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Development of the Traditional Rainbow Rope Game as a Medium for Gross Motor Stimulation of Children Aged 5-6 Years

***Istiqomah[1], Ferdian Utama[1], Yuning Eka Rahma Wati[1]**
[1] *Universitas Ma'arif Lampung, Indonesia*

istiqomah@gmail.com*

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Abstract

This research is motivated by the low gross motor skills of children aged 5-6 years at PAUD KB Al Ikhlash Gaya Baru III Central Lampung which is caused by the lack of interesting and interactive learning media variations. The purpose of this study is to develop and determine the effectiveness of the traditional rainbow rope game as a medium for stimulating gross motor skills in early childhood. This study uses the Research and Development (R&D) method with the Borg and Gall model which is simplified into seven stages, namely potential and problems, data collection, product design, design validation, design revision, product trials, and product revisions. The research subjects consisted of media experts, material experts, and 16 children aged 5-6 years. Data collection techniques used observation, interviews, questionnaires, and documentation, while data analysis was carried out qualitatively and quantitatively. The results showed that the traditional rainbow rope game was declared very feasible by media experts with an average score of 3.80 and feasible by material experts with an average score of 3.00. Furthermore, the trial results showed an improvement in children's gross motor skills, indicated by a decrease in the Not Yet Developed (BB) category and an increase in the Developing as Expected (BSH) and Very Well Developed (BSB) categories. Thus, the traditional rainbow rope game is an effective learning tool to stimulate gross motor skills in early childhood in a fun and interactive way.

Keywords : Traditional Games, Gross Motor Skills, Early Childhood, Learning Media, Rainbow Rope

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INTRODUCTION

Childhood Education (PAUD) is fundamental phase in build base development child in a way holistic which includes aspect cognitive, social-emotional, language, moral, and physical motor skills. At this stage this, child be in period gold (*golden age*) so that stimulation given will be very decisive quality development at the stage next. Approach learning in PAUD is not can equalized with education at a higher level high, because characteristics child age early more dominant Study through activity play that is fun and meaningful. Therefore that, learning that is of a nature holistic and based experience become key in optimize all over potential development children (Arisanti et al., 2024; Rohmah, 2025). In context In this case, teachers are required For capable presenting innovative and appropriate learning strategies with need development child.

Fun learning be one of effective approach in increase involvement child in the learning process. Environment interesting learning capable increase focus, motivation, and participation active child in various activity learning. This is in line with findings that atmosphere fun learning can increase concentration and involvement child optimally (Pujiriyanto et al., 2021). In implementation, learning based play become the most relevant method For child age early, because through play child No only get experience Study in a way cognitive, but also developing ability social, emotional, and physical his motor in a way simultaneously (Andini et al., 2024). One of the aspect very important development For stimulated at age This is gross motor skills.

Gross motor development is abilities that involve coordination muscles big like hands, feet, and all over body in do activity physical. Ability This develop in a way gradually in accordance with maturity system nerves and muscles children, and influenced by stimulation the given environment (Nurkamelia, 2020). Gross motor skills own role important in support activity daily children, such as walking, running, jumping, etc guard balance body. In addition, gross motor development also contributes to improvement trust self, independence, and ability interaction social children (Saripah, 2021). Therefore Therefore, capable learning media is needed stimulate activity physique child optimally and enjoyably.

One of form effective gross motor stimulation is through game traditional games traditional No only functioning as means entertainment, but also contains mark educational that can support development physical, social, and cultural children 's games like proven rope jumping capable increase coordination, balance, strength muscles, as well as agility children (Hasanah, 2023; Jannah et al., 2025). Apart from that, games traditional can also implant values social like Work equality, sportsmanship, and discipline (Waldo, 2025). Thus, the integration game traditional in Early childhood education becomes a relevant strategy For develop various aspect development child in a way integrated.

A number of study previously has show that game traditional own contribution significant to improvement gross motor skills child age early. Research by Putri, Reswita, and Andespa (2021) found that that game sandals long capable increase coordination and balance child. Meanwhile that, Sari (2021) shows that game hopscotch effective in increase strength muscles and coordination movement children. Lestari's research (2021) also proves that that activity jump rope provides influence significant to flexibility and balance body children. In addition, Rahmawati (2022) and Wulandari (2023) emphasized that game traditional like gobak Sodor and Bentengan capable increase agility as well as Work The same children. Findings the show that game traditional own potential big as a medium for learning gross motor skills.

