

Joko Sukoyo, Endang Kurniati, Esti Sudi Utami. (2021). Engklek Game and Its Benefits for Early Children's Development. *International Journal of Early Childhood Special Education (INT-JECSE)*, 13(1): 20-27. DOI: 10.9756/INT-JECSE/V13I1.211003

Received: 09.10.2020 Accepted: 08.12.2020

Joko Sukoyo^{1*}
Endang Kurniati²
Esti Sudi Utami³

Engklek Game and Its Benefits for Early Children's Development

Abstract

This research aims to describe the engklek game and its benefits for early children's development. The applied research method is a qualitative methodology with human data and non-human data sources. The data was collected by the interview, observation, and document analysis. Meanwhile, the data analysis was done by using Mile and Huberman interactive analysis model through data reduction, display, and conclusion. The findings showed that the engklek game developed in Boyolali municipality had two types of the engklek game. They are an airplane engklek and a mountain engklek. The game could be played by both males and females with 2-5 persons. It is usually played in the morning or the afternoon in the yard. Engklek games could be used to stimulate the physical, cognitive, social, emotional, and linguistic development of children. The physical skill consists of rough and fine motoric development, obesity reduction and leg muscle strengthening. The cognitive skill consists of geometry concept, calculation, estimation, problem-solving learning, and interpersonal quotient improvement. Social skill consists of socializing and honesty. The emotional skill consists of children's training to not be sloppy and stress reduction. Meanwhile, the linguistics skill consists of the word - sentence management skill and contextual language usage.

Keywords: Game, Engklek, Early Childhood Children, Benefits.

Introduction

Early childhood children's education is the most essential and it has a very strategic position in human resource development. At present days, children experience very fast growth and development. This period is also a conducive period to develop physical, social-cognitive emotional, and linguistic aspects. Those developments would be maximum when they have been stimulated appropriately for their ages. One of the applicable stimulations for early childhood is by playing a game.

Playing a game is an amusing, joyful, and challenging activity in which students could play and interact with each other (Wright et al., 2006). The types of games are typically sorted into the digital and non-digital games (Lai et al., 2018).

One of the non-digital games is the traditional game. A traditional game is a signature game of a region that is inherited hereditary (Pranoto et al., 2014). A traditional game is inherited from a generation to the next generation orally (Gipit et al., 2017). A traditional game is usually created without any assistance or intervention from a high-technology game. The applied instruments in a traditional game are usually taken from the surrounding environment. They are easy to get, such as bamboo, paper, wood, soil, trunk, leave, straw, and stone. One of the specific features of a traditional game is its physical activity. It is different from a modern game that does not emphasize on the physical activity.

One of the modern games is the online game. This game has several negative impacts when it is done without parents' controls, such as

Joko Sukoyo^{1*}, Faculty of Language and Art, Univeritas Negeri Semarang, Indonesia.

Email: j_sukoyo@mail.unnes.ac.id

Endang Kurniati², Faculty of Language and Art, Univeritas Negeri Semarang, Indonesia.

Email: endangkurniatijawa@mail.unnes.ac.id

Esti Sudi Utami³, Faculty of Language and Art, Univeritas Negeri Semarang, Indonesia.

Email: esti.sudiutami@mail.unnes.ac.id

having difficulties for children to socialize. It is due to children only interact with a handphone or a computer. A game online is usually played alone without interaction with other people. Online-game addicted children tend to be passive in real life. They prefer to remain silent at home while playing the game instead of playing with their friends. It makes physical, social, and linguistic development disproportion of the children. The children who liked playing modern games should be suggested to play traditional games. It is to prevent disproportions of the physical, cognitive, social-emotional, and linguistics aspects of the children. Besides, when children never play traditional games, traditional games will extinct soon. The traditional game is a valuable legacy of the ancestor. It is full of local wisdom and moral values as the national identity (Balakrishnan et al., 2016).

