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THE PRIMARY EDUCATION FOR
THE BRIGHTER GENERATION**
PROCEEDING

EMPOWERING THE PRIMARY EDUCATION FOR



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Table of Contents

FOREWORD OF THE RECTOR	i
FOREWORD OF THE CHAIRPERSON	iii
TABLE OF CONTENTS	iv
INVITED SPEAKERS	
Empowering Primary Education for a Brighter Generation <i>John Hope</i>	1
Opportunities and Challenges for Primary Education in Indonesia <i>Ranbir Singh Malik</i>	5
Some Notes on Curriculum Development for Primary Education (A Strategy for Planning, Development, and Implementation of Primary Education Curriculum) <i>Soedijarto</i>	21
The Primary Education Betterment Policy, Uncertain to Go: Indonesian Cases <i>Suyata</i>	25
PARALEL SESSION SPEAKERS	
Sociocultural Based Thematic-Integrative Teaching and Learning Model for Elementary Schools <i>Ali Mustadi</i>	31
A Brighter Generation in a New Light <i>Anna Dall</i>	37
Building "Self Concept" PGSD Student through Experience Learning Theory (ELT) <i>Aprilia Tina Lidyasari</i>	45
Creative Sports Education Foundation <i>Bayu Nugraha</i>	49
An Analysis of Students' Creative Thinking Process and Ability in Mathematics through Open-Ended Tasks <i>Dini Kinati Fardah</i>	53
Yoremes of Sinaloa and their Inclusion to the Information Society <i>Ernesto Guerra Garcia, Jose G. Vargas-Hernandez, Fortunato Ruiz Martinez</i>	59
Investment Policies in the Implementation of the National Character Value of Indonesia; Review Before Application of Curriculum 2013 <i>Isep Ali Sandi, Mulyawan Safwandi Nugraha</i>	67
Strategic Management in Basic Education Institutions in Mexico <i>José G. Vargas-Hernández</i>	75
The Strategy of Educational Management for Elementary School of Orang Rimba through Education Based on Local Culture <i>Marfuah</i>	83
Genesis of Education and Primary Educational System and Educational Policy in India <i>S. Saravanakumar</i>	89

Joyful and Meaningful Learning in Mathematics Classroom Through Fun Activities <i>Titin Mulyaningsih</i>	174
School Cultural Influence on Character Establishment Of 5th Grade Student Minomartani Elementary School Ngaglik Sleman Yogyakarta <i>Agung Hastomo</i>	178
A Wise Word For All Student: Improve Moral Integrity to Prevent Thuggish in Primary School <i>Ayu Rochanah Choirul Ummah</i>	186
The Role of Physical Education in Improving Socialization Ability Primary School Students <i>Banu Setyo Adi</i>	190
Green School Empowerment as Environmental Care Character Education for Elementary School Students <i>Fani Akdiana</i>	194
The Revitalization of Mathematics Education in Primary School for the Nation's Character Building <i>Hardi Suyitno</i>	200
The Strengthening of Civic Culture Characters for The Teachers of Madrasah Ibtidaiyah (MI) in Sukoharjo <i>Khuriyah, Muh. Munadi, Retno Wahyuningsih, Noor Alwiyah, Subar Junantos</i>	205
Implementation Learning Method to Improving Life Skills Children in Mathematics Lesson <i>Mohamad Syarif Sumantri</i>	211
Developing Students Character through Selfregulated Learning <i>Muhammad Nur Wangid</i>	216
Drawing the Strength from the Past: Developing Optimist and Hopefulness Pupils through Project Based-Learning of National Hero Diponegoro <i>Mulatiningsih</i>	224
The Character Forming of a Nation trough the Madrasah Education (Madrasah : Integrated Islamic School and Featured Plus) <i>Nanang Fatchurochman</i>	227
The Effectiveness of Inquiry Learning Approach towards the Enhancement Character Building of 4th Grade Social Study Subject Students of Elementary School <i>Naniek Sulistya Wardani,</i>	233
Learning by Love for Character Building in the First Level Student of Primary Education <i>Nelva Rolina</i>	241
Javanesse Traditional Games as Resources for Early Childhood Character Education <i>Nur Hayati</i>	245
The Spiritual Commitment among Students as an Outcome of Home and School Education <i>Nurnazirah Jamadin</i>	251
Character Building Through a Mathematical Subject in the Elementary School <i>P. Sarjiman</i>	257

