

Child-Friendly Education Program In Elementary School Toward Traditional Games

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Abstract. *Sekolah Ramah Anak (SRA) or child-friendly school (CFS) is a formal, non-formal, and informal education which will guarantee, fulfill and respect children's rights and protect children from violence and discrimination. CFS attempts to realize the fulfillment of children's rights and protection for 8 hours studying at school. One of the goals of CFS is to accustomed children to do positive habits. Those habits will be done toward traditional games. Traditional games can educate children's character, for instance, they can share with their friends, learn to be patient in queuing for a turn to play, have a mutual cooperation, train their responsibilities to tidy up their toys after playing. Traditional games can be an outdoor classroom as one of CFS's program. The elementary students' characteristics are they love playing, so it is their right. The activity of playing can teach creativity in their life. Playing activities which are directed at traditional games can make students happy and cheerful. Thus can increase their enthusiasm and passion for learning.*

Keywords: CFS, traditional games

A. Introduction

In Indonesia, there were many violence happened at school environment, both students who are victims and those who become perpetrators. According to the data of *Komisi Perlindungan Anak Indonesia (KPAI)* or Indonesian Child Protection Commission, which was reported by the Ministry of Education and Culture written on Tuesday (14/6/2016), During January 2011 to July 2015 there were 1,880 cases of violence that occurred in the educational environment. In 2011, 276 acts of violence were recorded in schools. This number increased in 2012 to 552 cases of violence (KPAI, 2016). In 2014, there was an increase in violence in schools with 461 cases, and in 2015 it rose to 478 cases (Hernawan, 2018). Whereas the cases of children who become bullying perpetrators at school are increasing. Children who became bullying perpetrators in 2014 were 67 reports, and 2015 increased to 93 reports. There is an increasing of 39% for 26 cases (Ulfa Widowati, 2018).

This is in line with the findings of cases in January to February 2019, of the 24 cases of children in school there

were 17 cases of violence both students who were victims and as perpetrators. According to Retno in Abdi's article, Alfian Putra (<https://tirto.id/dg8o>) the details of the violence that had occurred were 3 cases of physical violence, 8 psychological violence, 3 sexual violence, 1 student brawl, policy victims 5 cases, and 1 case of exploitation.

The Minister of Religion Retno, KPAI encourages Ministry of Education and Culture and Ministry of Religion to further strengthen all efforts to accelerate the realization of SRA throughout Indonesia. Today there are around 11 thousand of the 400 thousand schools and madrasa that have implemented CFS.

The occurrence of violence cases is caused because the students have temperament characteristic. According to the survey, the characteristic of temperament is caused by the frequency of playing online games. According to Nur the impact of being addicted in online game for children can be categorized as very bad such as skip school, children become aggressive, desperate to rob and steal, molest friends, and the worst thing is suicide. It is clear that online games encourage children to behave destructively rather than support their growth and development (Saputra & Ekawati, 2017).

Government efforts with the existence of violence cases that occur at schools both students as perpetrators and as victims are by making a Child-Friendly School (CFS) program. CFS is based on the National Education System Law Number 20 Year 2013 Article 1 and Law Number 23 Year 2002 Article 4 concerning protection of children (UU RI, 2002). CFS is school that consciously guarantees to fulfill and respect children's rights and protect children from violence and discrimination.

Wuri explains in Indonesia that policies related to CFS are outlined in the Republic of Indonesia Minister of Women Empowerment and Child Protection Regulation Number 8 of 2014, concerning CFS Policies (Wuryandani & Senen, 2018). In its regulation, it is explained that Child Friendly School, abbreviated as CFS, are formal, non-formal, and informal education units that are safe, clean and healthy, caring and cultured environmentally, guarantee, fulfill, respect children's rights and protect children from violence, discrimination, and other mistreatment and supporting children's participation, especially in planning, policy, learning, supervision, and

complaints mechanisms related to the fulfillment of the rights and protection of children in education.