One of the realizations of a developing traditional game in Indonesia is the *engklek* game found in Boyolali municipality. The *engklek* game could be also found in Java, Bali, Sumatra, Borneo, and Sulawesi islands. The *engklek* game is named differently in each region. Several regions call it *teklek*, *cipak gunung*, *sundamanda*, and *demptrak*. It is consistent with the features of a traditional game that sometimes undergo name and realization changes although it is the same. In Java island, the game is well-known as *engklek*. The *engklek* game also grows in overseas with different names and versions. *Engklek* game in Cuba is named *pon*. In Italy, it is named *campana* or *mondo*. In Malaysia, it is named *tenteng*. In the Netherlands, it is named *hinkelen*. In the United State, it is named *hopscotch*. In India, it is named *stapu*. In Brazil, it is named *amarelinha*. In Philippine, it is named *pico*.

Engklek is a traditional-jumping game on a flat area where squares are drawn above it. Then, the players jump on one of his feet while the other foot is bent backward from one square to the next square. The traditional-*engklek* game has philosophical meaning as a symbol of a human effort to reach something. However, in an attempt to reach something, humans cannot be reckless by crashing the applied regulations. However, they should adhere to the applied regulation. This matter in an *engklek* game which has the standard regulations as the rules of the game. When the children play, they must adhere to the determined regulations. They cannot breach the agreed rules.

The traditional game is fading (Kovačević & Opić, 2014). Most children do not longer recognize any traditional game. A traditional game, such as *engklek*, is left out by modern-games. This phenomenon is a natural condition and cannot be denied. However, when it is considered again concerning with the contents of

the traditional game, it is really unfortunate to leave it as it is, waiting its time to extinct. Therefore, there is a need for conserving efforts and to up bring again the nearly-left traditional games by the present-young generations.

Literature Review

A game is the main activity for children wherever and whenever they are. A game is known as the children's world. Hadfield (2003) Defines a game is as a joyful activity that has purposes and rules. Through games, children could express anything they want. Besides, a game is a medium to improve certain skills and abilities of children. Recent decade studies show the importance of the game to develop physical, cognitive, social, emotional, and linguistic aspects (Vygotsky, 1967); (Bergen, 2002); (Djuanda, 2006); (Akbari et al., 2009); (Gelislı & Yazıcı, 2015).

A study by Lestari & Prima (2017) concludes that a traditional game could improve both the social and emotional skills of children. The research was conducted by having a classroom action research design. The research was done within two cycles. There was an improvement in the social-emotional aspect of children with 27.27%. According to Parlebas (2003), a traditional game could improve social skills since children are trained to follow the game rules. It indirectly trains students the social skills. In addition to its benefits for social-emotional development, a traditional game could be used as a healthier-lifestyle promoting mode (Putra et al., 2014).

A traditional game could stimulate children's motoric development (Gipit et al., 2017). The motoric skill is sorted into two: the rough and fine motoric. The motoric development could act as "a controlling parameter" for further development since there are several motoric skills as the requirements to obtain other developmental functions, such as perception or cognitive skill (Piek et al., 2008).

A traditional game is also useful to develop an individual's linguistic skills. The use of a traditional game in a class makes students enjoy the target-language usage (Zhu, 2012). A game could also improve vocabulary mastery (Huyen & Nga, 2003). A game is as if a language laboratory. As long as a child plays the game, he will express various words as his language variety. Through playing a game, children learn how to use the language contextually and realistically. A study by Harsanti (2015) about improving the speaking skill by using a playing-game technique showed that the speaking skills of children before being intervened was 62.21, categorized low. After being treated in cycle I, the French-speaking skill of the students

improved into 71.71, categorized sufficient. Then, in cycle II, the speaking skill of the students significantly improved to 82.58. It proves that a playing-game technique is effective to use as a French-speaking learning technique.

It could be concluded that traditional game had many benefits for children's development. Therefore, native traditional game of Java, engklek, will be reviewed interdisciplinary to find out the benefits. It has the purpose to complete the previous studies about traditional game and the impacts on children's development.

