
PROFILE OF CHARACTER AND MATHEMATIC CONCEPT ON CHILDREN GAME

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ABSTRACT

Game for an early childhood is an activity to improve some capabilities that contains the value of education, especially the education of mathematics. Games are often used in early childhood by using mathematical principles are the game of lego, dakon, puzzles, beam palace, and cooking. For the cultivation of character is very important in early childhood. Characters are implanted through the game as follows: (1) lego is creative, cooperation, responsibility, tolerance; (2) dakon is honesty, discipline, responsibility, leadership. (3) Puzzle is creativity, self-reliance, hard work, and responsibility. (4) beam palace is creativity, curiosity, hard work, discipline, independent and responsible. (5) cooking is cooperation, tolerance, humility, responsibility, manners, caring environment. Then the mathematical concepts introduced in the game as follows: (1) Puzzle, beam palace, lego, and cooking introduced the concept of geometry and (2) Dakon introduced the concept of algebra.

Keywords: Game, Character children, Mathematical Concepts

INTRODUCTION

The world of education today has implemented a curriculum of 2013. The purpose of the implementation of the curriculum in 2013 is to prepare Indonesian to have the ability to live as individual and citizens who have faith, productive, creative, innovative, and effective and be able to contribute to the society, country, and world civilization. The curriculum implementation starting from early childhood education (ECD). PP No. 146 of 2014 states that ECD development is an effort aimed to children from birth to age six and accomplished by providing educational stimuli to help the growth and development of children physically and mentally in order to have the readiness to enter further education.

The core competency of early childhood curriculum 2013 is the description of the achievement level attainable standard of child development at the end of 6 years of age early childhood services. Coverage of core competencies 2013 early childhood curriculum is spiritual attitudes, social attitudes, knowledge, and skills. Spiritual attitude means accepting the teachings of their religion. Social attitudes is to have healthy behavior, curiosity, creative and aesthetic, confident, discipline, independent, caring, able to appreciate and tolerant of others, able to adapt, responsibility, honest, humble and polite in interacting with family, educator, and friend. Knowledge includes knowing oneself, family, friends, educators, neighborhood, religion, technology, art and culture at home and units of early childhood playground by: observing the senses (see,

hear, smell, feel, feel); gather information; reasoning; and communicate through games and fun activities. This also includes other skills, such as be able to describe the things they feel, need, and think through language, music, movement, and work productively and creatively, as well as activities that reflect good behavior.

Based on this competencies, the early childhood development program is presented through the stimulation of education conducted by educators in learning through games and playing activities. According to Diana Mutiah (2010) play is a very important activity for the development and growth of children. Enjoyable experience in playing will help children develop optimally. According Arini Mawar Santi (2013) to develop a psychological game as it can reduce anxiety and tension in children. In terms intellectual, game can develop children's imagination, concentration, ability in making decisions, cautious in doing things, deal with sudden problems, and find alternatives to solve that problem. Games can develop social skill in children because some games sometimes require teamwork where children need to have interaction with each other. Games also affecting children's emotional development because every child has problems and unfulfilled desires, so the game helps children showing their emotions which will be later become forgotten or at least reduced.

An educator who educates young children should observe the games he/she used in learning. By understanding the game structure and its

effectiveness, then the teacher can implement the curriculum of 2013 which the point is to form the character of students. In addition, mathematics usually viewed as one difficult subject by students. So by introducing mathematical concepts in early childhood, the students can understand faster and eventually can enjoy math in later education..

The games that can build characters and introduce the concept of mathematics at the same time are lego, cooking game, stacking games, dakon, and puzzles. Lego is a game where children can build anything according to their imagination. Cooking game is one example of role playing game where children use tool resembling cooking utensil to make food. The stacking game is a game where children build house or palace with rectangular, triangular, hemispherical, and other shapes. Dakon game is a game played by two children alternately by entering dakon seeds into the hole on the board dakon, the winner is the child who has collected highest amount of dakon seed. Puzzle game that is a game where children should match or arrange puzzle pieces into a hole shape that has been provided on the puzzle board.

DISCUSSION

Characters Childhood

Character comes from the Latin word, that is *Character*; in Arabic it's called *khuluq* which means character, psychological traits, and morals. Along Indonesian big dictionary, the character means a psychological traits, morals or manners that distinguish one person to another. Characters become identity, a nature behavior, which overcome the contingent ever-changing experience.

