

Traditional Games *Engklek* as a Medium to Increase Self-Control in School-Aged Children in Indonesia

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Abstract: Self-control is a personal ability to control emotions and cognitive as well as the decision-making processes that lead to positive behavior in order to achieve the expected goals. Self-control is needed to deal with various problems in daily life. Various attempts were made to be able to practice self-control; one of them was through the traditional game *Engklek* (hopscotch) game. The traditional game *Engklek* contains useful values in self-control. This study aims to determine the effect of traditional games *Engklek* as a medium to improve children's self-control. This study used a quasi-experimental method with pretest and posttest control group design. The research subjects were 54 grade-5th elementary school students who are divided into three groups. The first group was given the treatment of traditional games of *Payung* and *Sorok Engklek*. The second group was given the treatment of traditional games *Payung* and *Engklek Pa'a*. The third group as a control group that was not given any treatment. Data analysis used the ANOVA test to compare self-control in the three groups and paired-test to compare the pretest and posttest in self-control scores. The results showed that there was self-control increasing of the children who were treated by traditional games *Engklek Payung*, *Sorok*, and *Pa'a*.

Keywords: *Engklek, Traditional Games, Self-Control, school-aged children, quasi-experiment*

I. INTRODUCTION

Self-control is a skill of thinking that helps children learn to control feelings and behavior, which is useful in making decisions, reducing impulsive actions, and dealing with frustration effectively (Baumeister et al., 2007). The self-control deals with the ability of an individual to control their behavior to achieve a goal desired by the individual. This ability is a mental condition of a person that can influence behavior formation (Gliebe, 2011). Self-control is not only one of the emotional controls, there are several other aspects that support the process of self-control. There are five aspects of self-control according to Tangney, Baumeister, and Boone (2004), they called (1) Self-discipline, deals with the individual's ability to exercise self-discipline. This relates to the individual's ability to be able to focus on doing tasks. Individuals who have self-discipline are able to refrain from things that can interfere with their concentration; (2) Deliberate / non-impulsive, deals with the tendency of individuals to do something with certain considerations, are careful, and not in a hurry. When individuals are working on something, they tend not to be easily distracted. Individuals who are classified as non-impulsive are able to be calmer in dealing with decisions and actions. (3) Healthy habits, it deals

with the ability of an individual to regulate behavior patterns into habits that are healthy for the individual. A person with healthy habits will reject something that could have a negative effect on him. (4) Work ethic, which is related to individual assessment of self-regulation. This individual tends not to be interested in things outside of what he is doing at that time even though it is fun. They will be more focused and pay full attention to the work they are doing at that time. (5) Reliability, namely the individual's assessment of his or her ability in long-term implementation for certain achievements.

High self-control in a person helps to avoid substance or drug abuse and sexual behavior deviations (Wills et al., 2003). It can contribute to better grades, interpersonal skills, and a more optimal emotional life. Low self-control results in a lack of happiness, unwanted results at work, school, social life, adjustment, and emotional patterns (Tangney et al., 2004). Low self-control during the early stages of children's growth effects the tendency to apathetic behavior and risky actions (Dislich et al., 2010). The indications of people who have good self-control are they can refrain from hitting their peers when facing conflicts between friends, also more interested in paying attention to teacher explanations in class rather than talking to themselves, and can wait for their turn when playing (Tarullo et al., 2009). Self-control is an important thing in order to comply with and follow social norms. Someone who has low self-control in childhood tends to show a variety of negative physical symptoms in the next phase (Kokkonen et al., 2001).

Self-control in childhood is shown by the ability to distinguish short-term and long-term goals. Self-control can predict children's academic achievement, readiness to face challenges, and have good social competence (Tarullo et al., 2009). Children with good self-control will try to delay gratification in their best interest and realize that the long-term results are greater. Children who have good self-control will have a positive self-image, accept criticism without feeling angry, handle frustrated well, and be careful when crossing the street. Children with low self-control tend to be angry and frustrated when they have to share or wait their turn, act in an inappropriate manner, are frustrated with difficult academic tasks, tend to be aggressive when playing or sporting so that their friends don't want to play together. Based on this explanation, self-control needs to be developed since childhood.

