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Traditional Games as a Media for Embed the Pancasila Profile of Early Childhood Students

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ABSTRACT

This article aims to determine the role of traditional games to embed an independent dimension of the Pancasila student profile in early childhood. The writing method in this article is a systematic review. The sources of main data in this research are scientific articles that are relevant to the topic of study. Based on the results of identification, evaluation and interpretation, it can be concluded that traditional games act as a learning media for early childhood. Traditional games are used as a media to stimulate children's character learning, including the independent dimension in the Pancasila student profile. There are some traditional games can develop an independent dimension in early childhood, such as: gobak sodor, engrang, engklek and petak umpet. The dimension of independence in traditional games reflected when the children can be positioning themselves in a game as part of a group, and they can to express the emotions naturally.

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1. INTRODUCTION

Education is a basic in the development of a country. It said to be basic because through education, citizens can see, hear and read knowledge based on reality. In reality, the quality of education in Indonesian is still low (Pramana et al., 2021). The tendency of people to live their lives without being based on knowledge is a real illustration of the low level of public education. The economic crisis had exacerbated the low level of education in Indonesia, so that become new problems. There are at least two problems resulting from the economic crisis, first the increasing number of school dropouts, secondly the moral degradation of the young generation. Based on the explanation of the problem above, this article will discuss the role of traditional games in embed an independent dimension of the Pancasila profile of early childhood.

Moral degradation is a complicated problem for a nation. The goals of realizing a golden Indonesia in 2045 will only become a story if moral problems are not resolved. Character education become together responsibility to solve the moral problems of the young generation. The education sector has more responsibility in developing the morals of the nation's children. Character teaching must be taught in all unit of education, from early childhood education to higher education. Early childhood education have a responsibility for embed character values for young generation in Indonesia. Character embed doing as early as possible, build and continuously directed so that every child has superior character to realize a golden of Indonesia in 2045.

The character education process for student need some innovation, especially in teaching methods. Innovation in education is an effort to solve the problems like ideas or methods to achieve educational goals. The curriculum is an important guideline for innovation of education (Julaeha et al., 2021).

The “kurikulum merdeka” is the current curriculum education in Indonesia. The innovation in this curriculum is a project to strengthen the profile of Pancasila students at every level of education. The project to strengthen the profile of Pancasila students is an effort to embed character for all Indonesian students based on Pancasila. The aim of the project to strengthen the profile of Pancasila students is to make Indonesian students become lifelong learners, globally competent and behave based on Pancasila norms (Sulistiyati et al., 2021).

There are six dimensions of the Pancasila student profile, that is: (1) believer, to God and has good character; (2) independent; (3) work together; (4) global diversity; (5) critical reasoning; and (6) creative. The six of dimensions are guidelines for teachers in embed character in Indonesian students today, especially in learning activities. The embed of these six dimensions of character is integrated into daily learning activities, so that character learning becomes the main part of the “Kurikulum Medeka”, parallel with the cognitive aspect.

From the six dimensions of the Pancasila student profile, the author aims to reveal the achievements of the independent dimension in early childhood. According to the Big Indonesian Dictionary, independence means the state of can to stand alone, not depending to the other people. The independent dimension in the Pancasila student profile means that Indonesian students are students who have responsibility for the process and results of their learning. Head of Educational Standards, Curriculum, and Assesment Agency Number 009/H/KR/2022 about Dimensions, Elements, and Subelements of Pancasila Student Profile in Kurikulum Merdeka There are two core elements of the independent dimension, that awareness of self and the situation faced and self-regulation. Awareness of self and the

situation faces means that Indonesian students always reflect on their own strengths and weaknesses as well as the demands of the situation they face. This enables students to know their own development needs in accordance with the changes and developments that occur. Based on that, students in Indonesia are expected to be able to set self-development goals according to their personal circumstances and situations and anticipate any obstacles that may occur. Self-regulation means that Indonesian students are able to control their thoughts, feelings and behavior and determine the best strategy to achieve their goals. When they encounter obstacles on their way to their goals, Pancasila students will look for strategies to overcome each obstacle. Apart from that, Pancasila students are also able to express everything they feel well.

Embed an independent dimension in early childhood can do through various activities according to the theme of the Project for strengthening the profile of Pancasila students. One of the themes of the Project for strengthening the profile of Pancasila students which can be used as a media for embed an independent dimension is playing and working together/we are family. Through this theme, teachers can choose traditional game activities as a media of embed the dimensions of the Pancasila student profile. Teachers can consider the theme of playing and working together/we are family for several reasons, one of which is that apart from being a media of embed character, teachers can introduce local wisdom through traditional games. The expectancy is that apart from students with character, Indonesian students will also be students who love and can to preserve the culture of their country, one of that is traditional games.