Fadilillah M. (2016) states that a character is a habit that has been engraved in the soul of each individual and difficult to remove, further M.Fadilillah stated that the character makes the difference between one person to another. Supported by the opinions Sutarjo Adisusilo (2013: 78) code is a set of values that have become habits and become a permanent trait in a person, for example, work hard, never give up, honest, simple, and others. Then Darmiyati Zuchdi (2008: 11) states code is a set of properties always admired as a sign of goodness, virtue and moral maturity of a person. It was concluded that the code is a set of values that become a habit in the form nature of a person that has been engraved in the soul formed from the internalization of goodness, virtue, and moral maturity.

Darmiyati Zuchdi (2008: 11) said that the goal of character education is to teach certain traditional values, values that are widely accepted as the basis of good behavior and responsible. Therefore, in

instilling character to the students needed attention and affection of a teacher. Along with Thomas Lickona (2013: 81), there are three things formulated in the education of character, they are knowing, loving, acting the good.

The values are very important to be implemented in students. Planting the character value starting at early childhood education (ECD). Law No. 20 of 2003 on National Education System Chapter I Article 1, point 14 states that ECD is an approach to development that is aimed at children from birth to age 6 years conducted through the stimulation of education to help the growth and development of the physical and spiritual so that children have learning readiness in entering further education. The characters that can be implanted in early childhood according to Edi Prayitno and Th. Widyantini (2011) there are 18 characters, i.e. religious, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, the spirit of nationalism, love of country, respect for the achievements, friends or communicate, love peace, love reading, environmental care, social care, responsibility. This is because the characteristics of early childhood according to Fadilillah M. (2016) are high curiosity, playful, love to mimic, and full of imagination.

Edi Prayitno and Th. Widyantini (2011) describes 18 values of the nation's character as follows:

- a. Religious
An obedient attitude and behavior in carrying out the teachings of religion, the practice of religion, tolerant of others, and live in harmony with others who have different faiths.
- b. Honest
Behavior which is based on an attempt to make himself a person who always trustworthy in word, action, and work.
- c. Tolerance
Attitude and action that respects differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves.
- d. Discipline
Action shows orderly behavior and comply with various rules and regulations.
- e. Hard work
Behavior that shows an earnest effort to overcome various barriers to learning and the tasks and complete the task the best way possible.
- f. Creative
Thinking and doing something to generate

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- new way or the result of something that has been held.
- g. Independent
Attitudes and behaviors where individuals are not easily rely on others to complete tasks.
- h. Democratic
Way of thinking, behaving and acting that assesses the same rights and obligations of himself and others.
- i. Curiosity
Attitudes and actions are always working to find more depth and breadth of something that is learned, seen and heard.
- j. Nationalism
Way of thinking, acting and insight that puts interests of the nation above self-interest and group.
- k. Love Homeland
Way of thinking, being and doing that show of loyalty, care, and a high appreciation of language, physical and social environment, culture, economy, and politics.
- l. Appreciating the achievements
Attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success.
- m. Friendly / Communicative
Action displays of happy talk, hang out, and cooperate with others.
- n. Peace-loving
Attitude, words and actions that cause others to feel happy and secure on the presence of himself.
- o. Joy of Reading
Habits where individual takes time to read book or anything.
- p. Environmental Care
Attitudes and actions which seeks prevention on damage to the surrounding natural environment, and develop efforts to repair the environmental damage that has occurred.
- q. Social Care
attitude and actions where individual always want to help other people and communities in need.
- r. Responsibility
Attitudes and behavior of people to carry out their duties and obligations, which should be done to yourself, society, environment (natural, social, and cultural), country, and God Almighty.

Concept of Early Childhood Mathematics

Students need mathematics to solve problems in daily life, follow the math more help understanding

of other subjects, and able to think logically, critically, and practical; A positive attitude and creative spirit. This is in line with the objectives expressed by the mathematical learning Erman Suherman (2003: 56) that the purpose of learning mathematics in school gives emphasis on the structuring of reason, the establishment of student attitudes and skills in applying mathematics in everyday life and in helping others learn science. For that mathematics was introduced in early childhood education, and studied in primary education to higher education.

One of the objects contained in mathematics is the concept. The mathematical concept is divided into three areas: numbers, algebra, and geometry. In early childhood education, these are the three math concepts that are introduced. The introduction of the concept of number includes the name recognition numbers are then used to identify the number of objects. The introduction of the concept of selecting and classifying algebraic form, patterns and relationships. Geometry concepts such as geometry and space relations, measurement.