There are three types of problems in self-control according to The Understood Team (2014) which have benefits if they are owned by children and have a negative impact if they are not present in children. They stated: (1) Impulse control, deals with the ability to stop and think before acting. Allows children to imagine the consequences of their behavior. If this ability is not possessed by the children, they will disturb a lot, do not start homework until close to bedtime, and follow the rules for one day but not so on. (2) Emotional control, it deals with the ability to manage feelings by thinking about goals. It helps children to move forward even when they are upset or the unexpected happens. If this ability is not possessed by them, they will become easily frustrated and give up quickly, cannot tolerate correction or criticism, difficult to calm down and do homework, and have difficulty staying calm when someone disturbs them. (3) Movement control, it deals with the ability to control body movements. Allows children to organize their physical actions and responses in appropriate ways. If this ability is not possessed by the children, they will become too active or anxious, have problems staying in line while waiting for their turn, and interfere with play and conversation with their movements.

The children entering adolescence can distinguish good and bad behavior. Even so, the phenomenon of peer bullying among children (even up to adolescence) still occurs. The child victim's number of bullying is not small. One of the news media stated that 84 percent of Indonesian students have experienced and been victims of bullying by their peers (Liputan6, 2015). Besides bullying, there are also other problems that indicate low self-control in children i.e. drug abuse. As in a report, it was reported that 95 elementary school students in Bekasi were involved in the abuse of narcotics and illegal drugs (Kompas.com, 2011). Another problem is that a 12-year-old elementary school student committed suicide because of being accused of stealing by his friends (Koran muria, 2016). Failure in self-control increases the chances of aggression (Denson, Nathan, & Eli, 2012). One result of the lack of ability to control oneself is violence. In Bukittinggi, a student was hit on the head and body by several other students (Rimanews.com, 2014). Another problem that shows aggressiveness is that grade-2-elementary-school students in South Jakarta died from kicks and punches in the chest by a friend (Viva.co.id, 2015). These problems indicate that the lack of self-control in children is a cause for concern and requires action to address them. Various problems that arise at the age of these children show the importance of self-control at the age of children.

Self-control can be trained through various programs or training. The self-control improvement program provided to children is tailored to the child's development. According to their stages of development, a suitable program is a fun program. In the formation or development of self-control in individuals, it can be influenced by two factors: internal factors and external factors. Internal factors include basic character and cognitive processes that are contained within the

individual. Meanwhile, external factors are influenced by the surrounding environment, such as parenting styles, relationships with siblings, and relationships with peers (Fox et al., 2009). The children spend more time in group games to establishing relationships with peers. They are better trained to build relationships and learn to socialize with their peers by playing (Hurlock, 2013). It shows that games can be an alternative to increase self-control in an individual. Goldstein (2012) also states that children who do not play or do not have the opportunity to play have a tendency to high risk for their abnormal development or have deviant habits. So that their self-control will not develop properly. Based on this explanation, it can be assumed that one of the training programs to increase fun self-control in children is through playing games.

Playing is a medium that is fun and can provide learning values. Playing is a learning medium that prioritizes direct experience and is a means to develop skills, attitudes, and values that build children's resilience and are beneficial for self-welfare (Hromek & Roffey, 2009). The playing game is an activity that is important to the growth and development of children, which is carried out on the wishes of the child himself with a feeling of pleasure so that playing game activities become fun and produce learning processes in children (Mutiah, 2010). There are various types of games for children. Based on the development of late childhood, their motor development can be well-coordinated, so that every movement is aligned with their wishes (Yusuf, 2009). Based on this statement, it can be explained that game activities that involve active motor skills can be given to late childhood. One type of game that involves active motor activity is the traditional game *Engklek*.

Traditional games are one of the wealth possessed by the Indonesian nation. The traditional games can stimulate children to develop cooperation, help children adapt, interact positively, can make children control themselves, develop empathy towards friends, obey rules, and respect others (Muniroh, 2013). The traditional games are a nation's wealth that has noble values that can be passed on to children as the nation's successor. The traditional games are also able to hone aspects of self-control, namely the child's ability to delay satisfaction, be patient, not easily offended, self-confidence, never give up, and so on (Aisyah, 2013). The traditional games not only as a game media but also as a learning media. This can happen because every traditional game has noble values contained in it, so that it can be used as a lesson for those who play it. The traditional games have a close relationship with children's intellectual, social, emotional and personality development (Iswinarti, 2007). According to (Sutton – Shimth, 1999), in his writing entitled children focus stated that playing has a problem-solving function, creativity, imagination that can be realized into real-world problems. By the problem-solving function in an individual, the individual can solve problems and control himself well.

