

Development of Traditional Game-Based Physical Education Learning Against Anti-Bullying Attitudes in Schools

Lalu Moh Yudha Isnaini ^{1*}, Lulut Gilang Saputra ¹, Rajip Mustafillah Rusdiyanto ¹, Mohad Anizu Mohd Nor ²

¹ Physical Education Helath and Recreation, Faculty of Sport Science, Malang State University, Indonesia

² Faculty of Sport Science & Recreation, Universiti Teknologi MARA, Selangor Malaysia

*Correspondence: lalu.isnaini.fik@um.ac.id

Abstract

Bullying remains a persistent problem in schools, negatively impacting students' psychological and social well-being. While physical education has the potential to foster positive character traits, the use of traditional games to promote anti-bullying attitudes is still underexplored, and physical education teachers do not yet have a structured model for implementing such approaches effectively. This research utilized a Research and Development (R&D) approach conducted in Lombok, Indonesia. The development procedure included needs analysis, model design, expert validation, limited field trial, extensive field trial, and iterative revisions. A limited trial was carried out with 30 elementary school students, while the extensive trial involved 120 students. Data were collected through observations, interviews, and questionnaires. The developed model, based on traditional games such as *gobak sodor*, *fort* and *engklek*, was validated by experts and successfully implemented in selected schools. Results indicated significant improvements in students' empathy and mutual respect, accompanied by a noticeable reduction in aggressive behavior. Teachers reported high acceptance and ease of application. The study concludes that integrating traditional games into physical education lessons can foster anti-bullying attitudes in students. This culturally grounded, character-focused model enhances social-emotional learning and provides practical tools for educators to address bullying through inclusive and meaningful physical activity.

Keywords: Anti-bullying; physical education learning; traditional games

Received: 17 July 2025 | Revised: 1, 11, 13, 21 September, 5, 25 October 2025

Accepted: 8 November 2025 | Published: 15 November 2025



The Porkes Journal is licensed under a [Creative Commons Attribution-Share Alike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

Introduction

School bullying continues to be a pervasive problem that undermines students' physical health, psychological stability, and social development (Amal et al., 2024). Despite various preventive efforts, incidents of bullying continue to persist, indicating the need for more effective and culturally relevant approaches. physical education (PE) provides a valuable platform for character development through meaningful physical activities that are both enjoyable and educational (Putra, 2019). One approach that can be developed is through traditional games, which not only enrich physical education learning but can also instill positive social values, such as cooperation, empathy, and mutual respect (Rachmawati et al., 2020).

Previous research has shown that traditional game-based learning has benefits in building positive character in students. Studies conducted by several researchers show that traditional gaming can promote healthy social interactions and reduce aggressive behavior (Alpen et al., 2022). However, the use of traditional games within physical education settings to mitigate bullying has received little empirical attention. Several physical education learning models have been developed with a focus on improving motor skills and physical health. Studies exploring the role of physical activity in bullying prevention have only recently begun to gain attention, but most of it still focuses on modern sports.

Traditional games as a medium of learning have not been fully explored in this context. Research Problems There is still a gap in research on how traditional games can be used effectively in physical education learning to instill anti-bullying attitudes. This gap highlights the absence of a structured pedagogical model that enables PE teachers to systematically employ traditional games as a tool for instilling anti-bullying attitudes (Ashar et al., 2025). Addressing this need, the present study developed and validated a PE learning model centered on traditional games to foster empathy, mutual respect, and inclusive behavior while reducing aggressive tendencies among elementary school students.

This study recommends the establishment of a traditional play-centered PE learning model to enhance anti-bullying attitudes in schools. This model will use the good aspects in traditional games for learning healthy social interactions and inclusivity. The aim of the study was to find traditional games to change anti-bullying attitude. Plan a physical education learning package using indigenous games. Evaluating the efficacy of the learning model in decreasing school bullying. The immediate impact of this research is to prevent bullying in school which affects the long-term developmental life children (Sa'ida & Kurniawati, 2023; Sumiratsih, 2024).