JAVANESE TRADITIONAL GAMES AS A MEDIA OF EARLY CHILDHOOD CHARACTER DEVELOPMENT

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Abstract

Developing the characters of early childhood is a strategic way in developing the wise personality in human life. This matter is reflected in each stage of the child development which always gets the priceless stimulation to his life. The character investment of early childhood may support the optimalization of the child's potential especially in working with other people (teamwork). The ability in teamwork of the child can be observed in some activities, for example, when the child is able to participate actively in group games, is willing to share with a friend, and is able to responding the aids from others well. The ability in teamwork is an aspect of emotional-social development of a child that can be more optimally developed by using some various of games in the daily life. The activity of playing is an activity which has big support to the development of a child; such as, moral and religious value, motoric-physic aspect, cognitive aspect, language aspect, and emotional-social aspect. Basically, all of those aspects are very important to the early childhood development. However, the emotional-social ability is the main aspect in human beings to survive in their environment. The child's readiness to enter the next stage of his life can be observed from his ability in facing and overcoming the problems happened between he himself and the other people. The activity of playing in groups may stimulate the ability of child's teamwork because the in group games there are opportunity to develop the skill of interacting with others especially in recognizing the different habits of his friends, learning to be solid, and learning how to control himself to the environment around him. The other skill can be learnt in group games is that the child is trained to be responsible to his role in the social environment, to respect each other, and to remind each other so he sincerely can accept his loss in the daily games. The games done in groups can be found in some traditional games in the daily life. The social skill, particularly teamwork, can also be developed in traditional games, such as *sobyung*, *dhelikan*, *bedhekan* and many others. Thus, the traditional games can be introduced as early as possible in teaching the early childhood to train them to join others in the activity.

Keywords: child characters, teamwork, traditional games

1. Introduction

A child is a unique person who has a different potetial during his growth and progress. The potential on each child can be stimulated as early as possible since he is a baby or from birth until the eight-years old child. Early childhood period is very important to transfer the knowledge because the mostly human being's brain works well in the childhood period. This statement is supported by the Montessori's research that 50% of intelegence development happens in the early childhood, that is of four-year-old child. The increase of 30% happens on the eight-year-old child and the rest of 20% happens on eighteen-year-old teenager to the adult. At the next stage by the growing of the experience, the child's intelegence will be the strong foundation in overcoming the life problems. Preparing a child in facing the challenge at the next age is similarly providing the life skills for him.

The character education to the early childhood can be a solution to build the generations who have the competent skills either in thinking or taking action in daily life. The introduction to the possitive character values should be greatly given to the children so the will grow well in possitive

characters. The character forming is one of the national education goals. In the law of National Education System in 2003, it is stated that the national education goals are developing the students' potentials to gain intelligence of cognitive, personality and nobel characters. The nobel characters is meant by the possitive characters.

The most accessible introduction to early childhood is through playing activities. Through playing children enjoy their world while learning to socialize and cooperate with others. The way cooperate in early childhood among others can be observed when sharing toys, sharing the role in the game, and being consistent with the agreed rules. Many forms of cooperation in a team are included in the traditional games. Traditional games that involve physical movements were mostly played in groups. Dynamics of movement and communication while playing in groups indirectly train children to work together and socialize with others.

2. Psychosocial Development of Childhood Kindergarten

The Kindergarten period is an early childhood period. Patterns of social behavior appear in the early childhood, such as expressed by Hurlock, namely: cooperation, competition, generosity, desire for social acceptance, sympathy, empathy, dependability, friendly attitude, and the attitude of selflessness, mimic, and the behavior viscosity. Based on the above patterns of social behavior, it can be seen the child begins to show a sense of curiosity and want to be accepted by others. Children trying liked and accepted by others. The older the children are, the higher the increases of the interaction between them.