One type of traditional game is the *Engklek*. The traditional game *Engklek* is a game that is done by jumping with one foot into the box which can train the balance of the child's body movements, previously the player had to throw a *Gacu* (Aeni, N. & J., 2014). Based on research from (Iswinarti et al., 2008), there are 43 different names for *Engklek* from several regions in Indonesia. These names include *Engklek* (Java), *Asinan*, *Gala Asin* (Kalimantan), *Intingan* (Sampit), *Tengge-Tengge* (Gorontalo), *Cak Lingking* (Bangka), *Dengkleng*, *Teprok* (Bali), *Gili-gili* (Merauke), *Deprok* (Betawi), *Gedrik* (Banyuwangi), *Bak-baan*, *Engklek* (Lamongan), *Bendang* (Lumajang), *Engkleng* (Pacitan), *Sonda* (Mojokerto), *Tepok Gunung* (West Java), and many other names. According to Iswinarti (2007) there are 11 types of *Engklek*, namely: (1) *Engklek* in the form of ears, *ballasam* ships, *sondah* ships, *ebrekan*; (2) *Engklek* in the form of mountains, *gunungan* (3) *Engklek* in the form of a red cross; (4) *Engklek sorok* form; (5) *Engklek sorok* form (other variations); (6) *Engklek* the bulb of the *payung*; (7) *Engklek* in the form of a puppet; (8) *Engklek* form *pa'a*; (9) *Engklek* form a propeller; (10) *Engklek* form TV; and (11) *Engklek* in the form of a tower. Among the various forms of *Engklek*, 3 types of *Engklek* games are the most powerful in improving self-control, namely *Engklek Payung*, *Sorok*, and *Pa'a*.

There are therapeutic values in *Engklek* games including (1) Early detection to identify children who have problems. The results of the observations made show that playing can reflect how children adapt; (2) Value for good physical development. The activity of playing *Engklek* involves the movement of all members of the body and can train body balance and the growth of the child can develop; (3) Value for good mental health. Playing *Engklek* game, children are required to be able to concentrate while playing, control themselves to stay calm and allow children to remain relaxed; (4) Problem-solving value. When playing *Engklek*, a strategy is needed to win and require the child to be able to determine the place to be thrown; and (5) Social values. There are social skills in *Engklek* games that can be learned by children. They learn to compete, negotiate, communicate, and empathy. There are two aspects of social competence in *Engklek* games: problem-solving and self-control. The aspect of self-control is assessed by how the child complies with the rules made and does not violate any prohibitions in the rules. From the results of a study on 30 elementary school children in grades 3rd and 4th, it was shown that the *Engklek* traditional games had therapeutic elements for the development of school children. In addition to increasing discipline in children and increasing the value of social skills in children, *Engklek* traditional games can provide lessons for children to develop their skills (Iswinarti, 2010). The *Engklek* traditional game has its own important role in the development of children. In every games there are rules that must be understood and obeyed. The way children play with game rules uses self-control. If the child's self-control is good, then he will obey the rules of each game, be able to balance his body, and patiently wait for his turn.

In the research of (Iswinarti et al., 2008), one of the benefits that will be obtained in playing *Engklek* is fostering emotional development which includes practicing patience, self-control, and controlling emotions. Where in this game, in addition to being able to balance the body by jumping using one leg, each player must wait for his turn. The player must control himself so that the runway that is carried does not fall and every jump so that it does not hit the dividing line. The *Engklek* traditional game has several rules and procedures that must be done and obeyed by every player. The rules in the game such as jumping using one leg, shifting the slide with one leg and lifting the other leg, not hitting the line or getting out of the box when thrown, carrying the racer using the back of the hand and not falling, and the foot must not hit the line when jumping with a *Gacu*. There are rules and game procedures that must be followed by these players, requiring players to control themselves. The children will practice self-control to be calmer during play, by following these rules and procedures. So that children will be able to control themselves and improve children's self-control abilities. Based on the descriptions that have been described, the goal of this study was to determine the effect of the traditional games *Engklek Payung*, *Sorok*, and *Pa'a* as a medium to improve children's self-control.

II. METHOD

This research used a quasi-experimental research with a pretest-posttest control group design. This design was used to compare the experimental and control groups and to compare the subject's self-control before and after being given treatment. The treatment given was the traditional game *Engklek*. There were three types of *Engklek* games used, namely *Engklek Payung*, *Engklek Sorok*, and *Engklek Pa'a*. This study used three groups, namely groups that were given traditional game treatment (1) *Engklek Payung* and *Engklek Sorok*, (2) *Engklek Payung* and *Engklek Pa'a*, and (3) were not given treatment (control group). This study did not use randomization in grouping subjects into each group.

