



## Parental Strategies in the Utilization of Traditional Games to Stimulate Early Childhood Growth and Development

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Parents who are having children at a young age at this time tend to be those belonging to Gen Y and Gen Z. It's assumed that this generation belongs to the technologically literate generation. In reality, however, many parents still believe and apply beliefs or myths considered local wisdom in raising their children. Even though they belong to a sophisticated generation and are technology users, many of them still use the beliefs of previous generations in raising their children. One of these beliefs is traditional games. This research aims to investigate how millennial parents stimulate their children's growth and development through the use of local wisdom, especially traditional games. The research sample consisted of 150 millennial parents in the area of Jakarta - Bogor – South Tangerang – Tangerang City - Bekasi (Jabodetabek), Indonesia. This research uses a survey method. The 6-question questionnaire was distributed through G-form platform. The data was analysed qualitatively through grouping on the basis of similarity of responses and simple quantification with percentages. The research findings indicate that: 1) there are still parents who use local wisdom, especially traditional games, as a strategy to stimulate some of their children's growth and development; 2) the local wisdom that is applied is mostly the experience of their parents; 3) the strategy implemented through trial is flexible; 4) each parent has different strategies for the same local wisdom; 5) the main obstacle is the interference of other family members in the application of local wisdom to children. The implication of using local wisdom, especially traditional games, is that parents and other family members need to cooperate and agree when using traditional games to stimulate early childhood development.

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### 1. Introduction

Generation Alpha is the generation born in 2010 – 2025, while Generation Y (born in 1981 – 1996) and Generation Z (born in 1997 – 2012) known as the millennial generation) are currently almost mostly parents. The pattern of education and parenting for children has differences with the educational pattern obtained from the previous generation. The educational pattern they get is still conventional while their life patterns are mostly digitized (Yuliasari & Sumayyah, 2023). The average millennial parent works to earn a living and achieve self-actualization. (De Almeida, 2012; Marques et al., 2020, Falciano & Nunes, 2023; Hamdan, 2020). These parents work outside the home, so they entrust their children's care to household assistants, babysitters, neighbors, and other family members (Tatminingsih, 2020). Some parents also monitor their children through digital devices (Eka Dheasari et al., 2022). This parenting style affects children's behavior, habits, knowledge, and physical and mental growth. (Eka Dheasari et al., 2022; Sri Tatminingsih, 2022). To minimize this impact, parents spend their free time with family on quality time (FQT) activities (Zhorabek et al., 2022). These activities do not involve gadgets. Examples include eating together, playing together, camping, and playing sports together (Bi & Wang, 2023; Nabhan et al., 2023) or, they could play without a purpose to establish togetherness. (Delfini et al., 2024; Nenonen, 2024).

The lives of millennials, Generation Y, Generation Z, and Generation Alpha are filled with conveniences due to technological advancements, and all activities are carried out with digital devices (Dinny Rahmayanty et al., 2023; Ria Norfika Yuliandari, 2020; Tatminingsih, 2017). This can lead to children becoming sedentary, obese, disrespectful, and lacking empathy, sympathy, confidence, and creativity (de Medina-Moragas et al., 2024; Nurdiantami et al., 2022; Rahayu & Rahmawati, 2020). One thing that is often missing is the opportunity for children to play outdoors with their peers, freely explore nature, or play traditional games. Traditional games offer many benefits, including channeling energy, increasing creativity, stimulating socialization, and training emotions, morals, empathy, sportsmanship, and self-confidence (Cendana & Suryana, 2021; Hasanah, 2016; Husain & Walangadi, 2020). We are interested in conducting research on the role of parents in utilizing traditional games to stimulate their children's development, given the many benefits of traditional games for early childhood development and the busy lifestyles of parents of generations Y and Z. The research questions explored in this study include: 1) What is the parents' knowledge of traditional games? How do parents experience traditional games? What benefits do they see for themselves? What strategies do parents use to apply games, especially traditional games, to their children?

