

The Role of Traditional Play 'Jamuran' to Develop The Preschooler's Self-Regulation in Yogyakarta, Indonesia

Titik Muti'ah
Fakultas Psikologi, Universitas Sarjanawiyata Tamansiswa
Jalan Kusumanegara No 157, Yogyakarta.
Email: tmutiah2000@yahoo.com

ABSTRACT

This research is aimed to study the role of traditional play 'Jamuran' to develop the preschooler's self-regulation in Sleman, Yogyakarta. The statement problem was carried out by developing child's self-regulation through traditional play as Javanese cultural asset. The subject of this research is five preschoolers aged from 4 to 6 years at Bulusan Ngaglik. This research used a qualitative approach, which data was collected by varying methods such as: participant observation, depth interview and FGD. This was done to focus on multi-methods, multi-source and multi-contacts (forethought phase, motivation phase and behavior phase), to satisfy the validity and reliability. Results showed that three of five subjects have not yet developed the ability of self-regulation, compared with two other subjects, therefore, to attain their goals which has been settled and not optimally obtained. This might be due to less developed some of the self-regulation phases, particularly of the forethought phase and the motivation phase. 'Jamuran' play can be useful in developing child's self-regulation by giving them space and time to find what they want. The children are gradually able to release the dependence from their external regulations such as parent, grandparent, relative, friend and other people to make their independent self regulation.

Keywords: *self-regulation, play, Jamuran*

Introduction

It may an interesting question addressed about how to develop child's self-regulation in Javanese culture? Different answers might be obtained for this question, depending on whether self-regulation is seen as how to think, how to motivate and how to behave or in some circumstances, as a sign of concern for child well-being. In the meantime, Indonesia is culturally rich with a variety of games played by children in outdoor and indoor. This study is purposed to answer the question above by exploring one of the children Javanese game 'Jamuran' in developing child's self-regulation.

Population of Indonesian early children is about 22 million or 10 percent of the population (Krisnajaya, 2011), which have to be assured growing up well. Early childhood aged 3rd – 6th is well known as 'golden-age' with a lot of potential aspects. Referring to Linder (1992) and Lvinger (1995), stated that child brain development carried on rapidly and biggest proportion at age 24 months (Syarif, 2002). Children at these ages develop their abilities of language, creativity, social

thought, physical-movement, intelligence, and emotional working quickly (Adhiwardhana, 1983).

Self-regulation is the ability to manage someone's own actions, to differentiate which one right and not right. A child must have a self-regulation which its process is never ending during their development. Children have to educate regulating their selves from the early ages. Then, they are free to make an option on their own in action and being responsible for their actions. Teaching self-regulation in children is started in early ages by a parent who is sensitive and understand that every single child has a dignity. Parents facilitate their children to think before acting, to control impulses, considering the subsequences child is going to accept and make safe choices and acceptable.

Self-regulation is an important process in human personality, which tries to regulate human thought, feeling, impulse and urge (Baumeister, et. al., 2006). It is used to conceptualize by involving control, direction, and self act correction in the process that is lined or keep away from its goal (Carver and Scheier in Diamond and Aspinwall, 2003). Self-regulation in this study is the ability to plan, give direction, and appear behavior for reaching the assured goal by requiring physical, emotional and social aspects (Brown in Neal and Carey, 2005).

Self-regulation implies several complex processes that create child's response precisely to his milieu (Bronson 2000). According to Blair and Diamond (2008), self-regulation is not isolated skill. One year old child starts learning to evaluate what he/she sees, listens, touches, tastes, and smells. This child could understand what they are experiencing of the information to regulate thought, emotion and behavior. A child of 3 -6 years old understands the signal from an adult into regulation that helps them to prevent wishes to grab food or toys. They have begun to learn as long as they can wait to get food or to get the opportunity to play something that they want, and really help to regulate emotion.