Tabel 1 :Rancangan Penelitian

Group	N	Experiment Plan
Experiment A	18	pretest – <i>engklek payung</i> – <i>engklek sorok</i> – posttest
Experiment B	18	pretest – <i>engklek payung</i> – <i>engklek pa'a</i> – posttest
Control	18	pretest – posttest

This research was carried out in several stages. Groups A and B consisted of four sessions. In experimental group A, a pretest was carried out then given the *Engklek Payung* treatment after that it was given the *Engklek Sorok* treatment. In group B, after pretest they were given the *Engklek Payung* treatment, then they were given the *Engklek Pa'a* treatment. The control group was not given any treatment. The final stage, carried out by posttest on experimental group A, experiment B, and control.

The research subjects were 54 grade 5 elementary school students. Each group consisted of 18 students. The final childhood period was chosen because at that time it was a transitional period of children towards adolescence. In adolescence, children will be faced with a wider social environment with more complex challenges and problems. Subject selection was determined from the self-control pretest score which was included in the low and moderate categories.

Self-control measures designed for research purposes. Instruments for measuring self-control are arranged based on five aspects of Tangney et al. (2004), called self-discipline, deliberate / non-impulsive, health habit, work ethic, and reliability. The research instrument went through the try out stage to test the validity and reliability of the measuring instrument. Testing the validity of 23 items on the self-control scale with a validity index between .22 - .77 resulted in 20 valid items and were used in the study. The reliability test was carried out with a reliability index > .8, resulting in a Cronbach's alpha value of 0.858, which means that the scale of self-control was reliable.

In general, the *Engklek* game is carried out using *Engklek* game arena and participants are asked to pass through the plots with one leg raised without touching the grid line. The existence of variations in the types of *Engklek* games lies in the variation in the form of the game arena and the variations in how to play it. This research uses three types of *Engklek* games, namely *Engklek Payung*, *Sorok*, and *Pa'a*.

Engklek Payung Games

In the *Engklek Payung* game, the game arena is square in shape and the ends are circular like an umbrella shown in Figure 1. The game begins by jumping over box No.1 (see picture) to box No.2 with the left foot raised and the right foot stepping on box No.2. The player continues the jump to squares 3 and 4 with small crossovers. This is continued in the next boxes.

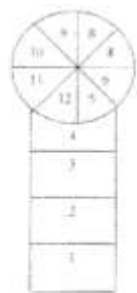


Figure 1. Game Arena of *Engklek Payung*

Engklek Sorok Game

In this game, the game arena is in the form of six squares shown in Figure 2. Participants start the game by throwing a *Gacu* (keeping object) at the bottom box No.1 (see picture). One participant steps on the box no 1 then shines (pushes with his feet) and aims at box no 2. When shooting his feet,

participants are not allowed to touch or cross the line. This is repeated missing until box no 6.



Figure 2. Game Arena of *Engklek Sorok*

Engklek Pa'a Game

In the *Engklek Pa'a*, the game arena is square and semicircular at the end shown in Figure 3. Participants start the game by throwing a *Gacu* at box No.1 (see picture) then stepping on one leg and jumping into box No.2. until it reaches box No. 5, both feet are put together while saying "brek".



Gambar 3. Game Arena of *Engklek Pa'a*

III. RESULT AND DISCUSSION

The results of the ANOVA test analysis are presented in Table 2. The results of the analysis show that there are differences in self-control in the group given the treatment of engklek payung - sorok, engklek payung – pa'a, and the control group (F = 15.242). Based on the mean score of self-control, it can be seen that the group with the *Engklek Payung - Pa'a* (M = 2.00) had a higher mean than the *Engklek payung-sorok* group (M = 3.89).