According to Erik Erikson (Papalia and Old, 2008:370) a psychoanalyst of psychosocial, he identifies the phase of preschoolers into Initiative vs. Feeling Guilty (3-6 years). At this stage of preschool children are able to act and want to act more. At the same time they will learn that most of what they want are in line with social approval in part, while others are not. Therefore, children need to learn to control these feelings. One way to do is by instilling a sense of responsibility to the child.

Based on the opinion of the experts mentioned above, it can be seen that psychosocial development is a form of development which are cumulative. This means that the early stages of psychosocial development will affect the psychosocial development of the next age stage.

Psychosocial Characteristics of Childhood Preschool (5-6 Years), among others are: (1) further developing of feeling of humor, (2) has been able to learn what is right and what is wrong, (3) is able to calm down; (4) at the age of 6 years old children to be very assertive, often behave like a boss (boss), dominate the situation but can receive advice; (5) fight a lot but quickly reconciled; (6) the child is able to show angry attitude; (7) is able to distinguish between right and that is not true, and has been able to accept the rules and discipline. (Jamaris, 2006:40)

With the stimulation at each stage of child development covering various aspects such as physical-motor, social-emotional, cognitive, language, and understanding of moral values and religion, it can be pursued to achieve optimal development in a child's self. Preparation given to pre-school age can help the child to adjust to the next stage of development.

3. The Importance of Character Education for Young Children.

General character of the child according to Zulhan (Suharjana: 2011) is divided into two characters; good and bad or unhealthy character. Children of good character in general have also done a bad thing, but in itself it is still dominated by

the character of a good or healthy. In the early childhood development, changes the character dynamics are still reasonable because they are still in a phase of self-centered.

Characters of children included in the category of good or healthy are as follows: (1) high affiliation: this type of child receptive to other people to be friends. He is also very tolerant towards others and able to work together. (2) high power: this type tends to dominate children of his friends, but with a positive attitude. That is, he was able to become leaders for their peers. (3) achieve: this type of child is always motivated for achievement (achievement oriented). (4) asserted: this type of child is usually straightforward, assertive and did not talk much. He has a balance between their own interests with other people. (5) adventure: this kid likes adventurous. This kids love trying new things.

A bad or unhealthy characters often do negative actions. The characters are classified as unhealthy are as follows: (1) naughty: Children of this type is always throwing a tantrum that provoke anger. (2) irregular: child this type tend to be thorough and meticulous, though he sometimes realize. (3) provocateur: This type kids tend to like to do act to make waves and others seeking attention. (4) rulers: This type tends to dominate kids his friends and tends to intimidate others. (5) dissidents: children are very proud of this type have differences with others. He did not want to do the same with other people, it tends to disobey. (Suharjana, 2011:28).

From an early age, children learn about a lot of things by imitating what they see, what they hear and from what they feel. Hence the presence of the model will influence the child's development. Besides learning model, they also learn through habituation behavior of the parents, school, and community life around. Thus, there is stronger reason or stimulate educators to develop positive character from an early age to be embedded into a permanent character in adulthood.

4. Playing For Early Childhood

Playing, in practice, can create opportunities for children to learn a variety of positive attitude. Interactions created when playing slowly can develop as a means to communicate the contents of his heart. Viewed from social development, according to Mildred Parten (Anita Yus, 2001:207) play can be grouped into five kinds:

- a. *Solitary play* (playing himself)
- b. *Onlooker play* (playing by looking his friend playing)
- c. *Parallel play* (paralell playing), playing with the same material, but each works alone
- d. *Associative play* (playing together), children play together without any organization

e. *Cooperative play* (cooperative playing), there are rules and the division of roles, if one of the children refused to play, then the game will not be implemented.