Vygotsky in Vygotsky ([1934] 1986 and Cook and Cook, 2005) stated that early-age child incapable thinking abstractly since for children was one between meaning and object. The child cannot think about horse without seeing the real horse (Tedjasaputra, 2007). So the symbolic play is essential role in the development of abstract thought. Vygotsky (1962; 1978) made two differences development stage of actuality (independent performance) and potential (*assisted performance*) with *Zone of Proximal Development* (ZPD) (Johnson, 1999). ZPD represents a gap of actuality and potential. A potential is a transitional condition which child needs special helper or scaffolding to attain whatever that can be achieved. Scaffolding can come from mature friend, teacher, parent and sibling.

During the developmental time, early-age child uses the capacity of self-regulation without direction and assistance. They develop strategies to manage coming information, selecting a suitable response and keeping enhancement that give child active participation to learn. If children practice routine self-regulation

without helper of adult, children can internalize self-regulation (Bronson, 2000). Vygotsky (1962) explained internalization as a process which children make improvement of co-regulation behavior together with adult became doing it independently.

Every one will be attempted to regulate the function of themselves in many ways to achieve goals that it has been determined (Boekaerts, 2000). What makes different is only effective of self-regulation itself. Pandora (1991) stated wherever someone is capable to develop intensity of self-regulation optimally, so achieving a goal can be optimally gotten. On the contrary, wherever someone is less capable to develop intensity of self-regulation, so achieving a goal cannot be optimally gotten. Ineffectiveness in self-regulation may be caused by less development one of the phases in the self-regulation process, moreover, in forethought phase and incompetence of performance control (Bandura, 1991; Zimmerman, 1998).

Self-regulation is essential in socialization process and engaging in physical, cognitive and emotional development (Papalia, 2001). A pupil who has a high level of self-regulation will have better control in attaining academic achievement. According to Schunk and Zimmerman (in Ropp, 1999), that self-regulation covered three aspects: a) Metacognition, as an individual capability in planning, organizing or managing, directing self, monitoring and making evaluation in play activity. b) Motivation, as drive inside personal, which consist of perception toward self efficacy and having competent autonomy in play activity. Motivation has a function (basic need) to control and relating to sense competence every single person. c) Behavior, as an individual effort to regulate him/herself, choose and utilize atmosphere or create atmosphere that support plays activity.

When we are talking about children, we cannot leave to talk about plays. The play is a child's world, meaning that where and when children are there, plays become their main activities. The play is a child's job so children can play as long as they're like. Play is integrated into the childhood period as media to facilitate the development of language, communication skills, emotion, social skills, cognitive and decision making. Plays is also as a media exploration and building interpersonal relation, making experiments in adult role-play and understanding their own feeling. Play is kind of self-expression that is most complete human can be developed.

In the early childhood, child emotional life and personality develops significantly and their little worlds become expanded. Others than family influence which keep going, peer group take roles more important in the child development, wherein play fulfill their days (Santrock, 2011). The ability of child self-regulation can be developed through play effectively. Play is an important part of child development covers many aspects such as physic, emotion, mind, intelligence, creativity and social. Play helps child development, especially to the child emotionally, mind and social relation even though it is still supported by others development (Akbar, 2002).

Professionals of child development declared that children who played freely for 3 last decades was significantly decreased, children have a tendency more time to play game video or game online at home. The traditional plays or games that have been played for a long time ago by children are not popular anymore at present. Many children don't recognize the traditional plays, also parents don't have time to introduce. Therefore, the traditional plays should be maintained as the richness of Indonesia cultural.

The benefit may be obtained for early children whenever they play freely outdoors together with their friends (Bararah, 2011), such as:

1. Behave better, (Milteer et al., 2012) showed that children had better behavior if they owned time to play with their friends in the open environment.
2. The child is more open-minded, Hirsch-Pasek and Golinkoff (2008) stated that liberated plays help a child having awareness or easiness toward another person and control his emotion. "Please also make the child understand about social regulations around them," said Kathy Hirsch-Pasek (child development psychologist from Temple University).
3. To make children keep fit (moves), runs or climb, children have more moves than just watching TV or Computer Game. This makes children grow up subsequently become active, and decrease risks of degenerative disease.
4. Learning while playing, this is meant plays can make child playing and learning at the same time, such as calculating. Therefore the child is easier to learn numbers or added whenever plays are done using the score.
5. Plays are funny things to do for children, Singer et al., (2006) mentioned that the play was one of natural things which needed by children, wherein they could come together with their friend and freely experiment.