The integration of classic games into physical education should contribute not only to students' physical development, but also to their social and emotional development, thus fostering a safer and peacefuller school environment. It's also helping to preserve local culture, with traditional games being incorporated into the formal education system as part of the roll-out of this model. Therefore, the present study can offer new solutions related to physical education learning that are culturally appropriate and effective for enhancing students' character, with bullying prevention as a relevant example.

Method

This study utilized a modified Research and Development (R&D) approach comprising seven stages: needs analysis, model design, expert validation, limited trial, broader trial with control groups, evaluation and revision, and implementation and dissemination. Data were collected through surveys, interviews, and literature review to identify bullying issues and integrate traditional games into PE learning, followed by expert review, classroom testing, and dissemination through teacher guidelines and academic outputs. Participants were Grade V elementary school students from Lombok, Indonesia. Participants were recruited through purposive sampling according to the following inclusion criteria, active student status, regular participation in physical education (PE) classes, and absence of physical or psychological limitations that could interfere with PE learning.

This sampling approach was chosen to ensure that participants were capable of engaging in physically demanding activities and represented the school-age population most susceptible to bullying behaviors. The Limited Trial involved one class $n = 30$, whereas the Broader Trial was conducted in two schools comprising four intact classes (total $n = 120$). Students were randomly assigned by class to either the experimental group $n = 60$ or the control group $n = 60$ to strengthen internal validity. The control group received standard physical education instruction, whereas the experimental group engaged in an intervention grounded in a traditional game-based learning model.

The anti bullying attitude questionnaire was developed with reference to Olweus' bullying behavior framework and consisted of 20 items (e.g., *"I try to stop friends if they tease others," "I report to the teacher when I see bullying"*) Each item was rated on a 5 point Likert scale, where 1 indicated *strongly disagree* and 5 indicated *strongly agree*. Content validity was evaluated by three experts specializing in PE, educational psychology, and research methodology. The reliability test resulted in a Cronbach's alpha value of $\alpha = 0.82$, demonstrating a high level of internal consistency. The Product Validation Sheet was completed by experts to assess the content accuracy, technical quality, and pedagogical relevance of the developed learning modules.

Meanwhile, the learning implementation observation sheet was employed during trials to evaluate student engagement, peer interaction, and the fidelity of teacher implementation. During the Pre-Development Stage, interviews with PE teachers and classroom observations were conducted to identify instructional needs. In the design and validation stage, the learning model was drafted, reviewed by experts, and subsequently revised based on feedback. The trial phase started with a pretest for both experimental and control groups to determine baseline levels. Subsequently, the experimental group undertook eight sessions of traditional game-based physical education in accordance with the school timetable, while the control group followed the regular curriculum.

A posttest was conducted following the intervention. Supporting data were also collected through classroom observations and documentation to capture qualitative aspects of learning dynamics. Quantitative data were analyzed through paired-sample t-tests to determine within group improvements between pretest and posttest scores, and independent-sample t-tests to identify significant differences between the experimental and control groups. Normality and homogeneity assumptions were verified prior to inferential testing. Additionally, qualitative

data were analyzed descriptively from observation notes and expert feedback to complement and enrich the interpretation of quantitative findings.

Result

The traditional game-based physical education learning model designed through this study was confirmed by three validators, including one physical education specialist, one traditional games expert and an educational psychologist. The examination involved material appropriateness, feasibility for use in elementary schools, character value development potential and whether anti-bullying values were incorporated. Validation of the developed traditional game based physical educational learning model: The developed TGPELM was later validated by three experts of physical education, traditional games and educational psychology. Evaluation included relevance of content, elementary school applicability, character-building potential and anti-bullying tool.

