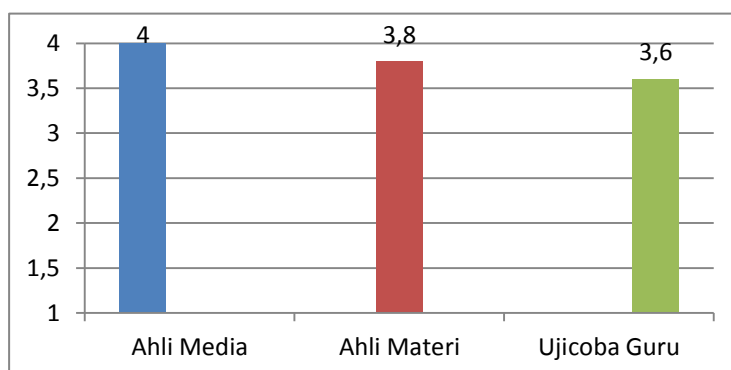
The trial of this product was a trial of use carried out by teachers in the 5-6 year age group as a user of teaching materials in this study is Mrs. Evi Widyawati, S.Pd.

Based on the response of Mrs. Evi Widyawati, S.Pd as a teacher in the 5-6 year age group at RA Muslimat NU 10 Sri Budaya Kec. Way Seputih, Central Lampung, it can be seen that the Bekel ball game media obtained an average score of 3.6, so it can be said that the Bekel ball game media is very feasible to be tested for early childhood.

If the teacher's response during the product trial said that this product was very feasible, it could be said that the media had been developed. Because at the product trial stage aimed at teachers as educational practitioners who said the Bekel ball game media was very feasible to be tested on early childhood, no further revision was needed at this stage.

In the following, the researchers present the results of the assessment of the Bekel ball game media from media experts, material experts and the responses given by the teacher after the product trial was carried out. The chart for the assessment of the Bekel ball game media is as follows:

Chart 1.1
Assessment of the Bekel Ball Game Media



The final product of bekel ball game media developed in this study are as follows:



Figure 1.3 Final Product of Bekel Ball Game Media

4. Dessiminate Stage (*Dessiminate*)

Bekel ball game media that has gone through various stages of development and is declared very suitable for use as a learning medium, is then distributed to children aged 5-6 years at RA Muslimat NU 10 Sri Budaya district. Way as white as Central Lampung.

The increase in cognitive abilities in the symbolic aspects of early childhood is the subject of study in this study. The researcher chose the cognitive aspect because it was in accordance with the bekel ball game that would be developed in this study. Cognitive aspects of symbolic thinking in the Bekel ball game will be developed because this game contains a lot of cognitive development of symbolic thinking in children. Based on this reason, the researchers determined this bekel ball game to help improve the cognitive abilities of children aged 5-6 years at RA Muslimat NU 10 Sri Budaya, without paying attention to the cognitive abilities of children at the school before, because in this study the focus of the research was bekel ball games.

After the development of bekel ball game media and validation of media experts and material experts and trials were carried out to find out the teacher's response to the use of bekel ball game media, it can be seen that the validation results and teacher responses all said the bekel ball game media that the researchers developed was very feasible to be tested in early childhood.

After doing research at RA Muslimat NU 10 Sri Budaya Kec. Way Seputih, Central Lampung, by using bekel ball game media, it is proven that the cognitive aspects of early childhood can develop, so researchers can say that bekel ball game media can effectively be used to improve early childhood cognitive abilities, especially in the symbolic thinking aspect. This can be seen from the increase in children's cognitive abilities from before using bekel ball game media with children's cognitive abilities after using bekel balls.

The increase in cognitive abilities in the symbolic aspects of early childhood is the subject of study in this study. The researcher chose the cognitive aspect because

of this ability in RA Muslimat NU 10 Sri Budaya Kec. Way Seputih, Central Lampung is still relatively undeveloped. The following is the data from the pre-survey of the cognitive abilities of children aged 5-6 years, as follows:

Table 1.2
Cognitive Pre-Survey Data for Children aged 5-6 years
at RA Muslimat NU 10 Sri Budaya

No	Nama	Indikator					Ket.
		1	2	3	4	5	
1.	Abdul Latif El Azzam	MB	MB	MB	MB	BB	MB
2.	Agung Saputra	MB	BB	MB	MB	BB	MB
3.	Ahmad Fuad Harun	BB	BB	BB	BB	BB	BB
4.	Anindia Aulia Zahra	MB	BB	MB	MB	BB	MB
5.	Arra Almira Dewi	BB	BB	BB	BB	BB	BB
6.	Azzizam Falqul Qorib	BB	BB	BB	BB	BB	BB
7.	Carrisa Sania	MB	BB	MB	MB	BB	MB
8.	Chila Helga Lituhayu	MB	BB	MB	MB	MB	MB
9.	Diva Alfina Zahra	MB	BB	MB	MB	MB	MB
10.	Faiza Lutfia	BB	BB	BB	BB	BB	BB
11.	Haikal Pramudika	BB	BB	BB	BB	BB	BB
12.	Mega Aulia	BB	BB	BB	BB	BB	BB
13.	Mirza Anistaza	BB	BB	BB	BB	BB	BB
14.	Raffi Maulana Ramadhan	MB	BB	MB	MB	BB	MB
15.	Royan Firdaus	BB	BB	BB	BB	BB	BB
16.	Syifa Ayu Cantika	BB	BB	BB	BB	BB	BB

Source: Documentation of RA Muslimat NU 10 Sri Budaya, 12 July 2021

Description:

BB : Not Developed

MB : Starting to Develop

Indicators:

1. Mention the symbols of numbers 1-10
2. Use symbols of numbers to count
3. Match numbers with symbols of numbers
4. Recognize various symbols of vowels and consonants
5. Represent various kinds of objects in b form a picture or writing (there is a pencil object followed by writing and a pencil drawing).