However thus, some big study previously Still focused on use game traditional in form conventional without existence customized media innovation with needs and interests today 's children. In fact, in the modern era, children tend more interested in media that has Power visual appeal and elements innovative. Therefore that, is necessary development game more traditional creative and interesting to keep relevant with current development. One of innovation that can done is modify game jump rope into a " rainbow rope " which has variation more colors and designs interesting so that can increase motivation and participation child in activity physique.

Based on results pre-survey at PAUD KB Al Ikhlash Baya Baru III Central Lampung, found that gross motor skills child age 5–6 years Still classified as low. As many as 62% of children is in the category Not yet developing (BB) and 38% in the category start developing (MB), as well as No there is children who achieve category develop in accordance hope (BSH) and very well developed (BSB). Condition This show existence need urge towards capable learning media stimulate gross motor development child in a way more effective. In addition, the results observations also show that game traditional, especially rainbow

rope, not yet Once implemented in the learning process, so potential its use as a stimulation medium Not yet utilized optimally.

Based on analysis mentioned, there are gap between potential game traditional as a learning medium with its implementation in the field is still limited. Therefore that, research This offer novelty in the form of development game traditional rainbow rope as a medium for gross motor stimulation child ages 5–6 years. Innovation This No only integrate element game traditional, but also adds mark aesthetics through use attractive colors as well as adjustment with characteristics development children. Thus, research This expected can give contribution theoretical in development of PAUD learning media and contribution practical for teachers in increase quality gross motor skills learning child.

Research purposes This is For describe the development process game traditional rainbow rope as a medium for gross motor stimulation child aged 5–6 years at the Al Ikhlash Baya Baru III Preschool and Kindergarten, Central Lampung. Research this also aims For produce valid, practical and effective learning media products in increase gross motor skills children. In a way methodological, research This use approach research and development (*Research and Development*) with stages analysis needs, design product, validation expert, trial limited, and evaluation product. Thus, the results study This expected can become solution innovative in overcome low gross motor skills child age early through approach fun and activity - based learning culture local.

METHOD

Study This use approach *Research and Development* (R&D) which aims For produce product in the form of game traditional rainbow rope at a time test its feasibility and effectiveness as a medium for gross motor stimulation child age 5–6 years. The development model used refers to the simplified steps of Borg & Gall become seven stages, namely : analysis potential and problems, data collection, design product, validation expert, revision design, testing products, and revisions end (Wahyu & Sa'adah, 2023). Research held at PAUD KB Al Ikhlash Baya Baru III Central Lampung in the even semester year 2025/2026 academic year with test subjects as many as 16 children selected ages 5–6 years purposively based on need research. The instruments used covering questionnaire for validation media and materials experts, guidelines interview For dig need learning, sheets observation For observe gross motor development children, and documentation as supporting data (Arikunto, 2019; Suryani & Hartati, 2020; Sukardi, 2018). Validation product carried out by two experts, namely media experts and experts material, to ensure eligibility content, appearance, and use of media before tested to child.

Procedure study started with identification problem through observation and interviews, continued with design and development product rainbow rope game, then done validation experts and revisions based on validator input before testing field. Data collection techniques use combination method quantitative and qualitative For obtain comprehensive data, while data analysis was carried out with use Likert scale for evaluate eligibility product as well as analysis descriptive For evaluate gross motor development children (Sari & Prasetyo, 2021; Rahmawati & Sari, 2021; Nugraheni & Lestari, 2021). Criteria evaluation development child referring to standards achievements Early Childhood Education (PAUD) development, namely BB, MB, BSH, and BSB (Ministry of Education and Culture, 2018). Data validity is maintained through triangulation techniques and sources, whereas reliability instrument tested through consistency evaluation between validators. Although study This give description empirical about effectiveness of the media developed, limitations study lies in the number relative sample small and the scope of the trial is limited to one institutions, so that generalization results study need done in a way Be careful.