Research Methodology

Method

The applied method is a qualitative research method. The specific objective of this research is to describe the *engklek* game and to find out its benefits for early childhood children's developments. The research was conducted in Boyolali municipality, Central Java, Indonesia for 6 months.

The Research Data Source

The research data sources were taken from *human* and *non-human* data sources. The human data source covered the public figures, psychologists, and children who played *engklek*. The subjects were selected by using purposive sampling. The selected children in these research subjects were children aged 4-7-year-old and could play *engklek*. The selected public figures were people who ever played *engklek* and were acknowledged in terms of their understandings about the game. It was based on their statements contained in several references. The selected child-psychologists were those who learned about children's growth and development. Besides, the other data source from *non-human* data sources in the form of concerning documents with *engklek* games, such as books and scientific articles.

Data Collecting Techniques

The collected data in this research were interviews, observation, and document analysis. The researcher observed and interviewed children who played *engklek*. The interview results from the informants were transformed into the applicable notes to find out the *engklek* game rules. The interview was also done for the psychologists to find out the benefits of the game for early childhood children's developments. The researcher also analyzed the concerning documents to *engklek* games from various books and articles to get more comprehensive data.

Data Analysis

After collecting the data, the next step was analyzing the data. The data analysis was done from the beginning until the end of the research by using miles & Huberman's (1994) interactive analysis model. The steps were: data reduction, data display, and data conclusion.

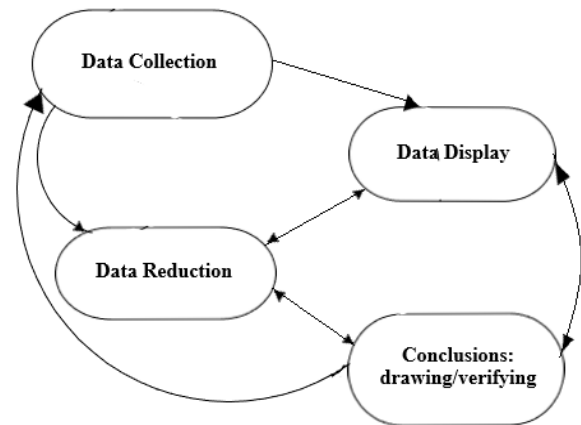


Figure 1.
Components of Data Analysis: Interactive Model

Results

Descriptions of Engklek Game

• **Types of Engklek Game**

There are two types of *engklek* games growing in Boyolali municipality. They are an airplane *engklek* and a mountain *engklek*.

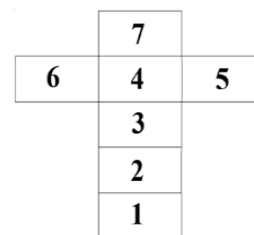


Figure 2
Airplane engklek

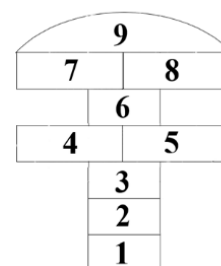


Figure 3
Mountain engklek

- **Instruments to Play Engklek**

The applied instrument to play *engklek* was *gacuk*. *Gacuk* or a pion is made of a roof tile fragment sized 5x5 cm or made of a flat stone. Furthermore, there is a need for chalk or red brick to draw the *engklek* game area. The area of the *engklek* stage is in the form of a square (tiled) sized about 40x40 cm.

- **Engklek Players**

The *engklek* players may be males or females. The numbers may vary from 2-5 children.

- **Engklek Playground**

The game could be played in the yard, field, or other places that have a flat surface.

- **The Time of Engklek Game**

The game is usually played in the morning or afternoon.

- **The Rules of Playing Engklek**

The *engklek* game is a traditional-jumping game on a tiled-flat ground surface. Then the players jump from a box to the next boxes. The way the players jump is not similar to other typical jumps. They jump on one of their feet (*engklek*). While jumping, the children must rest on each box without touching the square grids. For a clearer explanation, the stages will be described as follow.