Several stages of the play can be relied upon by educators to stimulate character according to the abilities and needs of children. In addition to playing the above classification, based on the observation that developed in Indonesia, the game can be grouped in the form of physical play, children's songs, puzzles, logical / mathematical, playing with objects, as well as playing a role.

Educators have a very important role in the child's play activities despite having intelligence of understanding of the game itself. When children play, the teacher can observe as well as to evaluate the level of development of children from time to time. Teachers also can serve as a model and perform elaboration when children play to stimulate children's creativity. Following the teacher's role which is no less important is that the teacher act as the planners who organize the space and play equipment. With the proper functioning of the educator role playing activities, expected message implicit in the game can be optimally absorbed by the child.

5. Javanese Traditional Games

Traditional games are often referred as the people's game, a game that grew and developed in the past, especially in rural communities grow. Traditional games grow and evolve based on the needs of the local community. Most traditional games are influenced by the natural world; therefore the game is always exciting, entertaining the public in accordance with the conditions of that time.

Traditional games generally are recreational, as many require the creation of children. This game is usually reconstructing various social activities in the community. Some examples of games that symbolize the traditional Javanese among others are: *pasaran* that mimicked the activities of buying and selling, which mimicked *jaranan* person who was traveling with horse riding, game of *menthok menthok* which symbolizes laziness.

Traditional games are complex because of the elements contained within the game. There are various elements, such as education, manners, agility, skill, dexterity, calculations, estimates, etc. These elements are generally required throughout the lifetime of the current rarely found in schools.

Traditional games are adjusted to the nature and the local environmental conditions. There are some conditions that favor the emergence of a game such as the full moon (bright moon), the harvest season, and according to the time of day, afternoon or evening. When it is in a certain season, then almost all children will do the same game. Besides depending on the natural conditions, the traditional

game was also played according to the characteristics of age and gender.

Along with the changing times as well as the influence of the local culture, traditional game changes either in the form of name, addition or subtraction playing activities in accordance with local conditions. Thus, although they play a different name of traditional game between regions, but they still have a semblance of equality or movement in the play.

Stages of children playing will grow if it is implemented in a traditional game. In essence, the traditional games have order and rules that can be played for individual and groups. There are games that can be played by children of 2 years old and there is also a traditional game that can only be played by children over the age of 3 years. The suitability between stages of play with the rules of the traditional game becomes a solid foundation for educators to stimulate aspects of child development through traditional games.

6. Developing Character Through Traditional Games

Based on the research done by Serianti and his friends in 2010, there are many traditional games that can be developed in early childhood. These traditional games can be classified in the form of traditional motion games, songs traditional games and movement and songs games. All the traditional games can serve as a model for developing the potential of children, in particular positive character. Here are some of the traditional games of motion that can be used as a model to stimulate the child's character.

6.1 Name of the Game: *Sobyung*

Sobyung game is played by 3 to 5 children. This game uses your finger as a media game. The flow of the game starts: a) the participants sit in a circle, then there is a head, b) the participants agree would name the animals, fruit names, city names, surname, name of school friends and so on; c) Upon the agreed name to be called, chairman to lead by saying the word "So" and "Byung". When the word "So" is called, then all participants hands lifted upwards. When the word "Byung" is called, then all participants should put ten fingers or less as desired on the floor; d) Next, the chairman to sort all participants finger alphabet in alphabetical order until the last finger of participants. If the last finger is called the head of the letter "J", then all participants must mention the name "fruit or animal" agreements in accordance with the initials J; e) If there are participants who are not able to mention the name of the initials "J", then they are given a sentence to replace the first chairman of the task before; f) this activity continues in accordance with the agreed time all participants.

6.1.1 Positive aspects of the character were developed:

(a) children learn honesty, (b) children learn to know the people around to know the names; (c) learn to share with friends; (d) learn sportsmanship admit defeat; (e) children motivated to excel; (f) children learn tolerance and working together with others.