According to Lestari KW (2011: 9-21) introducing mathematical concepts can be done along with our daily activities. Some of them are:

- a. Introduce the concept of Figures
To introduce the concept of numbers can be done in three stages, counting the mention of numbers in the order, matching each number with the objects being counted, comparing between groups of objects to know which group has more, less, or same numbers. Children begin to develop an understanding of number concepts when they are invited to use the figures in a variety of daily activities. For example, taking children to sing songs that contain numbers such as track one on one, ask three children to help set the table or put the equipment / materials play.
- The concept of numbers developed through three stages: (1) calculate, compute the initial stages of the child through rote or count. This ability can be developed through singing and finger play. (2) one-on-one relationship, the intention is to connect one and only one number with related paraphernalia. (3) add, compare the numbers and symbols.
- b. Introduce the concept of patterns and relationships.

Pattern is an arrangement of objects consisting of color, shape, number, or events. Examples of arrangement patterns based on size: large, small, large, small. The arrangement patterns based on color: red, blue, red, blue. And, the arrangement patterns based on events

of the day: after eating biscuits, I drink milk. To develop the ability of recognizing patterns and relations, children need to be given plenty of opportunity to explore and manipulate objects and note the similarities and difference.

The purpose of familiarizing patterns and relationships in children is to introduce and analyze simple patterns, trace, create, and make predictions about the likelihood of continuation pattern. Some examples of activities that parents can do to develop patterns and relationships in children: (1) Encourage children to play with toy cars queuing preparing pattern forming rows of red, black, red, black, red, black; and (2) Encouraging children to make chain bracelet from paper white, blue, green, white, blue, green.

c. Introduce the concept of Geometry

The child recognizes geometric shapes (triangles, rectangles, squares, circles) and his position in a room. Children can understand the room when they are aware of where they stand associated with the arrangement of objects and surroundings. Children learn about the location/area and position, such as: above, below, on, inside, outside. In addition, children also learn about the sense of distance, such as: near, far, and others.

Introducing geometry and space relation to children can be done by taking children to play while watching various things around him. Children will learn that things which one has the same shape as the other objects. When a child sees an apple and said, "Apple is shaped like a ball," then in fact the child is developing a sense of geometry.

Some examples of activities that can be done to develop the geometry and space relationships in children: (1) Encourage child blowing soap bubble play using plastic straws that ditekukan at the edges to form a circle and attached to the trunk of a straw. Encourage the child to observe that the shape of soap bubbles blown by children such as a circular shape. (2) Provide boxes of the former (drug, milk), plastic bottles, plastic straws, paper color, and others. Encourage the child to build a dream page for playground use these secondhand goods.

d. Introduce Concepts Selecting and Grouping

Selecting and grouping includes the ability to observe and record the similarities and differences of objects. Children under three years of age get to know the similarities

and differences through their five senses in time to explore the objects around. Kids learn by paying attention, hearing, touching, tasting, smelling the objects he played, so knowing the similarity and differences of objects.

e. Develop Measurement Concepts

Children learn by measurements of various opportunities through activities that require creativity. The initial stage of the child is not using the tool, but it introduces the concept of longer, shorter, lighter, faster, and slower. The next stage, children are invited to use non-standard measuring tools, such as ribbon, shoes, and others. At a higher stage, children are invited to use the wall clock, ruler, scale, thermometer.

Some examples of activities that parents can do to develop the measurement in children: (1) Encourage child to measure the length and width of a shelf of toys using a block unit; (2) Encourage child count the number of cups filled with sand required to fill a small bucket; (3) Encourage child using a tape measure carpet.

f. Develop Concept of Collecting, Settings, and Data Display

At first the children begin to pick things without a purpose. Furthermore, children choose a toy with a purpose, for example by color, size, or shape. At a higher stage of the child can choose toys based on more than one variable, i.e. by color and shape, or color, shape and size.

Knowledge of the chart is a form of expansion of selecting and grouping. Make a chart is a great way to show the children the kinds of information / data in a different form. For example, children create simple charts about the type of shoes they use. Some examples of activities that parents can do to develop the collection, arrangement and display of data on children: (1) Encourage child to collect an assortment of herbs-herbs. Then have the child classifying the shape of leaves. After that, make a list of the number of leaves for each shape by arranging the same leaves into rows perpendicular to the top. Encourage children to record the number of each group of leaves. (2) Encourage child to make a graph of the weather every day of the first month.