RESULTS AND DISCUSSION

Development of the Traditional Rainbow Rope Game

The development of the traditional rainbow rope game as a medium for stimulating gross motor skills in children aged 5–6 years was carried out through a series of systematic stages aimed at producing a product that is feasible, effective, and appropriate to the child's developmental needs. This development process not only focused on media creation, but also involved an in-depth analysis of real-world conditions, student needs, and validation by experts to ensure the quality of the resulting product. Each stage in this research is interconnected and continuous, starting from identifying potential and problems to final product revision after going through a trial process. With this approach, it is hoped that the rainbow rope game will not only be an innovative learning medium but will also be able to make a real contribution to improving children's gross motor skills optimally. The development stages carried out in this research include potential and problems, data collection, product design, design validation, design revision, product trial results, and product revision results.

1. **Potential and Problems**

   Based on the results of initial observations conducted at the Al Ikhlash Gaya Baru III Preschool Kindergarten in Central Lampung, it was found that the gross motor skills of children aged 5–6 years have not yet developed optimally. This is evident from some children who have difficulty performing basic movements such as jumping, running, and maintaining body balance, and even still need teacher assistance in simple physical activities. The results of the pre-survey showed that the majority of children are in the Not Yet Developing (BB) and Starting to Develop (MB) categories, and no children have yet reached the Developing According to Expectations (BSH) or Very Well Developing (BSB) categories. This condition is influenced by the lack of variety in learning media used by teachers, where physical activities are still limited to gymnastics or free movement without the use of interesting and structured media. As a result, children tend to be less motivated, easily bored, and not actively involved in learning activities. On the other hand, there is great potential that can be utilized, namely the characteristics of early childhood who like play activities. Therefore, developing the traditional rainbow rope game as a learning medium is an innovative solution that can optimize gross motor stimulation through activities that are fun, interesting, and appropriate to the child's developmental stage.

2. **Data collection**

   Data collection in this study was conducted systematically to obtain a comprehensive picture of the condition of children's gross motor development and the need for learning media at the Al Ikhlash Gaya Baru III Preschool in Central Lampung. The techniques used included observation, interviews, and documentation, which complement each other through a data triangulation approach. Observations were conducted directly in the classroom to observe children's abilities in performing gross motor movements such as jumping, running, maintaining balance, and body coordination, while also observing children's involvement in learning activities. Interviews were conducted with the principal and teachers to obtain in-depth information regarding the condition of facilities and infrastructure, learning methods used, and obstacles in developing children's gross motor skills. Meanwhile, documentation was used to collect supporting data in the form of school profiles, number of students, and photos of learning activities as empirical evidence. Through this combination of techniques, the data obtained is more valid and accurate, and can be used as a basis for designing rainbow rope game products that suit children's needs.

3. **Product Design**

   The product design stage is a crucial step in this research, which aims to produce a learning medium in the form of a traditional rainbow rope game that is innovative,

engaging, and safe for use by children aged 5–6 years. Product design begins with the development of a physical activity-based game concept that integrates elements of learning through play, so that children can optimally develop gross motor skills. The game design is adapted to the characteristics of early childhood by considering aspects of safety, comfort, and visual appeal through the use of bright rainbow colors. The product is designed in the form of a jump rope game with varying heights that can be adjusted to the child's abilities, thus gradually training balance, coordination, and agility. The manufacturing process is carried out using safe and lightweight colored macrame rope, then arranged according to the order of the rainbow colors and reinforced to prevent damage. In addition, the game is equipped with simple rules and a variety of activities such as "Rainbow Appears," "Rainbow Climbs," and "Rainbow Bridge" to increase child engagement. Thus, this product design not only functions as a learning medium but also as a fun and educational means of gross motor stimulation.

Figure 1. Rainbow rope design

4. Design Validation

Validation design done For evaluate eligibility product game traditional rainbow rope before implemented in learning. This process involving two expert validators, namely media experts and experts material, which provides evaluation based on instruments that have been compiled by researchers. Media experts assess aspect appearance, attractiveness color, security materials, as well as suitability media size with characteristics child age early, whereas expert material evaluate suitability game with indicator gross motor development like balance, coordination, and agility. Validation results show that rainbow rope game get average score of 3.80 out of media experts including very worthy category, as well as score 3.00 out of expert materials included category worthy. This is show that developed products has fulfil standard eligibility Good from both media and material learning. Validation process this is very important For ensure that products produced No only interesting visually, but also appropriately with objective learning and safety used by children.