Traditional games are games based on local wisdom that have existed since a long time ago, become a legacy from old generation to each young generation in a region. Traditional games are rich with values of moral. There are two types of traditional games in terms of the use of tools, that are traditional games played using simple tools that come from the surrounding environment and traditional games without using any tools. Traditional games are usually played in open areas, because most of traditional games need a lot of space to do.

Traditional games as a media for embed character in early childhood, that means that traditional games is a link which used by teachers to embed characters in early childhood, including independent character. Traditional games are used as a learning media in early childhood education because traditional games is fun for each participant (Anggita, 2018). This is appropriate to use as a learning media at the early childhood education level, because when children play that they feel happy, so the children does not realize that they are learning, that the teacher is embed the character (Widya et al., 2022).

2. METHODS

This article contains description of the role of traditional games in embed independent dimension of the Pancasila profile. Data in this paper are the form of scientific articles which search through the Google Scholar as a electronic data center. The articles was published in the last 10 years as the data used in this article. The goal is to ensure that the high level of relevance data to the situation today. The process of searching data is carried out by paying attention to a number of criteria for completeness of the body of the article, that are title, author, abstract, keywords, introduction, method, results and discussion, conclusions and references. The analysis method in this paper is a systematic review. According to (Kitchenham, 2004), a systematic review consists of three stages, that are identification, evaluation and interpretation. Identification begins with determining the role of traditional games in embed an independent dimension of the Pancasila profile. Evaluation did by

determining relevant references and list the references that suitable of the criteria. The reference criteria in this article are: 1) the article is written in English or Indonesian, 2) the research subject is early childhood, 3) the main topic of the article discusses traditional games and independent characters. Interpretation is a report on the role of traditional games in embed the independent dimension of the Pancasila profile as a result of previous research. The analysis in this paper aims to look at the phenomena that occur in educational unit, and relate to the previous results.

3. RESULTS AND DISCUSSION

3.1. Results

Traditional games for early childhood are not just ordinary play activities without meaning. Traditional games for early childhood play a role in stimulating all aspects of children's development (Prima & Lestari, 2023). One of aspect is stimulated through traditional games is the child's character (Witasari & Wiyani, 2020). This is same with the concept of innovation in the independent curriculum, that is character development through local wisdom. Use of local wisdom as a learning media has two functions, that is character development and introduction to local culture. Many characters are stimulated through traditional play activities, one of which is the independent character in early childhood (Mastarina & Yasnel, 2025). After identification, the next stage is evaluation. Evaluation is carried out to determine references and record them, which is presented in **Table 1** regarding traditional role-playing games for early childhood and **Table 2** regarding characters stimulated through traditional games.

Table 1. Traditional role play for early childhood.

No	Reference	Topic
1.	Saputra and Ekawati (2017)	Traditional games function to develop children's basic abilities.
2.	Prima and Lestari, (2023)	Traditional games stimulate aspects of children's development.
3.	Wijayanti (2014)	Traditional games as a medium to stimulate children's social skills.
4.	Yuningsih et al. (2021)	Traditional boy-boyan games as a learning medium for early childhood.
5.	Witasari and Wiyani (2020)	Traditional games as a media for forming character in early childhood

Table 2. Characters are stimulated through traditional games.

No	Reference	Results
1.	Setiani (2019)	National values that can be embed through traditional games include honesty, discipline, hard work, sportsmanship, love of the country, democracy, friendship/communicativeness, independence, patience, creativity, cooperation and mutual cooperation.
2.	Sriyahan et al. (2022)	Traditional games contain educational values of religious character, sportsmanship, accuracy, skill, mutual cooperation, independence, hard work, discipline, patience, love of the country, democracy and friendship/communicative.
3.	Sholikin et al. (2022)	The game of gobak sodor and engrang can foster character values, that is: religion, nationalism,