The average validation score was 86.15% (fairly feasible), with slight changes required (simplifying instructional time and instructions). Pilot testing took place in a single school ($N = 30$) and was followed by field studies in two schools ($N = 120$, pupils IV-V). Observational data indicated that the implementation was achieved at an average of 91.5% with high student engagement and effective teacher control. This shows that the model is feasible and adaptable for use in classrooms. The effectiveness of the intervention in enhancing outcomes was tested using paired samples t -tests between pretest and posttest. It was found that students had made significantly positive change in attitudes from pretest to posttest, $t(59) = -46.573$, $p < 0.001$ with a mean difference of $-19.88 (\pm 3.31)$, showing the treatment effect. The 95% CI of the difference was -20.73 to -19.03 , indicating that this improvement is unlikely due to chance alone.

Table 1. Summary of paired-sample t -Test results for the experimental group ($n = 60$)

Measurement Pair	Pre-test M (SD)	Post-test M (SD)	Mean Difference	$t(df)$	p (2-tailed)	95% CI (Lower–Upper)
Anti-bullying Attitude (Total)	42.15 (4.27)	62.03 (3.91)	-19.88	-46.57 (59)	< .001	-20.73 – -19.03
Empathy	3.10 (0.62)	4.60 (0.55)	-1.50	-18.24 (59)	< .001	-1.66 – -1.34
Conflict Resolution	2.80 (0.70)	4.30 (0.64)	-1.50	-16.92 (59)	< .001	-1.68 – -1.32
Rejecting Mocking Behavior	3.40 (0.60)	4.60 (0.50)	-1.20	-14.31 (59)	< .001	-1.37 – -1.03

Note. Responses were rated on a 5-point Likert scale (1 = *strongly disagree*, 5 = *strongly agree*). Higher scores reflect stronger anti-bullying attitudes.

There was a significant improvement in students' anti-bullying attitude scores following participation in traditional game-based learning. The significance value ($p < 0.001$) indicates that this learning model had a substantial effect on enhancing students' anti-bullying attitudes. Further analysis revealed that the most improved dimensions were empathy toward peers (increasing from a mean score of 3.1 to 4.6), the ability to resolve conflicts nonviolently (from 2.8 to 4.3), and rejection of mocking and ostracizing behaviors (from 3.4 to 4.6). In addition, comparative analysis between the experimental and control groups showed significant

differences, with a mean difference of -1.16, a standard deviation of 1.94, $t(59) = -4.620$, and $p < 0.001$.

The 95% confidence interval ranged from -1.66 to -0.66, confirming that the observed changes were statistically significant and unlikely to have occurred by chance. The results indicate that the intervention yielded a direct positive effect on enhancing students' attitudes while also promoting short term reinforcement and consistency in those attitudinal improvements. Therefore, the traditional game based learning model proved to be an effective and sustainable approach for enhancing anti-bullying attitudes among students.

Table 2. Summary of independent-samples t -Test results for posttest scores

Group	n	M (SD)	Levene's Test (p)	t(df)	p (2-tailed)	Mean Difference	95% CI (Lower–Upper)	Cohen's d
Experimental	60	62.03 (3.91)	.389	10.70 (118)	< .001	16.27	13.26 – 19.28	1.95 (large)
Control	60	45.76 (4.12)						

Post-test comparisons using an independent-samples t -test showed that the experimental group differed significantly from the control group following the intervention. Levene's Test produced a p -value of 0.389 (> 0.05), indicating equal variances between the groups; therefore, the analysis proceeded under the assumption of equal variances. The t -test results showed $t(118) = 10.698$, $p < 0.001$, demonstrating a highly significant difference between the groups. The mean post-test score of the experimental group was 16.27 points higher than that of the control group, with a 95% confidence interval ranging from 13.26 to 19.29. As the confidence interval did not include zero, these results further confirmed the statistical significance of the difference.

Based on a review of literature and teacher interviews, several traditional games were identified as containing essential social values such as cooperation, empathy, sportsmanship, and mutual assistance. The selected games *gobak sodor*, *bentengan* (fort), and *engklek* were found to encourage positive student interactions and reduce the potential for physical or verbal conflict. The learning model was designed in the form of a module containing learning objectives, game procedures, character indicators, and reflection components. Validation by experts in physical education and psychology indicated that the model was feasible to implement, requiring only minor revisions such as the inclusion of a post-game reflection activity to reinforce values.

