

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 is still a serious issue in the school setting, which adversely affects students' psychological and social health. Although PE is strongly recommended as a place for developing character and physical educator are in the position to teach the students the good values through traditional games, little research studies of effective use of traditional games on anti-bullying attitudes to prevent bully behavior are available, and PE teachers have no systematical model to conduct it. The study was using a Research and Development (R&D) approach that took place in Lombok, Indonesia. The development process involved need analysis, model design, expert validation, small-scale field trial, large-scale field trial and revision. A small-scale trial was conducted with 30 students in elementary grades, whereas a large-scale trial was performed with 120. Observations, interviews and questionnaires were used to gather data. The model developed, which was originally derived from the onther games including gobak sodor, fort and engklek, have been validated by experts and implemented in some schools. These were found to have led to increased mutual respect and empathy between the students, and a reduction of aggressive behaviors. Results: High acceptance and practicality was reported by the teachers. The research suggests traditional games in physed can assist anti-bullying attitudes among students. This culturally anchored, character-centric paradigm advances socialâ€œemotional learning and equips practitioners with actionable applications of how exercise excellence can erode bullying while engaging in physical activity that matters to the students.

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 remains a widely spread menace compromising students' physical health, mental wellness and social growth (Amal et al., 2024). Despite multiple interventions directed at stopping this phenomenon, cases of bullying still appear to endure suggesting the imperative of implementing more successful and culturally appropriate strategies. physical education (PE) offers a significant context for development of character through worthwhile physical activities that meets the dimensions of fun and learn putra, 2019). One of the approaches that can be used is through traditional games which not only enrich the learning material in physical education, but it also can build up strong social value such as cooperation, empathy and respect (Rachmawati et al., 2020).

Previous research has shown that traditional game-based learning provides significant benefits in developing positive character traits in students. Research done by various scholars suggest that classic gaming is able to foster favorable socialization and decrease aggression (Alpen et al., 2022). Traditional games in PE for bullying Traditional games are used in PE to reduce bullying; however, not much research has been done on this issue. Few models of learning for physical education have been constructed to facilitate the development of motor skills and a physically healthy life. Much research on the role of physical activity in bullying prevention is only just beginning to gain traction, and even then, much of that has focused on recreational or 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 more peaceful 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

The research and development (R&D) procedure adopted in this study was a modified one composed of 7 phases: needs assessment, model construction, experts' review, limited scope test (ST 1), extensive implementation with control groups (ST 2), evaluation and modification, and implementation and dissemination. The survey, interview and literature review was used to discover the bullying situation, physical education learning and the integration of traditional games in school PE. Field-test; expert review are applied and translated via teacher's guidelines; academic papers. Participants were Grade V children from an elementary school in Lombok Indonesia, which was purposively selected based on criteria of active student, regularly participating at physical education (PE) class, and no physical or psychological problem that may interfere with PE learning process.

This sample was selected to establish a group of participants who were capable of partaking in the physical activities required and to reflect the school-aged population at greatest risk for bullying. The Limited Trial included one class ($n = 30$) and the Broader stood in two schools with four intact classes (total $n = 120$). For internal validity, students were randomly allocated by class to either the experimental group ($n = 60$) or control group ($n = 60$). The experimental group participated in the programme based on a traditional game-based learning model and the control group followed a physical education course of standard practices.

The anti-bullying attitude questionnaire was based on Olweus' model of bully behaviors and included 20 items (e.g., "I attempt to prevent my friends from annoying other children," "I tell the teacher if I see someone mean"), ele rated on a five-point Likert scale ranging from one, strongly disagree, to five, strongly agree. Content validity: For content validity analysis, three experts in PE, educational psychology and research method respectively were employed. The internal consistency of the reliability test yielded a Cronbach's alpha coefficient value $\alpha = 0.82$ and reflects excellent internal consistency. Experts completed the Product Validation Sheet to rate content accuracy, technical quality, and pedagogical relevance of the learning modules.

The learning implementation observation sheet was used during the trials to assess student engagement, peer interaction and teacher adherence. Needs review During the Pre-Development stage interviews were carried out with three schools' PE teachers and classroom visits conducted in order to identify teaching requirements. During the design stage and the face validity process, the developed learning model was formulated, examined by experts and then modified according to their comments. The experiment began with a pretest for each experimental and control group in order to establish their baseline level. The experimental group then received, in the same condition as the school schedule (school timetable), eight sessions of traditional game-based physical education, whereas the control group participated in usual classes.

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)						

Independent-sample *t*-test was performed to compare the scores in both groups after the intervention. The Levene's Test was not significant ($p = 0.389$). A *t*-test indicated $t(118) = 10.698$, $p < .001$ which was a highly significant difference between groups. The average post-test score of the experimental group was 16.27-points higher than that of the control group (95% confidence interval, 13.26-19.29). Given that the confidence interval did not contain zero, these findings provided additional confirmation of the statistical significance of this difference.