1. The players prepare the required instruments for the game.
2. The game is started by selecting who will play first. It is randomly determined by *hom pim pa* or *suit* (switch). When there are only two players, then to determine the first player will be done by *suit*. However, when there are more than two players, it is done by *hom pim pa*.
3. The first player has the right to throw the pion (the roof tile fragment or the flat stone) to the first box. When the *gacok* or pion is out of the grid, the players are not allowed to continue. His turn is replaced by the next player. However, when the pion is right inside the grid, the player is allowed to continue.
4. If the first player throws the pion right inside of the tile, the first player may jump on one of his feet (*engklek*) by bending one of his feet backward. The player jumps from one box to other boxes where there is no pion. For example, the *pion* is

on the first box, then the player must jump in the next square. He must continue his *engklek* to take his pion. When within one *engklek*, the player hits the grid, he is considered out of the game and other players shall have the turn.

5. A player who successfully passes all boxes without touching the grid has the right to receive a box as his price. This square, later, will be assumed as his house. It means he has the right to not jump on one of his feet but instead on his two feet.
6. The winner is the player who has most houses from the squares in the playground area.

The Benefits of Engklek Game for Early Childhood Children's Developments

The *engklek* traditional game is considered special because of several different matters to other developing modern games in these present days. When it is reviewed further, we will find positive values for the children's development, such as a) stimulating the physical, b) cognitive, c) linguistic, d) social, and e) emotional developments for early childhood children.

Table 1.

The Benefits of Engklek Game for Early Childhood Children's Developments

Aspects	Benefits
Physics	To stimulate the rough and fine motoric, obesity reduction and leg muscle strengthening
Cognitive	Geometric, calculation, and estimation concepts, problem-solving skill, and interpersonal quotient improvement.
Social	Socializing skills and honesty.
Emotional	Mental training to not be sloppy, and to reduce stress.
Language	Skills to arrange words, sentences, and skills to use language contextually.

Discussion

The Physical Development

In the present era, society easily accesses the Internet. This Internet-network accessibility has eliminated the human-physical activity (Putra et al., 2014). One of the games which need an Internet facility is the online game. When it is observed, the current online game is designed to minimize physical movements. It is different from traditional games, such as *engklek*, which requires a lot of movements. The movements in playing *engklek* could stimulate child-physical

development since it requires a lot of physical movements, such as walking, jumping, throwing, squatting, and even running. The engklek-gaming activity that is repeatedly done will make children healthier and stronger. Here are the benefits of playing engklek as media to stimulate physical development.

- ***Stimulating the Rough Motoric Development***

The motoric skill is sorted into two: the rough and fine motoric. The fine motoric is a set of various movements involving various index-finger activities. Meanwhile, the rough motoric is a set of various movements involving larger muscles and joints. The engklek game teaches children to jump from one box to another boxes. It means the game could stimulate the children's rough motor. Sujiono (2014) explains that training the rough motoric movement could be done by training children to stand on one of their feet. If they could do it, then their other rough motoric could be mastered well, such as to stand up. If the children could not do it yet, then a skill such as running could not be maximum because the children have not been able to control their body balances.

- ***Stimulating the Fine Motoric Development***

The fine motoric is a set of various movements involving index-finger functions. The fine motoric skill covers smaller muscles all over the human body, such as to touch and grab. When children play engklek, they grab the pion, draw the engklek playground, and throw the pion to the area. The most-playing role activity in such an event is the fine motoric because holding the pion, drawing the gaming area, and throwing the pion involves the fine motoric. For individuals who have poor fine motoric skills, they could not play the game quickly and appropriately.

- ***Reducing Obesity***

Playing engklek also means to have indirect exercises, such as playing soccer or others. When children play engklek, they do physical activity which makes them getting sweat and burning their fats. Therefore, playing engklek could be said as an activity to reduce children's obesity.