## 2. Method

This research uses a survey method with a questionnaire containing open-ended questions about six indicators. The six indicators are: 1) knowledge of traditional games, 2) experience with traditional games, 3) benefits of traditional games based on experience, 4) efforts to utilize traditional games with children, 5) strategies to implement traditional games with children, and 6) impact of traditional games on child development. The instrument is presented in the form of five open-ended questions. Before distribution, two experts in early childhood education and a practitioner (the head of a kindergarten in Jakarta) validated the instrument. The instrument was tested for reliability by administering it to 15 parents. The results showed that the instrument is valid and reliable for collecting the required data. Examples of research questions asked: 1. Do you recognize traditional Indonesian games? Respond with yes or no. If you answered yes, write down the names of traditional games you know and how to play them. 2. Have you ever played a traditional game? When did you play it?

### 2.1. Data Collection

The questionnaire was distributed through the G-form platform. The study sample was 150 parents who had early childhood (born to 6<sup>th</sup> years old) in the Jakarta Area, Bogor, South Tangerang, Tangerang City, Bekasi (Jabodetabek), Indonesia. The parents who will be used as respondents are those who belong to the Y and Z generations. The identification of the data will be carried out through the data of the early childhood education institutions that will be selected at random. The data from this identification will then be initiated and selected according to the needs of the research. This technique is included in the cluster random sampling data collection. Those who have been identified according to their needs, namely parents who belong to Gen Y and Z, have an early childhood aged -6, live in the Jabodetabek area and are willing to participate. The data collection process was carried out in March-April 2024. The procedures applied by the researcher in selecting the sample are: 1) identify early childhood education (ECE) institutions in Jakarta, Bogor, South Tangerang, Tangerang City, Bekasi (Jabodetabek), Indonesia; 2) ask permission and distribute the g-form questionnaire link to parents through teachers at the school; 3) receive questionnaire answers on the g-form application; 4) analyze the top 150 answers. The data on the distribution of respondents' answers that are eligible for analysis are presented in table 1. Only the answers analyzed are feasible and qualified; Among them are complete and in accordance with the question; 5) The results of the analysis are presented quantitative descriptive manner based on the tendency of the answers to be similar. The data collection process adheres to the research code of ethics, ensuring that each respondent is free to express their opinions without intervention or discrimination. Researchers have no conflicts of interest with respondents. Furthermore, respondents have the right to remain anonymous. These ethics and statements are conveyed at the beginning of the survey, in which respondents indicate their willingness to participate.

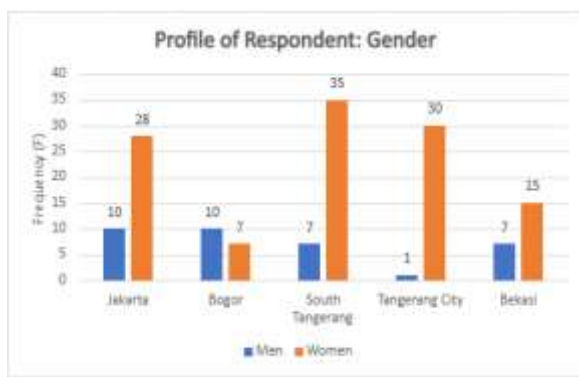
Table 1 Questionnaire answer distribution data

No	Province	Number of Answers
1	Jakarta	38
2	Bogor	17
3	South Tangerang	42
4	Tangerang City	31
5	Bekasi	22
<b>Total</b>		<b>150</b>