6.1.2 The important part of the games which develops the children's character:

When seated in a circle, all participants sit together without distinguishing social status, economics, religion and gender. When playing *sobyung* participants learn to recognize the environment around them.

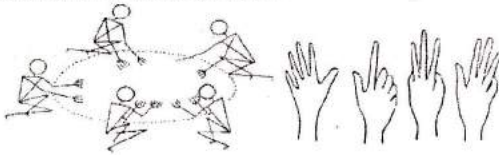


Figure 1. Sobyung Game Picture
References: Seriaty and Nur Hayati (2011)

6.2 Name of the Game: Ambah-ambah Lemah

Ambah-ambah Lemah game is played by children 3-10. This game does not require specific equipments, just a place that used to play that is a ground floor and can take advantage of the home page. The game begins with determining a playground for the children who win (usually a crescent, e.g. home page) and for children who lose (a landless). Having agreed the children draw straws or random choice or *hompimpah* to determine who among those who should be the lose. Every child who wins is obliged to move from one place to another by passing through the soil. If while moving through the soil he is held in check or touched by a child who lose then he has to replace the child's position who lose. Children can also lose when he is already on the ground but then he returns to the same place or even does not move at all. Participants who lose condition must try holding or touching the participants who lose at the time he set foot on the ground.

6.2.1 Positive aspects of the character were developed:

This game involves a group of peers where it will develop social interaction, tolerance, can be firm and direct when dealing with others, adherence to rules and personal responsibility.

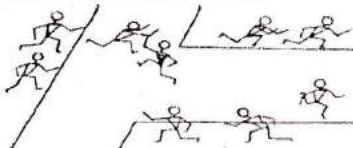


Figure 2. Ambah-ambah Lemah Game Picture
References: Seriaty and Nur Hayati (2011)

6.3 Name of the Game: Obar-Abir

Obar-Abir game is played by 4-6 children. In this game 6 children (ABCDEF) split into 3 pairs then *hompimpah* (random choice to choose) to determine who is lost, and who wins. **First stage:** the child is lost (EF) sitting on the ground face to face (*selonjor* with open legs and feet are found to form a rhombus). Then who wins (ABCD) standing next to the side of the legs (EF). **Second stage:** the game starts by A, then B, C and finally D. The procedurs of games are, A jump and fall on one foot and then immediately frozen. The second player B is soon followed by the same movement then touched a then sculpting. A previously frozen, to be free. Then they are followed by C and D respectively as did A and B. After that, ABCD do the same movement in the opposite direction (back into place). **Step three:** A, B, C and D jump in *hopsotch* formation (right foot hung buckling). Movement is done with the left foot by jumping into the middle of the room to the right. Then the same movement is done from right to left. **Fourth stage:** A, B, C and D, they jumps with both feet together, hold down the hall to the right, then back to the same place with the same motion. **Fifth stage:** A, B, C and D jump respectively with their right foot stepped into the middle of the room. while left leg is in place. The next two legs remove at the same location of the foot while jumping swap, left foot right foot in the middle and outside. The next step right foot to the right side of the room and the position then lift both legs simultaneously and while jumping or spinning foot switch layout. Finally right foot steps outside the room. Furthermore all the motion is carried back from the right to the left chamber. Stage Six: The two children who lose are E and F and then change the space by stacking foot duplex. And those orders yet (A, B, C and D) have to jump from one side to the other, then back into place.

Seventh stage: as in the sixth stage, it is just a pile of three-layered soles. **Eighth stage:** as in the sixth stage, it is just a pile four feet. **Ninth stage:** children who lose are E and F to change attitudes again. Both feet go back to its original stance, stuck out a leg and found the soles of his feet, his hands are extended forward to meet anyway. A, B, C and D, then jump over the outstretched hand, while before jumping and mimicking the movements of people fetching water, washing clothes, drying clothes. This is done when returned to its original place. **Tenth Stage:** Children who lose, are E and F, remain in ninth stage attitude. 're Winning, A, B, C and D, respectively, play a game with placing the ass in the middle of the room and foot space remains on the outside. Then both legs are lifted right outside. Everything is done with the sodium absorption ratio should touch the feet or body guard children, are E and F. **Eleventh Stage:** children carrying the game are done by the right leg bent