- ***Strengthening Legs***

Engklek is good to train the leg muscles. The greatest activity in playing engklek game is to jump with one foot. By jumping, it strengthens the leg muscles and their flexibilities. The long-

term purpose is to reduce porosity and train stability. The most hindering problem for children to play engklek is the prohibition of their parents. The parents are afraid if their children are injured, get dirty, or have burned skins while playing on an open yard. In fact, according to Tatira (2014), playing various traditional games provide children chances to train their bodies and to keep their bodies fit.

The Cognitive Development

One of a child's developmental aspect to consider is his cognitive development. Cognitive development grows gradually. It is in line with the physical development and the central nerve in the center of the nervous system. In addition to the natural development, the cognitive aspect should be trained and stimulated so the development will be maximum. Engklek game could be used as a stimulating game for the cognitive aspect. Here are the benefits of playing engklek as media to stimulate cognitive development.

- ***Developing Geometric, Calculation, and Estimation Concept Strengthening Legs***

Engklek game could be used as an alternative media to introduce mathematics, such as geometric, calculation, and estimation concepts. The geometric realizations trained for children while they are playing engklek are two-dimensional figures, such as squares. The calculation concept taught through the engklek game is to calculate numbers. A player, when he throws the pion, should do it orderly from numbers 1, 2, 3, 4, 5, 6, and so on. It provides indications that during playing engklek, the children indirectly learn how to calculate. Furthermore, the engklek game also develops estimation-conceptual understanding. It is seen when an individual throws his pion. A player must estimate his throw to keep the pion within the grid of the plane accurately.

- ***The Problem Solving Learning***

The problem-solving value in the engklek game covers how children must decide to determine the selected squares, to create strategies to win the game, and to attempt solving problems while facing conflicts with their peers. Playing engklek has functions to solve a problem which could be transferred in overcoming the real-life problems. When the children are playing with their friends, then they cry because one of them is teasing, then in such a situation, parents should hold themselves and let their children solve the problems until they are committed to reaching peace with other children.

Meanwhile, the parents' involvement and interventions in solving the children's social problems will only make their children pampered and not independent.

- **Improving Interpersonal Quotient**

In engklek game, it could improve the interpersonal quotient of children because the children will play together with both older and younger friends. They will share, yield, cooperate, and do many things. Through this game, children will experience the beauty of friendship and togetherness. From this point, the interpersonal quotient of children will be sharper. When they are maturer, they will become emphatic individuals toward other people and find themselves easy to socialize. It provides positive impacts in creating a relationship, building relationships, and keeping their social-relationships. Lack of interpersonal skills, causing them to have difficulties building relationships with other people (Pratiwi & Ayriza, 2018).

The Social Development

One of the child's developmental aspect is the social aspect. The motivating-game pattern for the children's social development is a gaming pattern that involves the interaction between a child to other children, such as engklek game. This game is played collectively. Through this engklek game activity, children learn about social interaction with their peers where they learn to understand, adapt in a group, communicate with other people and children gradually, and learn how to become a social-group member. Here are the benefits of engklek game as the social-development stimulating media.

- **Socializing**

When children are born, they have no social attributes in advance. It means they have no skills to interact with other people. For their social matureness, children learn about how to adapt themselves with other people. The engklek game is a good game to develop children's social skills because it motivates them to socially interact. The game is used as the socializing media with peers or neighbors. The kinship among the neighbors or friends that are fostered by playing engklek results in a strong-kinship feeling. Furthermore, from the economic aspect, the engklek game does not cost much money. It even does not cost at all because the instruments are freely collected from the environment.

- **The Honesty**

The honesty-value characteristic internalization should be done in the early childhood age. One of the appropriate media to apply in education to foster the honesty value is the playing method. Each game has the different-agreed rules collectively. Each player must obey the agreement and cannot cheat. Indirectly, the rules of the game bind children to behave honestly, sportively, and obediently. For children who are not honest, violate the rules, and cheat, their friends will mock them so they will feel ashamed. In playing engklek, children are taught that if they are cheating, dishonest, and disobey, they will have no friends. Furthermore, their friends could hate him. If there is a dishonest player, then automatically the will be punished socially. Such a player will be excommunicated and excluded from the game.