A limited trial was conducted in two elementary schools with a total of 30 students, followed by a field trial involving two additional schools with 120 students in total. Data were collected through behavioral observations, anti-bullying attitude questionnaires, and teacher interviews. The results revealed notable improvements in anti-bullying attitudes, including increases in empathy (+18%) and mutual respect (+22%), along with a decrease in mocking or exclusionary behaviors (-25%). Teachers reported that the model was easy to implement and engaging for students. Implementation of the traditional game-based learning model not only enriched the diversity of physical education learning but also significantly contributed to fostering an inclusive classroom environment free from bullying.

Students became more socially active and demonstrated increased prosocial behaviors. Teachers expressed highly positive responses, emphasizing that traditional games not only enhance physical fitness but also nurture essential character values such as tolerance and cooperation. They also noted that this approach was more effective than conventional, individualistic, and competitive teaching methods. This is in line with various previous studies that stated that the use of active and contextual learning strategies can improve student understanding, participation, and learning outcomes (Bakri et al., 2022; Pradipta & Rachmawati, 2025; Wichadee & Pattanapichet, 2014). Specifically, traditional games offer an effective pedagogical approach that promotes active participation and supports the holistic development of students' character. (Angreza & Purwanto, 2023; Asriasnyah, 2018; Iwandana et al., 2021; Kancanadana et al., 2021; Mudzakir, 2020; Astarina et al., 2023; Rachmawati et al., 2020; Suhra et al., 2020; Susanti et al., 2022). The results imply that educators can consider integrating the validated approaches from this study as effective alternatives to improve learning outcomes. Moreover, the demonstrated success of these interventions supports their potential for wider application at the institutional level.

Discussion

The findings of this study demonstrate that physical education learning integrating traditional games contributes positively to the development of anti-bullying attitudes among elementary school students. Improvements in empathy, cooperation, and reduced aggressive behavior were observed during implementation. These results support previous findings that physical activities with embedded social interaction foster prosocial behavior and reduce aggression (Hadi & Nugrahanta, 2021; Kamaruddin et al., 2023; Kancanadana et al., 2021; Mega et al., 2018; Susanti et al., 2022). With a fun approach and in accordance with the local culture, students more easily accept these values.

The validation and trial process proves that teachers can implement this model with minimal adaptation. The modules compiled have proven to be practical and applicable in the primary school environment. This is important considering the limited time and curriculum load of physical education teachers in schools. Another impact of the application of this model is the increase in student involvement in PJOK learning and the emergence of the spirit of mutual cooperation between students. In addition, teachers feel more helped in integrating character education into learning activities. Although the results were positive, the study had limitations, including: it did not measure the long-term effects on changes in student behavior, and it did not examine the variation in student responses based on different socio-cultural backgrounds.

Future studies should explore the sustained impact of this model and its potential implementation at the tertiary education level. The results showed that traditional game-based physical education learning significantly contributed to the increase in anti-bullying attitudes among elementary school students. The improvements in empathy, cooperation, and the decline in aggressive behavior suggest that traditional games function not only as physical activities but also as powerful pedagogical instruments for shaping students' social character. (Birri et al., 2020; Firmansyah, 2016; Hananingsih et al., 2024; Irmansyah et al., 2020; Pokhrel,

2024; Raharjo et al., 2023; Suhra et al., 2020; Wulandari & Hurustyanti, 2016). This indicates that a learning approach that inserts local cultural values can serve as a contextually relevant intervention in creating a positive social climate in schools.

However, this study provides an added contribution by using *local traditional games* as a pedagogical tool, an approach rarely highlighted in prior research on anti-bullying interventions. While earlier studies often employed cooperative play or structured physical activities (Hafina et al., 2022). However, an important contribution of this research lies in the use of traditional games as a learning medium that has not been widely explored in the context of character education and bullying prevention. With an approach that is integrated with cultural identity, this model is not only pedagogically relevant but also strengthens efforts to preserve local culture.