Based on the table above, it can be understood that the cognitive indicators of children aged 5-6 years are taken from the aspect of symbolic thinking. From a total of 16 students, there are 7 children who are starting to develop and 9 children who have not developed. Children have not developed in terms of representing various kinds of objects in the form of pictures or writing, this is due to the lack of children's courage and the limited learning media to support the improvement of children's abilities. Then it is also seen that children begin to develop in the aspect of mentioning number symbols and matching numbers with number symbols.

Based on the results of the study after using the Bekel ball game media, the cognitive abilities of symbolic thinking of children aged 5-6 years at RA Muslimat NU 10 Sri Budaya Kec. Way Seputih, Central Lampung, is already classified as Developing as Expected. This can be seen from the following data:

Table 1.3
Results of Research on the Ability of Children's Cognitive Aspects
at RA Muslimat NU 10 Sri Budaya Kec. Way Seputih Central Lampung Year 2022:

No	Nama	Indikator					Ket.
		1	2	3	4	5	
1.	Abdul Latif El Azzam	BSH	BSB	BSH	BSB	BSH	BSB
2.	Agung Saputra	BSH	BB	BSH	BSH	MB	BSH
3.	Ahmad Fuad Harun	MB	MB	MB	MB	MB	MB
4.	Anindia Aulia Zahra	BSH	MB	BSH	BSH	MB	BSH
5.	Arra Almira Dewi	MB	MB	MB	MB	MB	MB
6.	Azzizam Falqul Qorib	MB	MB	MB	MB	MB	MB
7.	Carrisa Sania	BSH	MB	BSH	BSH	MB	BSH
8.	Chila Helga Lituhayu	BSH	MB	BSH	BSH	BSH	BSH
9.	Diva Alfina Zahra	BSH	MB	BSH	BSH	BSH	BSH
10.	Faiza Lutfia	BSH	MB	BSH	BSH	MB	BSH
11.	Haikal Pramudika	MB	MB	MB	MB	MB	MB
12.	Mega Aulia	MB	MB	MB	MB	MB	MB
13.	Mirza Anistaza	MB	MB	MB	MB	MB	MB
14.	Raffi Maulana Ramadhan	BSH	MB	BSH	BSH	BB	BSH
15.	Royan Firdaus	MB	MB	MB	MB	MB	MB
16.	Syifa Ayu Cantika	BSH	MB	BSH	BSH	MB	BSH

Indicators of cognitive aspect ability:

1. Mention the symbols of numbers 1-10
2. Use number symbols to count
3. Match numbers with symbol of numbers
4. Recognize various symbols of vowels and consonants
5. Represent various kinds of objects in the form of pictures or writing (there are pencil objects that are typed uti writing and pencil drawing).

Note:

BB = Not Developed

MB = Starting to Develop

BSH = Developing as Expected

BSB = Developing Very Well

Based on the data above, the number of children aged 5-6 years in RA Muslimat NU 10 Sri Budaya Kec. Way Seputih Central Lampung as many as 16 children. The cognitive aspect abilities of children who received the Beginning to Develop category were 7 children, the Developing According to Expectations category was 8 children and Very Well Developed as many as 1 child, while the Undeveloped category did not exist.

Based on pre-survey activities and research results using bekel ball game media, it can be seen that bekel ball game is effective in improving children's cognitive abilities.

CONCLUSION

The Effectiveness of Using Bekel Ball Game Media to Improve Cognitive Aspects of Children aged 5-6 years at RA Muslimat NU 10 Sri Budaya Kec. Way Seputih Central Lampung which is very effective. This is evident from the number of children aged 5-6 years in RA Muslimat NU 10 Sri Budaya Kec. Way Seputih Central Lampung as many as 16 children. The cognitive aspect abilities of children who received the Beginning to Develop category were 7 children, the Developing According to Expectations category was 8 children and Very Well Developed as many as 1 child, while the Undeveloped category did not exist. However, there are still some shortcomings in it, namely the number of bekel ball game media is not sufficient for children's needs because there is only one medium and the color in the bekel ball game media is monotonous, which is only red.

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Thank you to those who have helped to complete this research, give thanks so much to RA Muslimat NU 10 Sri Budaya Kec. Way Seputih Lampung Tengah. I also do not forget to express my gratitude to the journal of childhood development of the Ma'arif NU Islamic Institute (IAIMNU) Metro Lampung which provided facilities for the publication of the research articles that I researched.

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