CFS policies aim to fulfill, guarantee and protect children's rights and ensure that educational units are able to develop children's interests, talents and abilities and prepare children to be responsible for life that is tolerant, respectful, and works together for the progress and spirit of peace (Tamo et al., n.d.). The CFS concept was created based on principles for the realization of children's rights to quality education (UNICEF Division of Communication, 2006). According to UNICEF, CFS ensures the provision of a safe environment, peaceful emotional situation, and opens to the psychological development of children.

In realizing CFS, according to the Regulation of the Minister of Women Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 concerning Child Friendly School Policies, explained that there were 6 indicators developed to measure the achievements of CFS. The indicators include: 1) CFS policy, 2) curriculum implementation, 3) education and trained education personnel children's rights, 4) CFS facilities and infrastructure, 5) children's participation, and 6) participation of parents, community institutions, and business, other stakeholders, and graduate students. Ideally the six indicators must be fulfilled in order to realize the CFS (NOMOR 8 TAHUN 2014, 2014).

As for one component that is used as a benchmark for achieving CFS is learning. Based on the Regulation of the State Minister for Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014

B. Discussion

1. Child-Friendly School (CFS)

School is one of the main components in the life of a child other than the family and the surrounding environment. In general school is a place where children are stimulated to study under the supervision of a teacher. School is a significant place for students in their developmental stages and as a social environment that influences them. Besides that schools must be a place to develop children's cognitive, affective and psychomotor aspects. The school that meets these criteria is referred to CFS.

CFS is formal, non-formal, informal educational unit that will guarantee, fulfill and respect children's rights and protect children from violence and discrimination. CFS attempts to realize the fulfillment of the rights and protection of children for 8 hours studying at school.

The implementation of CFS aims to fulfill children's rights as a whole. This is in accordance with RI PPPA Ministry Regulation No. 8 of 2014 which states that CFS is educational unit, one of which is to guarantee, fulfill and respect children's rights and protect children from acts of violence and discrimination (NOMOR 8 TAHUN 2014, 2014).

The CFS concept is an educational principle that believes that child-centered education is part of human rights. CFS in principle is an important thing that must be realized at all times. The concept of CFS was created

concerning CFS Policies in the learning component there are several indicators that must be met to become CFS, namely: 1) availability of curriculum documents, 2) child-based education planning, 3) learning process, and 4) learning outcomes assessment that refers to children's rights.

One of the school efforts to implement the CFS well in accordance with the Regulation of the State Minister for Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 concerning CFS Policy is to implement learning and extracurricular programs integrated with traditional games. Traditional games can educate children's character, for instance, they can share with their friends, learn to be patient in queuing for a turn to play, have a mutual cooperation, train their responsibilities to tidy up their toys after playing. Traditional games can be an outdoor classroom as one of child-friendly school's program

According to law No. 20 of 2003 concerning the National Education System in Article 3, which states that national education functions to develop capabilities and shape dignified national character and civilization in order to educate the nation's life, and traditional games as character building (RI, 2003). From this explanation, it is clear that the purpose of education is character building.

Traditional games will familiarize students with sharing, respecting, loving for each other, having a good cooperation and fostering a sense of happiness, cheerfulness and joy. Through the games as an extracurricular program at elementary school can increase enthusiasm and passion for learning. based on principles for the realization of children's rights to quality education in this case it is emphasized that creating a decent school is an important thing to do (UNICEF Division of Communication, 2006).

There are several principles that build CFS, one of which has been explained by Risieri Frondizi that educators do not need to feel threatened by the assessment of students because basically values do not add to the reality or substance of objects, but only values (Risieri Frondizi, 2001). Value is not an object or an element of an object, but the nature, quality, and genius of a certain object that is said to be "good". Furthermore Yulfita explains that school is not a world that is separate from the daily reality of children in the family because the achievement of a child's ideals cannot be separated from daily reality (Yulfita, 2000). Limitations of lesson hours and a binding curriculum are obstacles to understanding more in the interaction between educators and children. To get around this, schools can hold special hours outside school hours that contain sharing between children and sharing between teachers and children about the reality of their lives in their families, for example: discussion of how relationships with parents, what parents react when they get bad grades at school, or what parents expect of them. The results of the meeting can be a material reflection in a subject matter delivered in class. This method is a tactic for educators to know the condition of the child because in some communities, children are

considered family investment, as a guarantee of a place to depend in the future.