The Emotional Development

The emotional development of children is important because in this manner children could express their emotions, such as their preference, happiness, sadness, disappointment, and so on. When children play engklek, children will express their thoughts, feelings, and emotions by yelling, smiling, and laughing. If the feelings cannot be expressed properly, then the children will live in tension and their souls will be stressed. Here are the benefits of engklek game as the emotional-development stimulation media.

- **Mental Training (Being not Sloppy)**

The engklek game trains children to not being sloppy. When children play engklek, they will jump and run. There is a time when they fall and cry. When children cry, they will be mocked by other friends. Therefore, they will notice that crying is not a cure and does not relieve the pain. From that point, children are trained to not be sloppy.

- **Reducing Anxiety and Stress**

Psychologically, there is a moment in which engklek game could relieve stress and anxiety. Playing game relieves fear, anxiety, stress, and touchy. It also creates joy (Power, 2000). When children play engklek game, they will release anything burdening or hindering their freedoms, such as yelling at the yard and moving freely as their wishes. Such a situation will help the children's psychological balance. Furthermore, through this game, it will train and manage the children's emotions during playing games. Children who have their emotions controlled properly tend to suffer emotional problems, such as touchy, anxious, angry, and aggressive.

The Language Development

Playing a game is important for children's language development. When children play, there will be verbal interactions. The process of the occurrence takes form in a conversation. This verbal interaction could be seen on children when they play the game. It is in line with Pramudya & Soefandi (2009) that the role of playing a game is significant in developing the children's imagination to have a conversation. Playing games allows children to express their new words so it enriches their vocabulary and language skills. The argument is in line with (Mutiah, 2012) that playing the game provides spaces and times for children to interact with other people. They are talking, arguing, negotiating, and finding the red lines each other for each emerging problem.

Engklek game is as if a language laboratory. While the children play the game, they will express various words as his language variety. They will have the opportunity to have a conversation, to argue, to explain, and even to convince their friends. Children who play engklek directly experiment with their new vocabularies so they enrich their vocabulary. Through engklek game, children learn how to use language contextually and realistically. Therefore, learning a language through playing a game is more effective because they use the language in the pragmatic-practical manner of real-life instead of theoretically. The benefits of playing engklek are as a language-development stimulation media, such as to experiment with their words and sentences. They also learn to use the language for specific purposes, situations, and different people.

Conclusion

The findings showed that the engklek game developed in Boyolali municipality had two types of the engklek game. They are an airplane engklek (engklek pesawat) and a mountain engklek (engklek gunung). The engklek game could be played by males and females with 2-5 people. The game could be played in the yard, field, or other places that have a flat surface. Engklek game could be used as a developmental media for early childhood children which covers the physical, cognitive, social, emotional, and linguistic development of children. Based on the findings, it is suggested a) for the parents to introduce the engklek game to their children with the purpose to introduce the culture and as the national identity; b) to include the engklek game in the curriculum because it is important and it supports the motoric, cognitive, social, emotional, and linguistic developments; (3) to promote a traditional-game training for the

younger generations and to promote the seminar, conference, and workshop about the traditional games.

Acknowledgment

This paper funded by research and community service institutions, Universitas Negeri Semarang