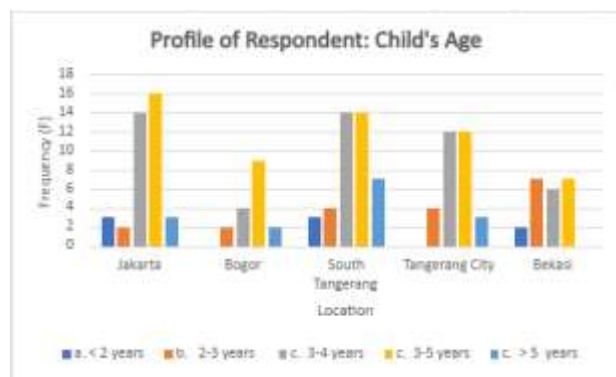
### 3. Result and Discussion

#### 3.1. Result

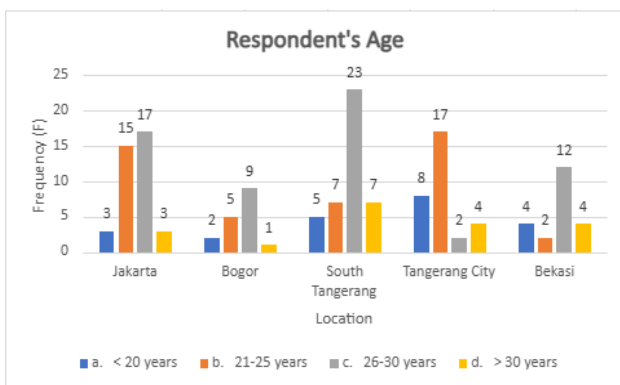
The data of respondents who filled out the randomly selected questionnaires is presented in the following graph 1 to 4.



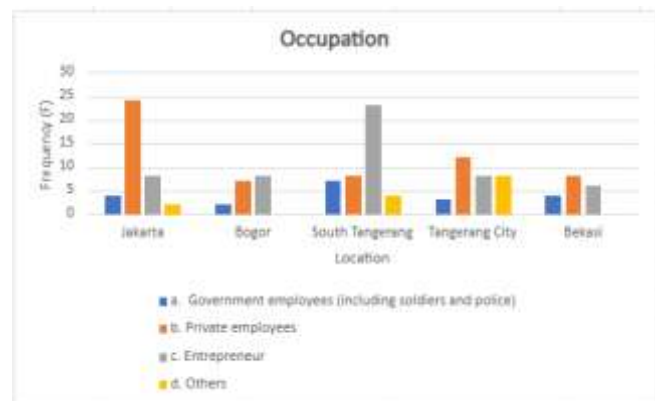
Graph 1 Gender



Graph 2 Child's Age



Graph 3 Respondent's Age



Graph 2 Child's Age

The data illustrated in graphs 1 to 4 demonstrates that the majority of respondents are female, i.e. mothers of young children, who are the target of this study. Their number is 76% of the total respondents. One of the interesting data related to gender is Bogor. Respondents with male gender are 59% of the respondents in Bogor. Another interesting thing is that the total number of male respondents is quite large, namely 35 people or 34% of the total respondents. This data is interesting because usually the interest in education or early childhood care is dominated by women (Aslanian, 2022; Lukalo, 2022). In addition to gender, the data in Table 2 also shows that 22 respondents (15%) are aged <20 years. This means that the parents of the respondents are still very young and belong to Generation Z (born 1997-2012) and there are 19 (13%) respondents aged >30 years or belonging to the early millennial generation.

The type of work is another interesting analysis. On average, because they belong to the Millennial and Generation Z generations, most of them work as entrepreneurs - 53 (35%) - and are employed in the private sector - 59 (39%) - while only 20 (39%) work in the public sector. Only 20 people (13%) are civil servants. Respondents who mentioned other occupations may have done so because they did not want to know the nature of the job or because they do not work. This is interesting because the data means that millennials and Gen Z tend to want to live freely, earn a lot of money, be more creative and have a somewhat relaxed approach to life, so they prefer to work as private employees or become entrepreneurs (as content creators, online traders or independent businesses working from home) and take responsibility for themselves (De Almeida, 2012; Ogunsola et al., 2024; Trisandri & Iskandar, 2024).