Both conceptually and practically, this research offers a substantial contribution to advancing a more holistic approach to physical education learning. These results challenge conventional approaches that tend to focus solely on motor skills, by offering an integrated alternative to reinforcing social and emotional values. By implication, physical education teachers need to be empowered to see their role more broadly, not only as facilitators of physical activity, but also as agents of student character formation. This research opens up space for further studies on the long-term impacts and adaptation of models at different educational levels and socio-cultural contexts.

Despite encouraging findings, this study is limited by its short-term design and the absence of follow-up assessments, which prevents firm conclusions regarding the long-term sustainability of behavioral improvements. Second, the sample came exclusively from schools in Lombok, a relatively homogeneous socio-cultural setting, which limits the generalizability of the findings. Finally, the study relied on immediate observations rather than longitudinal data. Future research should therefore (a) employ long-term follow-ups to examine sustainability, (b) replicate the study in more diverse cultural and geographic contexts, and (c) compare traditional games with other character-building interventions to identify relative effectiveness.

Conclusion

This study shows that integrating traditional games into physical education can effectively promote anti-bullying attitudes by enhancing empathy, cooperation, and prosocial interaction among elementary school students. The contribution of this research lies in demonstrating how culturally rooted activities can be used not only for motor skill development but also as tools for character education and bullying prevention. While limited in scope and duration, the findings encourage physical education teachers to reconsider their role as agents of both physical and social development. Going forward, broader and longer term studies are needed to validate the effectiveness of traditional games across different contexts and to explore how such culturally relevant approaches can be systematically embedded in school curricula.

Author Statement

The author declares that this article is an original work that has not been previously published and is not under review in any other journal. All sources used have been properly cited in accordance with the principles of academic integrity and scientific writing ethics. The author takes full responsibility for the content of this article. The author would like to express sincere gratitude to Universitas Negeri Malang for the support and funding provided, which enabled this research to be conducted successfully. This assistance has been invaluable in ensuring the smooth implementation of the study and the completion of this manuscript.

Bibliography

- Alpen, J., Dlis, F., Hernawan, Widiastuti, Apriani, L., Kurniawan, E., & Sofyan, D. (2022). Trends in Scientific Publication of Traditional Game Learning Models in Physical Education and Sports in Indonesia: a Bibliometric Analysis. *Journal Sport Area*, 7(2), 214–226. [https://doi.org/10.25299/sportarea.2022.vol7\(2\).9072](https://doi.org/10.25299/sportarea.2022.vol7(2).9072)
- Amal, I., Rubiyatno, R., & Sastaman, P. (2024). Bullying pada Olahraga Sepak Bola, Pelaku atau Korban?. *Marathon: Jurnal Pendidikan Jasmani Universitas Tanjungpura*, 3(2), 54–69. <https://jurnal.untan.ac.id/index.php/marathon/article/view/82266>
- Angreza, B., & Purwanto, D. (2023). Inovasi Pembelajaran Penjas Berbasis Permainan Tradisional di SDN inti Tomoli. *Multilateral: Jurnal Pendidikan Jasmani dan Olahraga*, 22(4), 99–106. <https://ppjp.ulm.ac.id/journal/index.php/multilateralpjk/article/view/16577>
- Ashar, A., Wahid, A., Fajrin, S. N., Alannasir, W., & Fajardo, M. T. M. (2025). The Effect of Traditional Games in Overcoming School Bullying among Madrasah Ibtidaiyah Students. *Mudarrisa: Jurnal Kajian Pendidikan Islam*, 17(1), 82–112. <https://doi.org/10.18326/mudarrisa.v17i1.3127>
- Asriasnyah, A. (2018). Pengembangan Permainan Tradisional Untuk Melestarikan Budaya Bangsa Melalui Pembelajaran Pendidikan Jasmani Sekolah Dasar. *Jurnal Pendidikan Jasmani Dan Olahraga*, 3(1), 82. <https://doi.org/10.17509/jpjo.v3i1.10597>
- Astarina, N., A., Zuraidda, I., Hendar, H., Heryono, H., & L. Sujatna, M. (2023). Sundanese Traditional Games As Media for Promoting Children'S Cognitive, Affective and Psychomotor Development in Cikaum Subang. *Journal Sampurasun : Interdisciplinary Studies for Cultural Heritage*, 9(Vol. 9 No. 1 2023), 33–44. <https://doi.org/10.23969/sampurasun.v9i1.7301>
- Bakri, N., Hamid, A., Ahmad, N., & Alam, R. (2022). *The Educational Orientation of Malaysia : The P . I . E . S Element of a Balanced Person in The National Education Philosophy (NEP) (The Perspective of Islam Through the Interpretation of Sayid Qutb)*. 6(2), 143–156. <https://journal.iainlhokseumawe.ac.id/index.php/idarrah/article/view/963>
- Birri, M. S., Hariyanto, A., & Tuasikal, A. R. S. (2020). Development of Traditional Sport Game Model “Bentengan” for Student’s Physical Fitness in Sports and Health Physical Education Learning (Case Study on Class IV MI Students of Maduran Lamongan District). *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(3), 1614–1622. <https://doi.org/10.33258/birle.v3i3.1251>