upwards, held by both hands. By standing on the left foot jump into the middle and continue to the right now. **Twelfth Stage:** as in the eleventh stage of the game, but while in the middle of the room to stop and bathe the child being carried. **Thirteenth stage:** legs E and F, are no longer found, but slightly shifted, resulting in a later-serpentine. Who wins, A, B, C and D on the last stage is obliged to walk by dragging his feet (not to be removed) through the winding line and feet should not touch the body or case. In fact, the stages of the game so much it could not be solved at once, but always fail in the middle of the road. So, to be able to complete the stages of the game it can be up to 4 or 5 times of games.

6.3.1 Positive aspects of the character were developed:

(a) cooperation in playing, especially who serves as the victorious and the defeated; (b) change regularly in motion, especially the movement of the foot when jumping in and out of the room, (c) practice concentration; (d) accept any role, as well as the winners and losers; (e) easy to accept others as friends; (f) adventurous.

6.3.2 The important part of the games which develops the children's character:

When changing movement, every child needs to cooperate with the others in order to produce a harmonious movement. Each child helps each other so that they do not blame the others because in this game there is no reward for that win and there is no punishment for the loser.

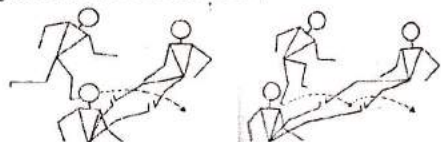


Figure 3. Obar-abir game picture

references: Seriati and Nur Hayati (2011)

6.4 Name of the Game: *Jenthungan (Delikan)*

The *Jenthungan (Delikan)* game can be done by 5-10 children or more. The game begins with the hompimpah, the child who loses must find out the others who are hiding in secret place, if there is one that caught he turns to lose.

6.4.1 Positive aspects of the character were developed:

(a) cooperation in the play, especially that served as the victorious and the defeated; (b) accept any role, both as a winning or a losing; (c) tolerance towards others; (d) adventurous.



Figure 4. Jentungan game picture

references: Seriati dan Nur Hayati. 2011

6.5 *Bedekan (Close Eyes)*

Bedekan game can be done between 5-10 children even more. The game begins with hompimpah defeated. This is done by making the games or the looser circle inside a circle with eyes closed cloth / handkerchief, he should be able to guess the name of one of your friends who are in the circle, if the child is his name can be guessed then he lose. He will keep lose if he will not be able to guess again.

6.5.1 Positive aspects of the character were developed:

(a) cooperation in the play, especially that served as the victorious and the defeated; (b) accept any role, both as a winning or a losing; (c) learn to be assertive and direct when dealing with others; (d) learn affiliating to others.

6.6 Name of the Game: *Dakon*

Dakon game can be played by 2 kids. Each child gets a turn to play, move the seed into the empty hole in sequence and in one direction. The game will move on to play the opponent if the seeds on the first hole played out. And so on.

6.6.1 Positive aspects of the character were developed:

(a) Develop the ability affiliation with tolerance to friends, (b) the consequences of the rule, (c) learning to be straightforward; (d) able to lead a friend.

Some motion traditional games have different rules. Each rule in the game is not directly stimulating a various aspects of child development. Activity in the game *sobyung*, *ambah-ambah lemah*, *Obar abir*, *delikan*, *bedekan* and *dakon* develop some healthy behaviors in a positive character. Thus the positive character of children who grow up at an early age can survive even thrive in the next age.

7. Conclusion

Learning while playing is an integral activity in the life of young children. When children explore nature in the traditional game's they also learn indirectly to develop character. Movements in traditional games in addition are useful to stimulate

the child's motoric and also instill positive values. Positive character ingrained from an early age can be the main provisions in the face of life's challenges.

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