Children traditional play is the essential cultural that cannot consider trivial, because play gives significant influence to the child psycho-social and personality development its future. Children traditional play is also one of the components that give a uniqueness of the nation (Sukirman, 2004). Therefore, children traditional play can be considered as a culture advantages. Phenomena of children's traditional plays in Indonesia cover pattern of change due to a) popularity decline kinds of certain traditional plays, b) increase sorts of certain plays/games, and c) come in kinds of new modern plays (Sukirman, 2004).

The play could be used by children for exploring the world, developing competence (affording solution) and developing a child's creativity (Singer in Kusantanti, 2004). In play, the child is capable to understand concept naturally without the pressure. It is also applied to play "Jamuran".

'Jamuran' is a traditional play that is played by children in Middle Java (Yogyakarta, Solo). Nowadays children are not "Dolanan" Traditional caused to no parent and adult teach them. Children are needed to be socialized to play with their peer friends and not entrapped in front of TV or Computer Games doing unproductive programs or activity. Children who are playing with friends having

prospective in self-regulation and self-confidence. In the meantime, children can perpetuate cultural “Dolanan traditional” and preventing from disappearing from Indonesia society.

‘Jamuran’ (Depdikbud DIY, 1997/1998) is played by more than four children. One of them performed called “jadi” (become) that is standing in the center and has to answer questions from other children surrounding him/her. This play is carried on while singing and at the end of the song, children give one guess question about mushroom, so this play gives name “Jamuran”. Children that surrounding “Jadi” walking around hand by hand while singing “Jamuran” song, such as “*Jamuran yo ge ge tok,. jamur opooooooooo yo gege tok,.. siro bade jamur opo?*” Child in the center must say what kind of “jamur”, in the meanwhile other children have to do Jamur’s performance as they are asked by the “jadi”. As an example; “Jamur Tales Dempel”, therefore the children make a figure which is one child sitting and holding tightly pole/baton/tree, then another child grasp child’s belly strongly in front of her/him, uneasy to lose while sit too, a task for the “jadi” interrupting the chain until one by one child untied all. If all children success to loose, then play starts from early with ‘hompimpah’ (who is winning and lose) to decide who is going to “jadi”, if one child is chosen as “jadi” will stand in the center of the child’s circle and repeating like before.

Variety of traditional play in Indonesia has plenty of advantages which cannot find in the modern play, such as, increasing sense of solidarity, empathy to two others, friendly to the natural (environment) and always a concern for values of sportive. Through Indonesian traditional play is quite possible raising initiative, child creativity and innovation in self-production. These traditional plays will also make child away from consumption attitudes, appear happiness, expression in body-movement, train level of intelligence and its logical. The main function of play is stimulating developments of sensor-motoric, social, creativity, self-awareness and as play-therapy (Soetjningsih, 1995).

Vygotsky (1962) theory presented a picture of human development as something un-separated from social activities and cultural. Interpersonal level comprises direct influence to functioning child mentality. Vygotsky (1962) stated that skills in functioning mental development through direct social interaction. Skills tool of information and cognitive, interpersonal relations are released in direct interaction with humans. Child mental development becomes mature through organizing experiences of social interaction that is there with a cultural background.

Play make improvement of child ZPD and help children enhance higher level of functioning its capability. Child in playing can create Scaffolding independently, such as controlling self, using language, memory, and cooperative with a friend (Johnson, 1999). Capability of self-regulation is one of crucial strength in healthy emotional development. When a child cannot get what he/she wish, it is depended to external regulation from a parent who is caring and

responsive. Responsive parent or caregiver gives stimulation that help child-brain developing capacity to create and to keep healthy emotional relation. At the same time, others crucial area in child brain are making responsiveness system toward stress.

Finally, the intention of this study is able to understand and exploring the contribution of 'Jamuran' play into the psychology that have uniqueness and style among the Indonesian. It is also expected given practical benefit to Indonesian children, parents (families), caregiver, educator, psychologist, practitioner psychology, and others researchers.