Table 2 Results of Comparison Test for each Group's Self-Control Score

Variance	N	Mean	SD	F
Group of <i>engklek payung - sorok</i>	18	2.00	1.88	15.242**
Group of <i>engklek payung - pa'a</i>	18	3.89	2.17	
Control group	18	0.00	2.28	

Note: *)sig < .05, **)sig < .001

The paired-test was conducted to know the increase in self-control scores after being given various treatments of the *Engklek* traditional game. The results of the paired-test analysis are shown in Table 3. The group given the treatment of the traditional game of *Engklek Payung - Sorok* showed an

increase in self-control scores ($M_{pre} = 28.94$; $M_{post} = 30.94$). This is indicated by a significant difference in the pretest and posttest self-control scores with a fairly large correlation strength ($r = .699$). Another group that was given the traditional game *Engklek Payung - Pa'a* also showed an increase in self-control scores ($M_{pre} = 27.44$; $M_{post} = 31.33$). The increase in self-control scores was indicated by a significant difference between the pretest and posttest with a fairly large correlation strength ($r = .568$), but not greater than the *engklek payung - sorok* group. Based on these results it can be stated that the traditional games of *Engklek Payung, Sorok, And Pa'a* can improve self-control in elementary school-age children.

Table 3: Comparison of the Pre-Post Self-Control Test for Each Group

Variance	Pre-test		Post-test		t	r
	Mean	SD	Mean	SD		
Group of payung - sorok	28.94	2.60	30.94	1.55	4.517	.699**
Group of payung - pa'a	27.44	2.62	31.33	1.71	7.616	.568**
Control group	28.89	4.76	28.89	3.38	0.000	.899

Note: *)sig < .05, **)sig < .001

Self-control is an important thing in the life of every individual. Berk (2009) stated that in children aged 6th to 11th years, maintaining temptation at this age begins to increase. It is during this period that self-control becomes a flexible ability for moral formation in the child. In this study, the traditional game *Engklek* is one of the medium to increase self-control in school-aged children. The game has benefits in several aspects. Physical aspects, gross and fine motor development aspects, social aspects, language aspects, and emotional and personality aspects (Thobroni & Mumtaz, 2011).

The physical and motor aspects of the *Engklek* game are when children have to jump using one leg, highlight the *Gacu*, and how the child determines how far to jump and throw the *Gacu*. The social and language aspects of the *Engklek* game are when children interact and help children get along with friends who play with them. Three emotional and personality aspects of *Engklek* games are training children to have confidence in playing *Engklek* without hesitation in jumping and helping children release tension through play. The treatment given to the experimental group subjects used three kinds of *Engklek* games. In group A, the *Engklek Payung* was used and after that the *Engklek Sorok* was used. In group B, *Engklek Payung* first and then *Engklek Pa'a*. In each *Engklek* games procedures are divided into four sessions. There are trial session, game session, competition session, filling scale session. While the control group was not given the *Engklek*

game treatment, they are only given pretest and posttest question sheets.

The results of the research that have been previously described showed that there was a significant increase in self-control scores in the group that received the treatment, those were *Payung, Sorok, and Pa'a*. In this game, the children are required to obey game rules and procedures which require the children to play using one leg by jumping on each pattern. Moreover the pattern in the *Engklek Payung* game which in the regulations requires the child to play by crossing his legs in the upper pattern (umbrella), this requires the child to learn to be calmer in order to be more restrained so as not to take wrong steps. Judging from the level of difficulty the *Engklek Payung* is more difficult to solve because the game grid patterns are more than the *Engklek Pa'a*. In *Engklek Pa'a* difficulty occurs when the player has crossed the mountain and moved to play using the hands, feet, shoulders and head, this can train the children to focus more on one goal that require them to complete each stage in the game rules.

Table 4: Indication of the Development of Self-Control in Engklek Games

Self-Control Aspects	Implications of <i>Engklek</i> Traditional Games
<i>Self Discipline</i> (individual ability to obey the rules in their environment)	Rules and procedures for <i>engklek</i> game: The player throwing the mace (fraction of the tile) must not be hit or get out of the line that has been made according to the shape. The player does the crank by using only 1 leg, namely the left foot is lifted, except in certain boxes. When <i>ontang-anting</i> (when the hump is placed on the shoulder, the head, and the hump's leg must not fall).
<i>Deliberate/ Non impulsive</i> (individual tendency to do something with certain considerations)	Familiarize the player with being careful in jumping, throwing the hump, and when carrying the hump from his hands, feet, shoulders, to the head.
<i>Healty Habits</i> (individual ability to set behavior patterns into good habits)	The player must step on his house when he gets the house and the player must not <i>Engklek</i> the opponent's house. The player lets his enemy pass by the enemy with a certain line.
<i>Work ethic</i> (focusing on the one that is done, can delay gratification).	Players will try / compete to collect as much money as possible.
<i>Relaibility</i> (act within one's means)	Each player must follow and be patient to wait their turn to play.