Early Childhoodgame

Character implementation and the introduction of mathematical concepts in early childhood should

be done by playing. Hurlock (1978: 320) play is every activity carried out for the pleasure of it, regardless of the final outcome. Fadlillah M. (2016) mentions some reason the importance of play for young children, including: (1) According to the education of children, the way children learn the most effective is through play or game. (2) With a child's play can improve reasoning and understand its presence in the environment of peers and establish the power of imagination. (3) Through play children can learn and learn a lot of things, get to know the rules, socializing, teamwork, discipline, etc. (4) Playing is the best way and the right to develop the skills of early childhood. (5) According to the concept of Edutainment, learning will not be successful in the real sense when done in a stressful and frightening situation, learning will only be effective when children are in the mood pleasant conditions.

There are many games or game equipment that can be used as media to instill character and introduce the concept of matematika in early childhood. Such games include Lego models, dakon, puzzles, blocks of the palace, and cooking game.

a. Lego games

Lego games by Arini Mawar Santi (2013) is one game that can attract children's attention in accordance with their needs. Games lego-shaped beams are made from plastic and colorful. Lego models usually used by children to draw a shape that they want such as robots, cars, houses. Benefits game lego according Yulianti (2009: 41) is the child can learn to create a mission, learn to understand the foundation, learn to understand the tools, learn to communicate and *share* ideas, practicing good motoric manipulation ability, and good motoric training.

Based on the research results Arini Mawar Santi (2013) *Legomodels* have an influence on children's cognitive ability. Then by arranging lego students can learn to plan and solve problems. For example, small-sized block lego blocks placed on a large, what will happen? This is in line with Hasan and Maimunah (2010: 293) regard it indirectly as small children learn about planning and problem solving.

According Zumrotus Sholicha and Nurul Khotimah (2013) compiled Lego has a lot of benefits, Lego is also to unite the ideas together when the game is done together. Lego through systematic processes ranging from vision: as desired building, strategy: how to build it to be strong and robust, meaning: the

art and beauty. So with Lego also use creative ideas and a child to arrange a game. In addition Lego models also contain elements striking colors that appeal to children to play Lego and improve the ability to know the colors.

By playing lego the child's character is formed as a creative that is visible when the child is preparing the game into the shape he wants according to his imagination, cooperation and tolerance that is seen when playing with his friend in preparing the blocks lego, responsibility visible upon completion child playing lego to repack tools to play and put in its place. The mathematical concept that was introduced to the child is geometry. This is because in this game the child can learn great concept of small, low height, short length, and so on. Also in this game the child knows the geometrical shape of the beam.

b. Dakon

Dakon game often called congklak game. Mulyani (2013) states that the game *congklak* is a traditional game done by two people using board *congklak* and 98 seeds *congklak*. Dakon boards are usually made of wood or plastic that consists of 14 little holes and 2 large holes. To play the players must put congklak 7 seed in each hole in the little holes. Dakon or congklak game played by two people. Before playing the players have to make a deal in advance to determine the players who will run the first seeds. How to play dakon namely by taking dakon seeds in the holes to the right and run to the left until the last seed falls to the parent hole. Winners at dakon game that players can collect the most seeds dakon on its parent hole.

Nataliya Prima (2015) said that congklak games as a medium for effective learning in order to improve the numeracy skills of students. In line with Li'anah & Sri (2014) traditional games *dakon* or *congklak* can be an effective medium for improving children's cognitive in recognizing the concept of numbers. Powered by Kurniati (2006) traditional game *congklak* is a game that focuses on numeracy. Numeracy skills include time, for, add, and less. In the game dakon more dominant numeracy is addition and division, in addition to numeracy, dakon game membelajarkan child to recognize the concept of patterns and relationships, as seen when children play strategy to beat an opponent then they must take into account the way permaiannya going towards the left.

Nataliya Prima (2015) states that the game congklak has miraculous benefits that are to set the strategy, to be positive, honesty, and to relieve tiredness. The characters that can be planted on dakon game is honesty, discipline, responsibility, and leadership. In dakon, children learn to be honest in that he dropped seeds dakon handheld, it must disciplinary alternately playing with the main opponent, children also learn to be responsible with the results obtained from the end of the game, and he learned the game led to the agreement that they had agreed. In addition to characters, mathematical concepts can be introduced to the game dakon is algebra. In this respect to the game dakon children learn the concept of patterns and concepts of numbers and math concepts.

c. Puzzle games

Fadlillah M. (2016) states that the game Puzzle is an educational game tool made of plywood boards which have smooth surface, made of paper and plastic. The use of this game is to pair the puzzle pieces to the puzzle hole that has been provided in accordance with the desired image or shape. This game helps children to get to know variety of geometric shapes (triangle, square, rectangular, trapezoidal, circular, etc.), concentration practice, precision, and creativity.