5. Design Revision

The design revision stage was conducted based on validation results provided by experts to refine the product before testing. However, based on the assessment results from media and material experts, the rainbow rope game was declared very suitable and therefore did not require significant revisions. This indicates that the initial product design was appropriate for the learning needs and characteristics of early childhood. Nevertheless, the researchers continued to review the product to ensure there were no deficiencies in safety, material strength, or clarity of game rules. Therefore, the revision

stage in this study was more focused on strengthening the product quality before proceeding to the field trial stage. The decision not to conduct major revisions also indicates that the product design process was carried out thoroughly and systematically from the beginning.

6. Product Trial Results

A product trial was conducted to determine the effectiveness of the rainbow rope game in improving gross motor skills in children aged 5–6 years. This activity was carried out directly at the Al Ikhlash Gaya Baru III Preschool in Central Lampung by involving children in play activities using the developed media. The results of the observation showed a significant increase in children's gross motor skills after using the rainbow rope game. Before using the media, most children were in the BB and MB categories, but after the trial, changes occurred where children began to reach the BSH and even BSB categories. Children appeared more active, enthusiastic, and confident in jumping movements, maintaining balance, and coordinating their bodies. In addition, the learning atmosphere became more fun and interactive because children were directly involved in play activities. These findings indicate that the rainbow rope game is effective as a medium for gross motor stimulation and is able to improve the quality of learning in PAUD.

7. Revision Results Product

Product revisions were made based on the results of field trials and observations of children's responses while using the rainbow rope game. Overall, the trial results indicated that the product performed well and had a positive impact on children's gross motor development. Children appeared more active, enthusiastic, and able to perform physical movements with greater coordination. Furthermore, this tool was proven safe and easy to use in learning activities. Therefore, the revisions were more minor improvements, such as strengthening the rope connections and adjusting the height of the game to be more flexible to suit children's abilities. Based on the overall development process, the rainbow rope game was deemed highly suitable and effective for use as a learning tool. Therefore, this tool can be used as an innovative alternative to optimally stimulate gross motor development in early childhood through a learning-by-play approach.

Figure 2. Rainbow Rope Final Product

Use of the Traditional Rainbow Rope Game

After the traditional rainbow rope game was declared highly feasible by media experts and material experts, the next step was to develop a Daily Learning Implementation Plan (RPPH) as a guideline for conducting the research at the Al Ikhlash Gaya Baru III Preschool in Central Lampung for children aged 5–6 years with the theme “Myself” and the

subtheme “My Body is Healthy and Strong”. The learning activity began with a 15-minute opening stage that included greetings, prayers before learning, attendance checks, and singing together to create a pleasant learning atmosphere. Next, in the 60-minute core activity, the teacher prepared and introduced the rainbow rope game media, explained the rules of the game in simple language, and provided examples of jumping and passing rope movements. Children were then divided into several small groups and given the opportunity to play in turns under the teacher's guidance, while the teacher observed the children's activities to assess gross motor development and provide motivation so that the children would be more courageous and confident. The core activity ended with tidying up the game equipment together. In the 15-minute closing stage, a simple question and answer session was held regarding the children's experiences during the game, appreciation for the children's participation, and a closing prayer. Based on the RPPH, the development of the rainbow rope game is carried out in a structured manner through systematic stages of play activities to optimally stimulate children's gross motor development.