In the first aspect of self-control, self discipline, which requires individuals to be more able to focus on one thing they are doing, and requires to be more careful in doing something, this is also very much needed in this *Engklek* game, especially *Engklek Payung* and *Engklek Pa'a*. Likewise, from the calm behavior indicator in dealing with something that is in the deliberate / non-impulsive aspect, to obey the game procedures in the *Engklek* game the subject is required to be more calm in playing and not rush. This is the habit of playing in *Engklek* games. According to Gold (2012) in his book *Play in Childrens Development, Health and Well-Being*, states that play has the essence of child development because it

contributes to cognitive, physical, social and emotional development. One of the advantages of the emotional aspect is that children can regulate themselves more or control themselves during play.

In the game, the children are required to go through some game rules and procedures. These procedures include after the children are required to complete the jump from the first pattern to the fifth pattern and until the mountains. Then they take the hump from behind. When after all these procedures are completed, the children are still not allowed to *Pancal* (throwing a *Gacu* by turning around), but in this *Engklek* game they are required to go through a *Pa'a* game procedure that is different from other *Engklek* game procedures, by placing the hump on the hand, afterwards the shoulders, after the shoulders of the head, and after that the feet. It is at this time that the children are required to be calmer when starting in the game. It is very good for habituation that is contained in one of the indicators in the deliberate or non-impulsive aspect, namely thinking before acting, followed by acting unnecessarily and staying calm. In this session, the children who play the *Engklek Pa'a* game are required to act calmer and not rush to defend the *Gacu* which is placed on the hands, feet or shoulders. This is what requires children to be calmer. Calm describes the aspects of self-control or self-control contained in *Engklek* games (Iswinarti, 2010).

Playing an *Engklek Payung* is easier than a *Engklek Sorok*. In the *Engklek Sorok*, the player must do the *sorok* which is to shift the slide to the next box using one leg and the other leg is lifted. This type of *Engklek* requires more body balance than an *Engklek Payung*. It is because besides having to stand on one leg, players also have to jump a little bit so that the *Gacu* can shift and not stop on the line or get out of the game box. In this type of *Engklek Sorok*, players are required to remain calm in order to stay balanced. If the player cannot balance his body, he will fall or will be carried out of the game box. In addition, players must throw stones and be caught with the back of their hands. In the *Engklek Payung* game, the player throws a *gacu* at one box then jumps over each box using one leg. When in an umbrella pattern, the player must cross jump. The children in both experimental groups were able to cross-jump the *Engklek Payung* type. Some children still made mistakes or were confused about cross-jumping on the first and second attempts. After repeated attempts, however any children can cross-jump.

During the feedback process, children are trained to gain experiences that can be applied in real life as expected from each game associated with aspects of self-control. Before the researchers convey the meaning of each *Engklek* traditional game, children are first trained to find out for themselves what lessons they can get during the process of *Engklek* traditional games. The activity is also closely related to the learning method called experiential learning. Experiential learning according to Kolb & Kolb (2008) is a process of knowledge created through the transformation of experiences in

individuals. Knowledge is the result of a combination of absorption and transformation of experience.

Alice & David (2008) stated that the experiential learning process model is a circular process consisting of four phases. The concrete experience phase uses the experiences that the subject has gone through or provided experiences for further learning. The reflective observation phase discusses the experiences of the subjects who have been through or share their reactions and observations that have been passed. The abstract conceptualization phase of the process finds general trends and the truth of experiences that the children have gone through, or forms a reaction to new experiences that become a new conclusion or concept. The active experimentation phase modifies the old behavior and practices it in the daily situations of the children. In this study, what is categorized as experience is the activity of the traditional crank game played by the research subject. From this traditional game, the children can transform aspects that can increase self-control in their daily life. The process was name BERLIAN (**B**ermain-**E**xpe**R**iential-**L**earn**I**ng-**A**Na**K**) in the study about social competence and traditional games (Iswinarti et al., 2016).

IV. CONCLUSIONS

This study about improving self-control by Traditional Game *Engklek* concluded that children who have played Traditional Game *Engklek* could improve their self-control. Both of treatment by *Engklek Payung-Engklek Sorok* and *Engklek Payung- Engklek Pa'a* had a significant effect children's self-control. It can be implied to become a school program as part of the character education.

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