Furthermore, M. Fadlillah (2016) stated values that can be implanted through the character of this game is the value of religiosity, creativity, self-reliance, hard work, and responsibility. All of these character values obtained at the time the child plays the puzzle, from the start of play until the game is finished.

d. Block Stacking Game

According to M. Fadlillah(2016), block stacking game is a form of educational games instrument consisting of pieces of block with different shapes, colors and sizes. The game is made of wood is hard and strong. The game is played by arranging the blocks in accordance imagination of children. Usually this game is used to make palaces, houses, or any other desired shape.

The benefits of this block stacking game for children's development are to stimulate good motoric skill, imagination, creativity, concentration, colors recognition, and a wide variety of geometric shapes such as cubes, blocks, triangles, half-circles, etc.

Furthermore, M. Fadlillah (2016) states that the values of characters that can

be implanted through this game includes: religiosity, creativity, curiosity, hard work, discipline, independent, and responsible. Religious is obtained at the start and end playing blocks by reading the prayer. Creativity obtained when playing the block. When this block preparation of children indirectly have curiosity, hard work, discipline, self-contained, and do it with full responsibility.

e. Cooking Game

Cooking game come into one's vision of a game that is traditionally done by children with tools mimic the real cookware. Games cook-dishes are usually made of plastic or stenglis. Game-cuisine cook is played by some children. Game cooking-cooking is an example of playing a role. playing the role of by Mulyasa (2004: 141) there are four underlying assumptions of learning to play the role to develop behavioral and social values, whose position aligned with the other teaching models. The first assumption, implicit play the role of support that learning situations based on experience with the content focused on the situation (here today). Second, role play allows the student to express feelings that can not be known without looking at others. Third, children express their feelings to lessen the emotional burden is the main objective of psychodrama (types play roles that put more emphasis on healing. Fourth, that emotions and ideas can be raised to the level of conscious and then enhanced through group process. Solving the problem does not always come from certain people, but it could have emerged from the reaction of observers to the problem that is being played. the model assumes that role playing hidden psychological processes, such as attitudes, values, feelings and belief systems, can be elevated to the level of conscious through a combination of acting spontaneously.

The cooking game is very beneficial for children where they can develop their imagination, explore their feelings, attitudes and values and learn to look for problem-solving strategies. This cooking game can shape the character includes cooperation, tolerance, humility, responsibility, courtesy, care for the environment . this is seen in while playing the game cook-dishes, if played by more than one child, the child will learn to be tolerant, that receive their main opponent with a different imagination with him;

namely cooperation with playmates collect ingredients to cook something according to his imagination; responsible jawan was once finished playing are teaching children to clean up the game and return to the same place; courtesy ie visible when communicating with the opposite should keep good behavior that the main opponent was not offended and not contentious and caring environment which is using the environment to play.

Addition to the characters formed on a cook-cooking games, mathematical concepts can be introduced to children. The concept is a concept that is in the wake of space geometry. For example, glasses and pans is the application of waking up the tube, and the frying pan is a wake application Sengah ball.

CONCLUSION

Based on theoretical exposure and results from these studies can be made a conclusion that early childhood education is the most fundamental education. Therefore, the planting of the character and the introduction of a suitable mathematical concept applied in early childhood education. The characters are seen as important in early childhood is a love of the Almighty God, honesty, discipline, tolerance and love of peace, confidence, independence, mutual help, cooperation, and mutual cooperation, respect and courtesy, responsibility, hard work, leadership, creative, humble, caring environment, love of nation and homeland. The concept can be introduced in early childhood is a geometry and algebra.

Based on government mandate to provide early childhood stimulation, it can be done by educators in learning activities through play, games and fun activities. Enjoyable playing experience will help children develop optimally. Games are often used in early childhood is a lego game, dakon, puzzles, blocks of the palace, and cook-cuisine. Characters are implanted from the game are: (1) Lego builds a creative, cooperation, responsibility, and tolerance; (2) Dakon builds honesty, discipline, responsibility, and leadership; (3) Puzzle builds creativity, self-reliance, hard work, and responsibility; (4) Blocks Stacking builds creativity, curiosity, hard work, discipline, independent and responsible; (5) Cooking Game builds cooperation, tolerance, humility, responsibility, manners, caring environment. Then the mathematical concepts introduced in the game are: (1) Puzzle, block stacing, lego, and cooking game are introducing the concept of geometry (2) Dakon introduces the concept of algebra.

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