1. **Stage 1: Rainbow Appears (Cheerful Warm-up)**

   The Rainbow Appears stage is carried out as an initial activity in the form of a warm-up and an introduction to the rainbow rope media for children. In this stage, colorful ropes are arranged in a circle on the floor to attract children's visual attention and introduce color variations in a concrete way. The teacher gives simple instructions by naming a specific color, then the children respond by jumping into the appropriate circle, thus practicing response speed, motor coordination, and understanding of instructions. This activity is carried out alternately so that all children have equal opportunities, accompanied by commands such as "ready... jump!" to increase children's focus and readiness. Throughout the process, the children show high enthusiasm, are actively moving, and enjoy the activity, especially with the accompaniment of the song "Pelangi-Pelangi" which creates a fun learning atmosphere. Based on interviews, teachers stated that the approach of playing with colors and songs makes it easier for children to engage, while the principal emphasized the importance of a fun learning atmosphere at an early age. Thus, this stage not only functions as a physical warm-up, but also as an initial stimulus in building interest in learning, introducing colors, and training children's motor responses.

Figure 3. Rainbow Appears

2. **Stage 2: Ascending Rainbow**

   Ascending Rainbow Stage is advanced game with level increasing difficulty, where the rope previously on the floor start lifted in a way gradually until reach height certain like calves, knees, and waist children. Children are asked jump pass the rope without touch it, so that activity This practice strength muscles, balance, and coordination movement body in a way more complex. The teacher gives directions like “ ready” jump

" and "keep balance " for help child understand correct technique, as well as give motivation for children brave try. Although at first a number of child looks doubtful, but with support of teachers and friends, children start show courage and confidence self. Giving appreciation like praise or "Rainbow Star" is proven increase motivation child For try back. This is supported by statements from teachers and principals school that motivation and appreciation are very important in build trust self child. Thus, stage This play a role important in increase courage, balance, and gross motor skills child in a way gradually.

Figure 4. Ascending Rainbow

3. **Stage 3: Rainbow Serpent**

Rainbow Serpent Stage presents variation more games dynamic with method moving the rope on the floor resemble moving snake, good in a way slowly and fast, so that give challenge new for children. Children are asked jump with appropriate time so as not to touches the moving string, so practice speed reaction, concentration, and coordination motion. The teacher gives signals such as " one, two, three, jump !" For help child set the timing of the movement, at the same time ensure security with arrange distance between children. During activity ongoing, child seen focus notice rope movement and show high spirits in follow game. The child who was initially hesitant started brave try after see Friend other successful, so that created atmosphere interactive and mutual learning support. The teacher conveys that game This effective practice concentration, while head school confirm the benefits for motor development and focus child. Thus, stage This No only increase gross motor skills, but also trains concentration and control self child.

Figure 5. Rainbow Snake

4. **Stage 4: Rainbow Bridge (Teamwork)**

The Rainbow Bridge stage focuses on balance and social cooperation. A rope is stretched straight across the floor, resembling a bridge, and children must walk slowly

across it while maintaining balance. Children walk one at a time, arms extended to the side for stability, while their peers provide support through clapping or singing. This activity creates a warm, collaborative atmosphere that supports the children's social and emotional development. Teachers provide assistance as needed by some children who are still struggling without compromising their independence. Children who successfully complete the challenge demonstrate increased pride and self-confidence. Teachers emphasize that peer support is crucial for boosting children's self-confidence, while the principal emphasizes the importance of social interaction in learning. Thus, this stage not only trains physical balance but also fosters cooperation, empathy, and self-confidence.

Figure 6. Rainbow Bridge

5. Closing Game : " Rainbow Cleanup " (Indicator) Personal Hygiene)

The closing stage was carried out through the Clean-Up Rainbow activity, which aimed to instill clean and healthy living habits in children after physical activity. Children were directed to clean their hands and feet, either by washing with running water or using wet wipes, and understood the importance of maintaining cleanliness through simple explanations from the teacher. In addition, children tidied up play equipment together as a form of responsibility for the learning environment. Children were also encouraged to wipe sweat using personal items to maintain body comfort. During the activity, children began to demonstrate independence in maintaining cleanliness without having to be constantly reminded. The teacher emphasized that this habit is important for forming a healthy lifestyle character from an early age, and the principal added that character education can be instilled through simple habits. Thus, this closing stage not only concludes the activity but also reinforces the values of discipline, responsibility, and good behavior. life healthy in children age early.