### 3.2. *Finding and Discussion*

The survey was conducted to collect research data on aspects and indicators to answer the research questions. The data required for the study was collected through a questionnaire with open-ended questions. Each respondent was given the opportunity to answer questions freely based on their experience and knowledge. No interventions were made by the researchers. Before starting to complete the questionnaire, which was sent via WhatsApp or email, these potential respondents were asked to indicate their willingness to participate. In addition, it was explained in the introduction to the survey that respondents have the freedom to answer, have the same opportunity in the treatment and are allowed to withdraw if they are not willing, and that their personal data will be kept confidential in accordance with the research code of ethics. Each respondent's response is initially checked for completeness and appropriateness of the question. The responses collected from the respondents were processed based on the similarity of the responses. The responses are grouped according to the similarity and equivalence of the responses. The data was then analysed descriptively. The presentation of the data was sorted according to the number of respondents who gave the answer. The presentation of the results and the discussion of the survey results are presented according to the research indicators. The findings and discussions are described below.

#### *Knowledge of traditional games*

Data on respondents' knowledge of traditional games was obtained by asking open-ended questions about their knowledge of traditional games. The respondents' answers to this question are presented as follows.

- Respondents knew the names of traditional games. Traditional games are those that originate from the area where they live or hear from the people around them (parents, domestic assistants, peers or teachers at school). In addition, they know the traditional game from the television shows they watched when they were in elementary or junior high school. Respondents do not know or are not familiar with the form and way of playing traditional games. Several respondents mentioned the names of traditional games that they knew, such as: galasin, gobak sodor, stilts, sonda manda, engklek, rubber bands, marbles, congklak, capels, balls made from plastic waste from used bags (names of traditional Indonesian games) (Answers of 104 respondents)
- Thirty-two respondents stated that they knew some of the names of traditional games but they did not know or did not remember where they knew the names of the games from. They also never wanted to know what and how the traditional game was. Since childhood they only know how to play modern games such as: online games or games that are in malls that use machines and pay either with coins or with cards. Some respondents even questioned whether traditional games still exist and where people can be found who play them (6 respondents).
- Fourteen respondents stated that they did not know the names and types of traditional games. They had heard of it but they were completely ignorant and curious. They expressed interest in filling out this questionnaire because they wanted to know about traditional games so that they could at least mention the name of the traditional game on for their children (14 respondents)

Below is one example of a respondent's answer:

"I know the names of a few traditional games from my childhood, such as engkel and congklak. I never played them because I attended an international school and lived in a housing estate where I didn't know my neighbors or have playmates." (*Respondent 115*)

### *Experience with traditional games*

- Most of the respondents stated that they knew the names of traditional games and had experience with traditional games (102 respondents). They have asked for it at least once to twice during their lifetime. A total of 47 respondents stated that they played it during their school days (junior high or high school) in physical activities at school.
- A total of 39 people said they had played it with their peers around their homes when they were children. They play it in the front yard of the house or in the field or in an empty area near the house.
- Twenty-two respondents stated that they had played traditional games when they were children. They play it indoors or in their own yard. The people who introduce and play with them are the people who live or work in their homes, such as their domestic assistants, drivers, brothers, cousins, nieces or their parents.
- Twenty-four respondents stated that they play traditional games at home alone or with their siblings. They play according to how they understand and perceive by watching on social media such as Facebook, Instagram and/or Youtube or watching on national television. Basically, they don't know if the way they play it is right or not. They play it because they are interested and they think the game is crazy but fun and interesting. So when they play it, they enjoy it and have fun playing it. Most of the games they play have been modified, for example, when they play rubber, they replace the rubber with ropes or water hoses or similar objects they find around the house.

Below is one example of a respondent's answer:

"I played a traditional game during Indonesia's Independence Day activities on August 17th. I took part in a cracker-eating contest and a sack race. I have also played traditional games with my housekeeper and driver. If I'm not mistaken, one game is called kasti, which is played with a ball and stick, and the other is called galasin. We played in the yard. I'm not sure if I played correctly, but I enjoyed it." (*Respondent 133*)