As explained in the introductory section that in realizing CFS there are six indicators developed to measure CFS achievements. The indicators include: 1) CFS policy, 2) curriculum implementation, 3) education and trained education personnel child rights, 4) CFS facilities and infrastructure, 5) children's participation, and 6) participation of parents, community institutions, business, other stakeholders, and graduates students. Ideally the six indicators must be fulfilled in order to realize CFS.

2. The Implementation of CFS in Indonesia

The regions that implement of CFS have an obligation to protect students from all forms of behavior that result in violations of children's rights. In addition, it seeks to provide supporting resources to realize CFS. The safety of students is also guaranteed in CFS.

Ambarsari, Luthfiana explained that in CFS, students should have mutual respect and not allow to bullying. This is to support the creation of a safe and comfortable CFS environment for students in the absence of verbal and physical bullying (Ambarsari & Harun, 2018).

Based on Luthfiana Ambarsari's research on "CFS in elementary school" researchers found that the implementation of CFS at Pujokusuman 1 Elementary School and Ngupasan Elementary School in Yogyakarta has sought to create a conducive and pleasant school environment for students such as implementing policies in the field of learning without violence and discrimination. This means that the nature of the learning process in schools is done with the principle of fun for students, teachers do not physically punish students and there is no difference in treatment between students. An indication of a conducive and pleasant school is if students feel safe and comfortable in the school environment. The policy on child-friendly schools is carried out by school residents with the support of parents of students and the community around the school. Completeness of school facilities is also important for child-friendly schools so students feel comfortable and safe.

While in Wuri Wuryandani, et al. in her research on "Implementation of the fulfillment of children's rights through child-friendly school" conducted at SD Muhammadiyah Sapen as a result of learning observation in grade IV and also supported by learning observation data in grade II. Teachers in grade II who at the time of learning observation taught about various kinds of traditional games, teaching material was not limited to what was in the book. The teacher in this learning develops material by utilizing a learning environment that is close to students. Traditional games in the student environment, such as *dakon*, *enggrang*, and yoyo are used to convey material of traditional games (Wuryandani & Senen, 2018).

Based on the results of the research conducted by Wuri and Ambarsari, it can be concluded that the CFS is realized to protect students from all forms of behavior that result in violations of children's rights. They try to provide

supporting resources to create CFS. So that students' safety is also guaranteed in CFS. The creation of a situation of mutual respect makes that no bullying is carried out verbally or physically. Therefore, the form of school business in creating mutual respect in the learning process can be integrated with traditional functions such as *dakon*, *enggrang*, and yoyo, and *gobak sodor*.

3. Traditional Games

Traditional games in the digital era are increasingly forgotten by children because many modern games appear in the applications of gadgets. The use of gadgets make people easier because the internet access is obtained from anywhere, at homes, schools, offices and even malls.

The effect of using gadgets is that they are being addicted to play online games. Nur collected various news, both from the print media and even online about the impact of online games addiction (NUR, 2013). The impact of being addicted to online games for children can be categorized as very bad, such as skipping school, children becoming aggressive, desperate to rob and steal, molest their friends, and the worst thing is they commit suicide. This explains that online games encourage children to behave destructively rather than support children's growth and development (Saputra & Ekawati, 2017).

Online games can cause declining manners. This can be seen when children are engrossed in playing games so they will ignore people who are nearby and invite them to communicate. In fact, even when their parents talk to them, they are often ignored by these online game addicts. This is reinforced by the findings of Sari and Mitsalia that gadgets have a negative impact which makes children tend to be quiet, prefer playing their gadgets rather than playing with friends, sometimes they also mimic violent scenes in games, and they are indifferent when they are in front of their gadget (Huda, 2018). This is really a very huge problem for parents, educators, and all of us.

Decreasing character, and decreasing the morality of the nation's children, we must immediately pay attention. The content of online game that contains pornography and violence has a very bad impact on our children, our next generation. Many cases of abuse and violence are caused by online game content. Children, who are still imitating, try to imitate the actions taken by the characters in the game. Many events in schools are exposed or not exposed by the public about school fights that try to imitate action in online games. So not infrequently in school there is often violence.