Methodology

This study was carried on in Bulusan area, Ngaglik, Sleman, Yogyakarta. This methodology uses a qualitative approach, which the researcher exited as instrument and will collect data that figure the situation and event clearly (Moleong, 2004). The focus of this research was occurring due to a problem in creating child self-regulation, especially in Javanese early child ages. This study focused (1) study setting on child self-regulation development, (2) Particularly preschooler age of 4 – 5 years, (3) Developing child self-regulation was stimulated through 'Jamuran' traditional play. The subjects of this study are 5 preschoolers and significant others (their parents and child's peer).

Data was collected by using participant observation, semi-structured interview FGD (Focus Group Discussion). Referring to Marsall and Rossman (1995) Researcher applied the triangulation technique to keep the credibility's data and dependency data, so they could reach research's validity. The data were analyzed by organizing, grouping base of categories, theme and answer pattern, assessing assumption, and writing down the result. The researcher has done several stages (Miles and Huberman, 1992), such as reducing, display and analysis data, then made a conclusion.

Results

Traditional play 'Jamuran' is one of many plays that is originally from Indonesian cultural. This Jamuran needs to be explored, maintained and recognized by Indonesian children who are still developing and maturing to fulfill the developmental milestone. In this research, subjects with their peer group (other 7 children) played together for four times in open air or field and indoor, varyng with others plays (such as; Gobak Sodor, Cublak-cublak Suweng, Bekelan, Dakon, etc). They enjoyed playing for almost four hours without tiresome, even all children insisted for playing again and more often.

Some approaches and methods have been employed to be able to understand and to explore the role of "Jamuran" traditional play that might develop preschooler self-regulation was explained as follow:

- a. 1st subject is 5 years old girl (third and twin child), ZMA's self-regulation is inclined moderate. This showed her ability to make plans, organizing, to arrange, self-order, monitoring and evaluating which have to be assisted by others or adults. Subject's self-efficacy and self-autonomy have not yet seemed clear due to still need to be control of other people with higher authority (parent, older sister/brother, facilitator). The subject effort to regulate self, selecting and utilizing environment or creating an environment were likely to imitate what other children did. This indicated subject ability to develop her self-regulation have not optimized.
- b. 2nd subject is 5 years old girl (2nd child), FO's self-regulation is rather low. This proved subject ability to make plans, organizing, positioning, self-order, monitoring and evaluating were greatly influenced by her perception of younger age child. It is caused her parent's perception who considered subject as a baby. In the meantime, subject's self-efficacy seemed indulging and emotional (crying, become angry and hostile) and unstable. Even though Subject's self-athonomy was less order and regulate in some situation (at playing, at home or when together with friends). Subject have a tendency to be dependent. The development of subject's self-regulation is needed to be improved with some stimulation, (at home or at Playgroup/ PAUD), to make more optimal her self-regulation.
- c. 3th subject is 5 years old girl (2nd child) who is really unstable due to her ability of planning, self-order, consistency, monitoring and evaluating were quickly changed without taking care the situation, to whom and to where she was interrelated. Subject's self-control looked indulging, egoistic and emotional (crying, become angry and hostile) which thrown out to other people for rather prolonged. Subject's self-athonomy was fairly obvious even though less order and regulate in some situation (at playing, at home or when together with friends). The subject had less autonomous to utilize and to create a positive environment. The development of subject's self-regulation are not optimized yet, so she is still needed to head to more consistent, positive and optimal.
- d. 4th subject is 6 years old girl (the only child) who is her self-regulation more apparent, calmness and rather shy. It was shown from her ability in planning, regulating, self-order, monitoring and evaluating, although she is quite obedient to her mother. Subject's self-control and competency of autonomous were remarkable with emotional stability when she was around her friend. Subject has a tendency to independent in regulating herself, able to select and create an environment appropriately. The development of subject's self-regulation is suitable as her age, although it remained to be stimulated to compensate her shyness, more courage and confidence.
- e. 5th subject is 6 years old boy (50 kg and the only child) who is his self-regulation fairly obvious due to physically bigger compared to other children in his age, calmness seemed psychologically likely adolescence. It was proved by his good ability in planning, regulating, self-order, monitoring and evaluating. Subject's self-control and competency of autonomous were

significant as an adult with quite helper for his friend and tolerance to his friends and adults around him in more occasion when playing and at home as well. The subject is quite independence in regulating himself, selecting and developing environment appropriately. The development of the subject's self-regulation are sufficient as his age, although it remained to be developed to the next stage without shyness of his body, therefore his ability to develop his self-regulation would more effectively and optimize.