### *The benefits of traditional games for yourself based on their experience*

- One hundred and six respondents stated that during and after playing traditional games their feelings became more relieved, happy and happy. They get positive feelings, such as: being more creative, they can solve simple problems, be sportsmanlike, be proud of their own abilities, be competitive, curiosity is increasing, not give up easily, become more loyal to friends, easy to make friends and easy to forgive, understand and have high tolerance. In addition, communication skills are improved, can describe and explain things to others, and can understand opinions and language conveyed by others. They also feel that their bodies are healthier, fitter, fit because most traditional games require physical-motor performance.
- Thirty-six respondents stated that they did not directly feel the benefits while playing traditional games. When playing they feel ordinary and not too interested and interested. They like to play traditional games but there is no feeling of excessive excitement. After finishing playing, they don't want to play the same game again and again. They feel that traditional games require a long time, a large space or area so that the effort made to play is too great so that when playing they feel that they have run out of energy and thoughts. As a result, when playing they are no longer enthusiastic about the game itself. Basically, respondents in this group did not feel the benefits of traditional games for themselves. They only feel a little joy and pleasure but not deeply.
- The remaining eight respondents stated that they could not answer about the benefits of traditional games, because they had never played traditional games. Six of them stated that they had never experienced (either seeing, hearing, or playing) traditional games. The other two stated that there are "probably" benefits to traditional games after someone has played them, but they have not been able to confirm the details.

Below is one example of a respondent's answer:

"I think traditional games are very beneficial for a person. When playing traditional games, I feel happy and free to move. I can also be more tolerant, respect others, admit defeat. I can also understand other people, be sportive and be curious. I always want to play and keep playing." (*Respondent 12*)

### *Efforts to apply traditional games to their children*

- Based on the incoming data, the average respondent (122 respondents) stated that they had invited their children who were still at an early age to play traditional games. One of the favorite games that has been played is playing "*Ci luk Ba*", "*hide and seek*", "*horses*", "*Bentengan*", "*Sonda Manda*", "telephones using used glasses/cans", "playing planting seeds/becoming a farmer", or "*Kasti*/throwing and catching balls". The average game played is an individual game and does not have certain rules.
- Twenty-eight respondents stated that they had never taught their children to play traditional games at all. They are more likely to invite their children to play with modern games such as watching *Youtube*, or playing using computer devices and/or smartphones. Five of them stated that they often invite their children to go on excursions outside the house and let their children play freely in nature without specific instructions and directions.

Below are examples of respondents' answers:

"I have implemented traditional games and invited my children to play them several times. I did this while we were staying in a villa. I taught my child how to play a telephone game using plastic cups. We made the tool together, and then we practiced after it was finished. We tried playing from close, medium, and long distances. My child was very happy. Some time later, I saw my son playing with my assistant's son. It turned out that she had also taught him how to make the telephones. I realized then that traditional games can improve children's creativity and memory. (Respondent 6)

"I have never played traditional games with my children because I never knew about them. Since I was a child, I have lived abroad, and I live in an apartment." (Respondent 29)

### *Strategies for applying traditional games to their children*

Data on the pattern of strategies that parents apply to their children in the family or at home, taken from the data of 122 respondents who have applied traditional games to their children. The reason is because they are the ones who have applied traditional games to their children. Meanwhile, as many as 28 people, although filling out the answers on the questionnaire, the answers were not taken into account because it was assumed that the strategies they wrote were not based on reality. This is the reason why researchers do not summarize and take into account as an answer because they explicitly never apply traditional games to their children. The answers about the strategies conveyed by the respondents were quite varied. However, after further observation and analysis, the strategy pattern can be categorized into four strategy patterns. The four strategies are described as follows.

#### a. Pattern 1 Strategy

Almost all respondents reported that they had no specific strategy for playing with their child. A total of 98 respondents said that they would play with their children if they had free time, if there was an opportunity and if the children showed interest or wanted to play together. Next, they find out about the interesting game and make it possible. They browse the internet and learn some games that seem interesting and doable. They look at how to play, the tools needed and the rules of the game. Then they look for and choose a suitable place to play the game. Sometimes they modify and adapt the game to make it more interesting. After adjusting the equipment. The place and the rules also begin to invite their children to play. It is not uncommon for them to involve people in their home to play together. Before starting the game, they will explain how to play to everyone involved. Sometimes, when they are playing, they give an explanation of how the game should be played. This first implementation strategy is shown in Figure 1.