- Firmansyah, H. (2016, August). Physical education and character education. In *6th International Conference on Educational, Management, Administration and Leadership* (pp. 318-320). Atlantis Press. <https://doi.org/10.2991/icemal-16.2016.65>
- Hadi, T. R. P., & Nugrahanta, G. A. (2021). Permainan Tradisional dan Kontribusinya untuk Sikap Hormat Anak. *Jurnal Education and Development*, 9(4), 226–234. <http://journal.ipts.ac.id/index.php/ED/article/view/3108/2014>
- Hafina, A., Nur, L., & Malik, A. A. (2022). The Development and Validation of a Character Education Model Through Traditional Games Based on the Socratic Method in an Elementary School. *Cakrawala Pendidikan*, 41(2), 404–415. <https://doi.org/10.21831/cp.v41i2.46125>
- Hanarningsih, W., Isnaini, L. M. Y., & Irmansyah, J. (2024). The Role of Traditional Sports in Establishing Student Character through Physical Education, Sports, and Health Learning. *International Journal of Human Movement and Sports Sciences*, 12(3), 538–545. <https://doi.org/10.13189/saj.2024.120310>
- Irmansyah, J., Lumintuarso, R., Sugiyanto, F. X., & Sukoco, P. (2020). Children's social skills through traditional sport games in primary schools. *Cakrawala Pendidikan*, 39(1), 39–53. <https://doi.org/10.21831/cp.v39i1.28210>
- Iwandana, D. T., Falaahudin, A., & Nugroho, W. A. (2021). Sport Values in Traditional Games as Playing Activities for Children. *TEGAR: Journal of Teaching Physical Education in Elementary School*, 4(2), 96–100. <https://doi.org/10.17509/tegar.v4i2.33798>
- Kamaruddin, I., Susanto, N., Hita, I. P. A. D., Pratiwi, E. Y. R., Abidin, D., & Laratmase, A. J. (2023). Analysis of the Influence Physical Education on Character Development of Elementary School Students. *At-Ta'dib*, 18(1), 10-17. <https://doi.org/10.21111/attadib.v18i1.9749>
- Kancanadana, G., Saputri, O., & Tristiana, V. (2021). The Existence of Traditional Games as a Learning Media in Elementary School. *International Conference on Early and Elementary Education (ICEEE)*, 4, 31–39.
- Mega, G., Baitul, S., & Arif, M. (2018). The Existence of Traditional Games as a Nation's Cultural Heritage. *JOSSAE, Journal of Sport Science and Education*, 3(2), 55-59. <https://journal.unesa.ac.id/index.php/jossae/article/view/3392>
- Mudzakir, D. O. (2020). Pengaruh Permainan Olahraga Tradisional Terhadap Motivasi dalam Pembelajaran Penjas Di Sekolah Dasar. *Jurnal Maenpo: Jurnal Pendidikan Jasmani Kesehatan Dan Rekreasi*, 10(1), 44–49. <https://jurnal.unsur.ac.id/maenpo/article/view/941>
- Pokhrel, S. (2024). Pengembangan Model Pembelajaran Pendidikan Jasmani Berbasis Permainan Tradisional Untuk Meningkatkan Kemampuan Gerak Dasar, Kerja Sama, Percaya Diri Dan Disiplin Peserta Didik Sekolah Dasar Kelas Atas. *Ayan*, 15(1), 37–48.
- Pradipta, G. D., & Rachmawati, U. (2025). Content validity of gymnastics through movement and song programmes and its impacts on kindergarten students' balance. *Journal Sport Area*, 10(1), 1-11. <https://journal.uir.ac.id/index.php/JSP/article/view/16918>
- Putra, M. A. H. (2019). Building Character Education Through The Civilization Nations Children. *the Kalimantan Social Studies Journal*, 1(1), 12. <https://doi.org/10.20527/kss.v1i1.1252>