References

- Akbari, H., Abdoli, B., Shafizadeh, M., Khalaji, H., HAJI, H.S., & Ziaei, V. (2009). The effect of traditional games in fundamental motor skills development in 7-9 year-old boys. *Iranian Journal of Pediatrics*, 19(2), 123-129.
- Balakrishnan, M., Ooi, C.L., & Vengadasalam, C. (2016). Innovation in traditional games: a case study of trainee teacher's learning experiences. *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering*, 10(8), 2862-2866.
- Bergen, D. (2002). The role of pretend play in children's cognitive development. *Early Childhood Research & Practice*, 4(1), n1.
- Djuanda, D. (2006). Learning Indonesian is communicative and fun. *Jakarta: Depdiknas*.
- Gelisli, Y., & Yazici, E. (2015). A study into traditional child games played in konya region in terms of development fields of children. *Procedia - Social and Behavioral Sciences*, 197, 1859-1865. <https://doi.org/10.1016/j.sbspro.2015.07.247>
- Gipit, A., Abdullah, M.R., Musa, R.M., Kosni, N.A., & Maliki, A.B.H.M. (2017). The effect of traditional games intervention programme in the enhancement school-age children's motor skills: a preliminary study. *Movement Health & Exercise*, 6(2), 157-169.
- Hadfield, J. (2003). *Intermediate grammar games*. Longman.
- Harsanti, A.D. (2015). Improving the student's speaking ability of france language lesson by using game technique at SMAN 1 Kuta Utara. *Lingual: Journal of Language and Culture*, 4(1), 1-5.
- Huyen, N.T.T., & Nga, K.T.T. (2003). Learning vocabulary through games. *Asian EFL Journal*, 5(4), 90-105.
- Kovačević, T., & Opić, S. (2014). Contribution of traditional games to the quality of students' relations and frequency of students' socialization in primary education. *Croatian Journal of Education*, 16(1), 95-112.
- Lai, N.K., Ang, T.F., Por, L.Y., & Liew, C.S. (2018). The impact of play on child development a literature review. *European*

- Early Childhood Education Research Journal*, 26(5), 625–643.
<https://doi.org/10.1080/1350293X.2018.1522479>
- Lestari, P.I., & Prima, E. (2017). The implementation of traditional games to improve the social emotional early childhood. *Journal of Educational Science and Technology (EST)*, 3(3), 178.
<https://doi.org/10.26858/est.v3i3.4212>
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative data analysis*. Sage Publication.
- Mutiah, D. (2012). *Psychology of early childhood play*. Fajar Interpratama Offset.
- Parlebas, P. (2003). *The destiny of games heritage and lineage*. Studies in Physical Culture and Tourism, 10(1), 15–26.
- Piek, J.P., Dawson, L., Smith, L.M., & Gasson, N. (2008). The role of early fine and gross motor development on later motor and cognitive ability. *Human Movement Science*, 27(5), 668–681.
- Power, T.G. (2000). Lawrence Erlbaum Associates.
- Pramudya, A., & Soefandi, I. (2009). *Strategies to develop children's intelligence potential*. Bee Media Indonesia.
- Pranoto, Y.K.S., Sugiyo, & Hong, J.J. (2014). Developing early childhood's character through Javanese traditional game. *Indonesian Journal of Early Childhood Education Studies*, 3(1), 68–72.
- Pratiwi, A.R., & Ayriza, Y. (2018). Improvement of interpersonal and intrapersonal intelligence through traditional games. *Psychological Research and Intervention*, 1(1), 1–9.
<https://doi.org/10.21831/pri.v1i1.21192>
- Putra, A., Anuwar, S., Aqma, N.Z., & Fahmi, A. (2014). Re-creation of malaysian traditional game namely 'baling selipar': a critical review. *International Journal of Science, Environment and Technology*, 3(6), 2084–2089.
- Sujiono. (2014). *Physical development methods*. Open University.
- Tatira, L. (2014). Traditional games of shona children. *The Journal of Pan African Studies*, 7(4), 156–174.
- Vygotsky, L.S. (1967). Play and its role in the mental development of the child. *Soviet Psychology*, 5(3), 6–18.
<https://doi.org/10.2753/rpo1061-040505036>
- Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for language learning*. Cambridge University.
- Zhu, D. (2012). Using Games to Improve Students' Communicative Ability. *Journal of Language Teaching and Research*, 3(4), 801–805.
<https://doi.org/10.4304/jltr.3.4.801-805>