In an effort to divert children to online games addiction, the solution is to present a traditional playing environment especially at home and school environment. Traditional games are the right solution for the morning teacher to present them in the learning process. Learning by applying traditional games that involve active students, gives them a passion for learning to be free to move, free to express opinions, and active in groups.

Traditional games are entertaining activities that use simple tools and have been inherited from generation to generation. Traditional games provide good benefits for

children's development both physically, emotionally and cognitively. Hasanah & Pratiwi explained that through playing, children learn a lot of basic concepts such as knowing colors, shapes, directions, letters, and numbers (Nor Iza Hasanah, 2016). Likewise, Iswinarti stated that alternative education to optimize children's development is by re-applying traditional games (Tim Playplus Indonesia, 2017).

Traditional games are a form of fun activities that are carried out individually or in groups, and are carried out in generations in certain areas. In traditional games students' motivation will be encouraged because in traditional games there are many variations and modifications that can be applied to students in physical education learning (Yulianti, Pengembangan, & Tradisional, 2013).

Traditional games for children contain educational values that can foster and develop 9 children's intelligence, namely linguistic intelligence, mathematical logic, visual-spatial, musical, kinesthetic, naturalist, interpersonal, and spiritual using a learning strategy while playing, centered on child and meaningfulness. Educational values in traditional games are contained in games, movements, song lyrics and songs. As stated by Dharmamulya that traditional children's games contain elements of pleasure, where pleasure can create a good opportunity for progress (Nurhayati, 2012).

Traditional games can form positive characters. Traditional games have an important role in the position of child character formation, unconsciously when children play the game, children have learned about character such as caring, patience, friendliness, and so on (Angga Bramansta Putrantana, 2017).

Traditional games are more than just children's games. In it there are various benefits that are useful for developing children's potential including developing intellectual intelligence, developing emotional intelligence and developing creative power.

Schools in this case relate to the utilization and management of infrastructure through traditional games especially in elementary schools. According to research conducted by Paraja, Aziz Lukman et.al through questionnaire data it appears that students feel that learning facilities through traditional games need to be present and managed properly in order to facilitate the learning process especially in elementary schools (Lukman Praja, Sholihah Nurfaidah, & Rahmiati, 2018).

However, it is important for teacher to invite the students to learn and play toward traditional games, especially for elementary school students. In line with the statement above, Misbach (Misbach, 2016), traditional games can stimulate many aspects for children's growth, such as:

- 1) Motoric Aspect: Training the endurance, flexural power, sensorimotor, gross motor, and fine motor.
- 2) Cognitive Aspect: Developing imagination, creativity, problem solving, strategy, anticipation, and contextual understanding.
- 3) Emotional Aspect: Catharsis emotional, empathy, self-controlled.

- 4) Linguistic Aspect: Comprehending the concept of value.
- 5) Social Aspect: Establishing relationships, cooperating, training social maturity with peers and laying the foundation for practicing socialization skills practicing roles with more mature / community people.
- 6) Spiritual Aspect: Realizing the relation to God (transcendental).
- 7) Ecological Aspect: Understanding the wise use of surrounding natural elements.
- 8) Aspects of values / morals: Living moral values inherited from previous generations to the next generation.

Cahyono suggests a number of characters possessed by traditional games that can form children's positive characters are as follows (NUR, 2013).

- 1) First, traditional games tend to use or utilize tools or facilities in our environment without having to buy them so that they need high imagination and creativity. Many game tools are made or used from plants, soil, tiles, rocks, or sand. For example, cars made from grapefruit skin, *engrang* made of bamboo, *ecrak* games that use stone, telephone toy using cans and nylon thread and so on.
- 2) Second, traditional children's games involve relatively many players. It is because traditional games prioritizing mutual enjoyment factors, this game also has a more purpose, it is to develop the ability of interaction between players (interpersonal potential). Like hide and seek, *congklak*, and *gobak sodor*.
- 3) Third, traditional games view noble values and certain moral messages such as values of togetherness, honesty, responsibility, roomy attitude (if they lost), encouragement of achievement, and obedience to the rules. All of that is obtained if the player really lives, enjoys, and understands the essence of the game.