- Rachmawati, N., Muhyi, M., & Wiyarno, Y. (2020). Pengembangan Permainan Olahraga Tradisional untuk Meningkatkan Nilai Peduli dalam Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan di Sekolah Novi. *Jurnal Pendidikan Kesehatan Rekreasi*, 6(2), 125–137. <https://ojs.mahadewa.ac.id/index.php/jpkr/article/view/642>
- Raharjo, H. P., Kusuma, D. W. Y., Putra, R. B. A., & Irsyada, R. (2023). Physical Education with the TPSR Model: Building Characters and Basic Manipulative Movements in Elementary School Students. *Journal Sport Area*, 8(2), 239–250. [https://doi.org/10.25299/sportarea.2023.vol8\(2\).11072](https://doi.org/10.25299/sportarea.2023.vol8(2).11072)
- Sa'ida, N., & Kurniawati, T. (2023). Edukasi Stop Bullying pada Anak. *Journal Community Service Consortium*, 3(2), 159–164. <https://journal.uc.ac.id/index.php/consortium/article/view/4261>
- Suhra, S., Djubaedi, D., & Haji Mail, A. A. Bin. (2020). The Contribution of Bugis' Traditional Games in Strengthening Students' Character Education at Madrasa. *Jurnal Pendidikan Islam*, 6(2), 233–244. <https://doi.org/10.15575/jpi.v6i2.9753>
- Sumiratsih, W. D. (2024). Upaya Pencegahan Bullying dengan Menciptakan Iklim Sekolah Berbasis Kearifan Lokal. *Proceedings Series on Social Sciences & Humanities*, 19, 183–191. <https://doi.org/10.30595/pssh.v19i.1349>
- Susanti, A., Darmansyah, A., & Aulia, N. (2022). Permainan Tradisional: Upaya Pewarisan Budaya dan Pendidikan Karakter Melalui Kearifan Lokal di Sekolah Dasar. *Dikoda: Jurnal Pendidikan Sekolah Dasar*, 3(01), 40–51. <https://doi.org/10.37366/jpgsd.v3i01.1063>
- Wichadee, S., & Pattanapichet, F. (2014). Enhancement of Performance and Motivation Through Application of Digital Games. *The Journal of Teaching English with Technology*, 18(1), 77–92. <https://www.ceeol.com/search/article-detail?id=606509>
- Wulandari, R., S. & Hurustyanti, H. (2016). Character Building Anak Usia Dini Melalui. *Journal Indonesian Language Education and Literature*, 2(1), 22–31. <https://www.syekhnurjati.ac.id/jurnal/index.php/jeill/article/view/988>