Figure 7. Activities Closing

The Effectiveness of Developing the Traditional Rainbow Rope Game as a Medium for Gross Motor Stimulation in 5-6 Year Old Children at the Al Ikhlash Preschool and Kindergarten (PAUD KB Al Ikhlash)

Before application of game media traditional rainbow rope, gross motor skills child 5-6 years old at the Al Ikhlash New Style III Preschool and Kindergarten, Central Lampung, are still classified as low and not yet develop optimally. This is seen from difficulty child in do movement base like jumping, running, and guard balance body in a way stable. In addition, some children also show a sense of lack believe self moment do activity physical outside room, so that participation they in activity learning become limited. Coordination between movement hands and feet also not yet walk in a way in harmony, which shows that stimulation given Not yet maximum. Condition This indicates that gross motor skills learning Still not enough varied and not yet capable interesting interest child optimally. Findings This in line with the opinion of Sari and Pramono (2021) which states that gross motor development child age early is greatly influenced by the intensity and variation stimulation given motion.

Problems is also reinforced by the use of method learning that is still ongoing nature conventional and less involving element fun play. Children tend to do activity monotonous physical without existence interesting challenge, so interest and activity they in learning become low. Condition This impact on less optimally development balance, agility, and coordination movement body child. Learning media used Not yet capable give experience interactive and innovative learning for child age early. In fact, the characteristics child age early is Study through play that requires a creative and fun approach. This is in line with research by Utami and Handayani (2020) which states that monotonous use of learning media can hinder gross motor development child.

As solution on problem said, researchers develop game traditional rainbow rope as an innovative and interesting learning media. Game This designed use colorful ropes interesting attention child as well as increase motivation they For involved active in activity physical activity in game This covering movement jumping, walking, and guard balance composed body in a way gradually in accordance with ability children. Use game modified traditional This proven effective in increase gross motor skills child Because give experience fun learning. This is in accordance with Wulandari's opinion (2019) states that game modified traditional can become an effective medium in stimulate gross motor development child age early. In addition, gross motor activities like jumping and moving are also involved muscles big important in development physique children (Pratiwi, 2020).

Results of implementation rainbow rope game show existence significant improvement in gross motor skills children. Through stages game like “Rainbow Appears ”, child trained For respond instructions and improve coordination base through activity jump to color certain. Next, in the “Rainbow Rises ” and “Rainbow Snake” stages, children face more challenges complex like jump pass the rope with height different and the rope moves, so that practice balance, agility, and speed reaction. Giving appreciation is also evident capable increase confidence self child in try movement new. This is in line with research by Fitria and Lestari (2022) which states that use element games and music can increase involvement active children, as well as Rohman and Anisa who emphasized that challenge gradually in game can increase motor skills at the same time trust self child.

At the stage continued, the “ Rainbow Bridge ” and “ Rainbow Clean-Up ” activities are not only increase gross motor skills, but also forms character children 's activities tightrope walking training balance, control body, as well as concentration child, while support from Friend peers increase aspect social emotional. After activities, children accustomed to For guard cleanliness self with clean hands and tidy up tool game, so that formed attitude discipline and responsibility answer. This result show that game traditional No only

effective in improve gross motor skills, but also support development character child in a way holistic. This is in accordance with study Novitasari (2021) stated that that game balance can increase motor control significant, and Lestari and Wahyuni (2022) who emphasized that habituation positive through activity play can strengthen motor and character development child. Thus, the game traditional rainbow rope proven effective as a medium for gross motor stimulation child age early.

CONCLUSION

The conclusion of this study shows that the development of the traditional rainbow rope game is an effective and relevant learning medium in stimulating the gross motor skills of children aged 5–6 years. Through a learning-by-play approach, this medium can increase children's active involvement, improve motor coordination, balance, agility, and build self-confidence in carrying out physical activities. The advantage of the rainbow rope game lies in its attractive, gradual design, and in accordance with the characteristics of early childhood development, so it can address the limitations of conventional learning which tends to be monotonous. These findings confirm that the integration of traditional games in learning is not only important for preserving culture, but also has a real contribution in improving the quality of early childhood learning. Thus, the results of this study are worthy of being a reference for educators and practitioners of Early Childhood Education (PAUD) in developing innovative learning media that are not only pedagogically effective, but also contextual, fun, and oriented towards the holistic development of children.

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