One example of a traditional games that can be integrated with mathematics subjects according to Nurdiana Siregar and Wiwik Lestari in their research conducted in Hamparan Perak village includes: *kuda lumping*, *batu serimbang*, *engklek*, home from the ground, cooking, *tulup*, marbles, top, *alep jongkok*, *alep perancis* and toy train made from coconut midrib. The types of traditional children's games related to mathematics include: *engklek*, *batu serimbang*, marbles.

There are counting activities in several traditional children's games, include *engklek*, marbles and *batu serimbang*. Counting activities in question are number concepts including numerating, number recognition, comparing (more and less), and doing addition and multiplication.

Examples of counting activities performed on the *engklek* game are seen at the end of the game. Children count a lot of houses that have been painted on each *engklek's step*. There are 5 players in *engklek*, with the *engklek* pattern played in the shape of an airplane. Player A gets 3 houses, player B gets 2 houses, player C gets 4 houses, player D gets 1 house, and player E gets 1 house. The player compares the home acquisition of each player.

The winner of the game is the one who gets the most house marks. Players who get the most houses are players C as many as 4 houses. So the winner is player C.

In playing marbles, each player put the marbles into a square. The children agreed on the amount of marbles for 2 items, 3 items, 4 items and 5 items. They consist of 4 (four) players. All players have placed many marbles that have been agreed into the square. One player counts many marbles in the square. The player who counts is intended to check many marbles. The trick is to count one by one the marbles in the square and count the many players with the marbles given. Many marbles are agreed on 3 grains into $4 \times 3 = 12$, it turns out that there are 12 marbles in the square, so that the counters say right (exactly how many). After checking, the marbles game can be started.

Those traditional games use a form of flat wake, they are *engklek* and marbles. The flat is square and triangle, while the element is a line. In the *engklek* game children make patterns from various flat shapes. The pattern is the shape of an airplane, the child paints it with various flat shapes such as square, rectangle, and trapezoid. Creating an *engklek* pattern in the form of people, children paint with various flat shapes such as square, rectangle, and circle. In the form of a cupboard, the child makes the pattern from a series of rectangles. In marbles, children use line words and draw lines as boundaries for the distance of the target with the marbles to be shot. Besides that, the name and shape of the flat shape are mentioned by the child when playing marbles. Children also paint triangles or squares on the ground as a place to put the marbles that the child will aim at.

In addition, the research conducted by Iswinarti in 30 elementary schools age children grade III and IV in Malang Regency showed that the traditional game of the *Engklek* had therapeutic values and was useful in overcoming children's problems (Iswinarti, 2017). The results of this study indicate that *terapeutik* values contained in traditional *Engklek* games include the following. 1) The value of early detection to find out the child who has a problem. 2) Value for good physical development. Physical activity includes activities for exercise, increasing coordination and balance of the body, and developing skills in growing children. 3) Value for good mental health, namely: helping children to communicate their feelings effectively in natural ways, reducing anxiety, self-control, concentration training. 4) The value of problem solving, children learn to solve problems so that these abilities can be transferred in real life. 5) Social values, children learn social skills that will be useful for provision in real life

Based on the explanation of traditional games that can be integrated with learning, it can be said that traditional games can stimulate children to develop cooperative learning, assisting children to adjust, interact positively, can control their self-control, develop empathy for friends, obey rules, and respect others

C. Conclusion

CFS programs must be immediately implemented in various schools throughout Indonesia, so that there will be

no more acts of violence in schools especially in elementary schools, both students who become victims and perpetrators of acts of violence. Schools that want to realize the CFS program should pay more attention to indicators such as 1) CFS policy, 2) curriculum implementation, 3) education and trained education personnel of children's rights, 4) CFS facilities and infrastructure, 5) children's participation, and 6) people's participation parents, community institutions, businesses, other stakeholders, and graduate students. Ideally the six indicators must be fulfilled in order to realize the CFS. In terms of providing facilities and infrastructure so that children's participation will develop well, the teacher in learning can also develop the material by utilizing a learning environment that is close to students. Traditional games in the student environment, such as *dakon*, *enggrang*, and yoyo can be used to convey material of traditional games

D. References

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