Some traditional games that had a focus on cooperation, empathy, fair play and helping other people were identified from literature and interviews with teachers. The games chosen gobak sodor, bentengan (fort) and engklek were the ones identified to promote good interactions among students and minimize hand-to-hand or verbal quarreling. The learning model was developed in a module consisting of learning objectives, game process, character counters and reflection parts. Verification by physical education and psychology experts suggested that the model is practical, the changes to be made are small, and that post-game reflection pertaining toward values should be incorporated.

A pilot test was held in two primary schools (30 students) and then a field study with an extra two school rooms were studied (120 students). Data were obtained via behavioural observations, anti-bullying attitude questionnaires and teacher interviews. Results Women's Soccer Attitudes The results indicated significant changes in anti-bullying attitudes, an increase in empathy (+18%) and mutual respect (+22%), with decrease in mocking/ exclusionary behaviors (-25%). Teachers indicated that the model was easy to use and engaging for students. The introduction of traditional game-based learning model not only enhanced the diversity of physical education teaching but also made a great contribution to creating an inclusive classroom without being bullied.

Prosocial behavior and students' social activity both increased. Teachers had very positive reactions and emphasized to me that “not only do these traditional games improve fitness but they build comfort tolerance and cooperation! They also emphasized that this method was better than traditional, individualist teaching approaches based on competition.

This confirms the findings of some previous research which indicated that active and contextual learning strategies can enhance student's understanding, engagement, and achievement (Bakri et al., 2022), Pradipta & Rachmawati, 2025; Wichadee & Pattanapichet, 2014), more specifically traditional games constitute an efficient pedagogical strategy encouraging entrained participation contributing to holistic character development among learners. (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 findings suggest that lecturers can apply the validated strategies from this study as potential good options to enhance learning achievement. Furthermore, the effectiveness of these interventions demonstrated here, suggests they may have application at institutional level.

Discussion

The results of the current study illustrate that integrated physical education learning traditional games in school may provide a positive influence on enhancing anti-bullying attitudes for children in primary schools. 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.

Long-term effects of the model and possibilities of integrating it into higher education level should be further examined. Result indicated that the traditional game-based physical education learning played an important role in enhancing anti-bullying attitudes of the elementary school students. The increased in empathy and cooperation and the decrease in aggressive behavior (by intoxication phase) indicated that traditional games are not merely physical activities but also effective teaching tools for influencing the social aspect of students. Ilma et al.; 2017), and cons PIT maps (2003, Meskó; twob, Goncalo) Raharjo et al., 2023; Suhra et al., 2020; Wulandari and Hurustyanti, 2016). It suggests that a learning strategy that embeds local cultural belief systems can be an appropriate intervention to address a positive social climate in schools.

Nevertheless, what makes this work with traditional games different is that it does use local traditional games as a pedagogical tool which is an area seldom emphasised in previous examined anti-bullying interventions. As previous studies frequently used cooperative play or organized physical activities (Hafina et al., 2022). One of the additional things that we are contributing is this use of traditional games as a learning platform, one that has not been widely explored in relation to character education and prevention of bullying. Advised by a model that is culturally based, it gives in addition to its pedagogical stability, homogeneity to protect healthy local environmental culture.

Both in terms of theoretical constructs and practical relevance, this study makes an important contribution to further development of a more comprehensive approach to PE learning. These findings challenge traditional methodologies that are predominantly motor-based and provide an inclusive alternative to reinforce emotional and social values. What this implies is that physical educators must be empowered to see themselves in a more holistic role, which not only includes the promotion of physical activity but also their responsibilities as character educators. The present study paves the way for future investigations of long-term effects and adaptation across different educational levels and socio-cultural settings.

It must however be acknowledged that despite the promising results the short term nature of this study and the lack of follow up data does not allow to draw conclusions in respect of the long-term effects on behavior. Second, the sample was recruited only from schools in Lombok, which is a quite homogeneous socio-cultural context, and therefore reduces the ability to generalize the findings. Lastly, the study did not have access to longitudinal data; only cross sectional observations were available. As a result, future studies should (a) use long-term follow-up periods studying sustainability; (b) replicate the study in different and more diverse cultural environments including urban settings to assess reliability of effects; and (c) compare traditional games relative towards other character-development interventions.

Conclusion

The findings of this study demonstrate that the incorporation of traditional games in physical education may contribute to an effective promotion of anti-bullying attitudes, since it improves empathy, cooperation and prosocial interaction among elementary school children. The significance of the study is that it provides evidence that culturally-activity based activities for motor skill development can also be used as a resource to help children learn about good character and how to stop bullying. Results, albeit short-term findings, provide incentive for PE teachers to be agents in physical and social development. More extensive and long term research may be in order to replicate place-based games elsewhere to understand the extent of transferability and how such ecoculturally relevant modes can be more systematically woven into school curricula.

Author Statement

The author states that this article has not been published elsewhere and is not under consideration for another publication. All the references cited in the text have been formatted to get the style of a standard reference. The author is solely responsible for the

content of this article. The author would like to extend very deep thanks and pleasure for assistance and trust from Universitas Negeri Malang due to the support and funds it offered, made this research done effectively. This support has been critical to the successful conduct of the study and preparation 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., Zuraida, 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>
- Hananingsih, 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.cceol.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>