The fifth subjects showed that three of them (ZMA, FO and NA) demonstrated less effective and less optimal to develop their self-regulation. In the meanwhile, two of them (SL and IV) had fairly effective to develop their capacity self-regulation, even though it needed to be improved because of the shyness might influence their performance. 'Jamuran' play could inspire, motivated and encourage subjects to develop the optimal ability of self-regulation, so the target which have been set could be reached. On the contrary, if subjects are not able to develop the self-regulation capacity in their selves, so the target which has been set could not be reached. Ineffectiveness in self-regulation could be caused by no development one of the phase in the self-regulation process, moreover, to the forethought and motivation phases which are ineffective.

All subjects of this study were encouraged to play 'Jamuran' and to follow the rules how to play independently. They had to think and to understand with planning, regulating, self-instructing, monitoring and evaluating from starting play to end. These children were also encouraged their self along playing with remaining consistent to be able to self-control, assessing self-efficacy, and self-autonomous competency, which made them enthusiastic, happy and cheerful to play. The child capacity to play were maintained to regulate his/her self, to select, to utilize and to create an environment or situation with consistency and responsibility.

Traditional play 'Jamuran' could facilitate children to regulate themselves since the play-framework was under controlled by child and done in enjoyment situation, competitiveness and tolerance. This play can be a 'Binocular' which simplifies and motivating new abilities or experiences that is potential before realizing to another situation. Traditional play 'Jamuran' have a significant portion in developing social-emotional child, particularly to child self-regulation.

Children who were played 'Jamuran' to be able to accelerate knowing their self better, be expressed, be happy, and be courageous. All those reduced stress in his/her self, the negative self character could be diminished and the positive self character could be developed. At the same time, the child's brain, which are still forming responsive system toward stress could be managed. The responsive parent and teacher might continually giving stimulation that assisted child building up capacity to create healthy social-emotional.

This 'Jamuran' play made children increasing their self-regulation as one of crucial strength in developing a healthy personality. Children had time and opportunity to find what they really wanted without or released their independence to the external regulation from parents, other children, even a teacher who were caring and attention to them.

Above detail of the 5 subjects's self-regulation development represent that children traditional play of 'Jamuran' could facilitate the child to comprehend higher enrichment in functioning his/her ability of self-regulation. All subjects during 'Jamuran' play could create scaffolding (Vygotsky, 1978) independently, such as planning, regulating, self-order, monitoring and evaluating, self-control and competency of autonomous, selecting and developing or creating environment properly and these are appropriate to Johnson's conception (1999).

Conclusion

Play 'Jamuran' can develop capability self-regulation to preschooler by giving them the opportunity and time. Children find what they are needed to internalize regulation and gradually getting independence to the external regulation from parent, others, even teachers. The role of traditional play 'Jamuran' may provide worthy and resources to children in developing self-regulation. The child maturation and appropriateness of self-regulation will remain as psychologically healthy experiences for their next stages (at the primary school, etc.). The roles of parents, teachers and society are also crucial to conditioning children having their rights for healthy rise and developments.

A researcher might give some suggestion. For parents are supposed to make times to interaction, guiding and playing productive plays or game with their child. Parents should be aware of taking care, educating and conditioning child self-regulation. Suggestion to teacher/educator, psychologists and society, they are continually exploring and developing learning model that are able to stimulate child social-emotional and self-regulation. The variety of children traditional play should be developed as happily and useful learning process. Asset of traditional plays are needed to be socialized and applied to the earliest age children, which give positive experiences for them. For the next researcher who do research in this theme quantitatively or qualitatively are expected to be able to extant the target, the depth, even treatment.

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