No	Reference	Results
4.	Ashar and Ruswiyani (2017)	independence, mutual cooperation and integrity. Games tumbu-tumbu lai'ya, maggulaceng, mabbelle, mammini, kaje-kaje capeng kaluku, manggunrecce, and ular naga forming the character of love for God honesty, discipline, tolerance, love of peace, self-confidence, independence, mutual help, cooperation, mutual cooperation, respect, courtesy, responsibility and hard work.
5.	Qadafi et al. (2023)	The character values found in traditional Sumbawa games include discipline, cooperation, honesty, creativity, hard work, responsibility, social care, love of the country, independence and tolerance.
6.	Maghfiroh (2020)	Traditional games play a role in forming the character of honesty, discipline, hard work, creativity, independence, communicativeness, responsibility and so on.
7.	Mastarina and Yasnel (2025)	Traditional games shape children's honest, caring and independent character.
8.	Srikandi et al. (2020)	The traditional games of engklek and petak umpet form the character of honesty, responsibility, discipline, mutual cooperation, independence and religion.
9.	Adi et al. (2020)	Traditional games sure to be able to develop children's characters such as patience, honesty, sportsmanship, discipline, persistence, independence, self-confidence and cooperation.
10.	Fajriani et al. (2022)	The character education values in the balogo game include: honesty, tolerance, discipline, hard work, independence, democracy, love of the country, respect for achievement, friendship/communicative, love of peace, social care, and responsibility.

3.2. Discussion

Education influences the progress of nation. Education related to the development of children's abilities and potential. Character is the most important part in the progress of a nation. Therefore, potential development and character education are the main priorities in curriculum innovation in Indonesia.

Relation of traditional games and education role as learning media (Yuningsih et al., 2021). Learning media functions as an intermediary in achieving learning goals. Goals of learning obtained if learning do with interesting and many varies. Learning activities should be able to develop all children's basic abilities. Traditional games as a learning media role in developing children's basic abilities (Saputra & Ekawati, 2017). Basic abilities are related to the achievement of aspects of child development. So, traditional games also play a role in stimulating children's development (Prima & Lestari, 2023). All children's development is expected to develop optimally according to their age. One of the developments that can be stimulated through traditional games is social development (Wijayanti, 2014). Social development is related to children's interactions with objects around them. Good interactions can illustrate that the child's have a good character. So, the traditional games can used to stimulate the character development of early childhood (Witasari & Wiyani, 2020).

Traditional games contain many Indonesian philosophies of life. National values such as honesty, discipline, hard work, sportsmanship, love of the country, democracy, friendship/communicative, independence, patience, creativity, cooperation and mutual cooperation can be embedded through traditional games (Setiani, 2019; Maghfiroh, 2020; Adi et al., 2020). Beside that, traditional games contain religious values, sportsmanship, accuracy, skill, independence, discipline, patience, care, independence and love of the country (Setiani, 2019). Some of traditional games can be used as a media to stimulate the embed of independent character in early childhood education units. The game of gobak sodor and engrang can stimulate the characters of religious, nationalist, independent, mutual cooperation and integrity (Sholikin et al., 2022). The gobak sodor and engrang are type of group game, so they encourage children to be able interact between groups and within groups. Process of play in this group can stimulate the development of children's characters.

The games of tumbu-tumbu lai'ya, maggulaceng, mabbelle, mammini, kaje-kaje capeng kaluku, mangunrecce, and dragon snake that can embed the character of love for God, honesty, discipline, tolerance, love of peace, self-confidence, independence, mutual help, cooperation, mutual cooperation, respect, courtesy, responsibility and hard work (Ashar & Ruswiyani, 2017). These games are classified as group games. Group games can develop characters related to children's social processes.

Sumbawa traditional games have the character values of discipline, cooperation, honesty, creativity, hard work, responsibility, social care, love of the country, independence, and tolerance (Qadafi et al., 2023). Each region has its own characteristics in how to play traditional games. The purpose of each characteristic is to embed the unique character of a region.

Engklek and petak umpet stimulate the character of honesty, responsibility, discipline, mutual cooperation, independence and religion (Srikandi et al., 2020). Both of the games are a type of group game. Through group play, children learn to position themselves as part of a group, this situation can stimulate the development of children's character.

The Balogo game embed the values of honesty, tolerance, discipline, hard work, independence, democracy, love of the country, respect for achievement, friendship/communicativeness, love of peace, social care and responsibility (Fajriani et al., 2022). Balongo is a fun media for embed character. Through play activities, children directed to develop each character.

Independent character of children stimulated in many traditional games. Both elements of the independent dimension are clearly illustrated when children play traditional games. The element of awareness of self and the situation one is facing can be seen when the child is responsive to what must be done according to the situation in the game. Elements of self-regulation are stimulated when children can express their feelings, thoughts and behavior appropriately.

4. CONCLUSION

Innovation of character education in the curriculum need as a refresher for character education in Indonesia. The Pancasila student profile is a new innovation in character education in their curriculum. Various media can be used for support character learning. Media based on local wisdom remains an alternative for embed character, one of them is traditional games. Traditional games can embed and develop various characters, including the profile of Pancasila students, especially the independent dimension. Through traditional

games, children learn how position themselves as part of a group, and learn to express emotions appropriately.

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