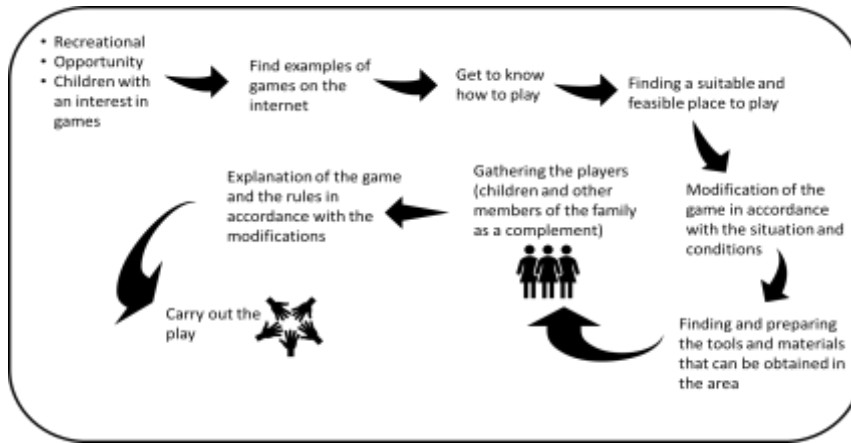


Figure 1 Strategy for the application of traditional game pattern 1

b. Pattern Strategy 2

The second strategy pattern, reported by 14 respondents, seems simpler. Parents know in advance which traditional games they will play with their children. When they have free time and there is an opportunity for parents to choose traditional games to play. Then they invited their children to choose a good and comfortable place to play. Before playing, the parents explain a little about how to play and the rules of the game. When the game is already in progress, the parents sometimes modify the equipment or the rules according to the situation and the needs of the game at that time. This second strategy pattern is shown in Figure 2.

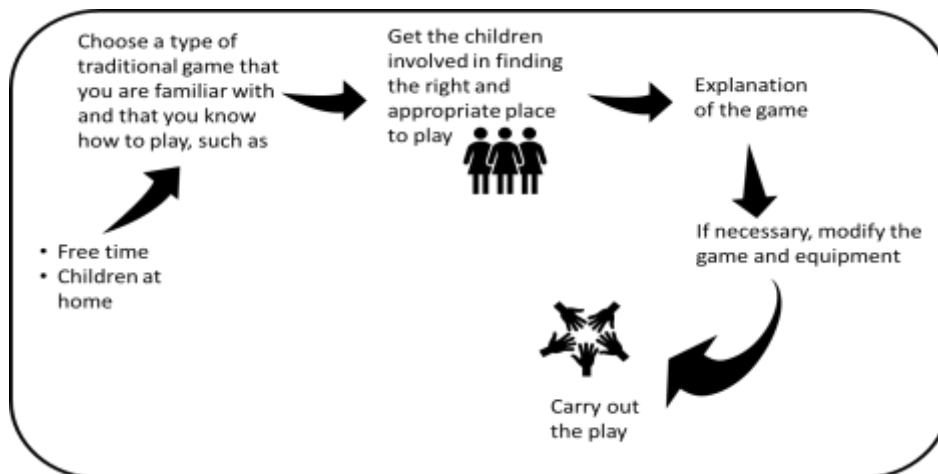


Figure 2 Strategi penerapan permainan tradisional pola 2

c. Pattern Strategy 3

This third strategy was reported by 6 respondents. This third pattern is slightly different at first sight. Parents set the time for playing and ask for their child's agreement. For example: "On the second Sunday we play in the front yard of the house". Then the parents offer some alternatives to the traditional games that they know. Parents offer their children to choose the game they want to play. Once the type of game has been chosen, the parents invite the children to prepare the necessary equipment, e.g. kites, and then they prepare the kites, either buying or making them. On the chosen day, they play together. During and after the game, the parents talk to the children about the game. They ask the child about his feelings, his joys and sorrows and his opinion about the whole play process. Finally, parents ask their children if they would like to play the game again on another day or if they would like to play another game. The third strategy is shown in Figure 3.

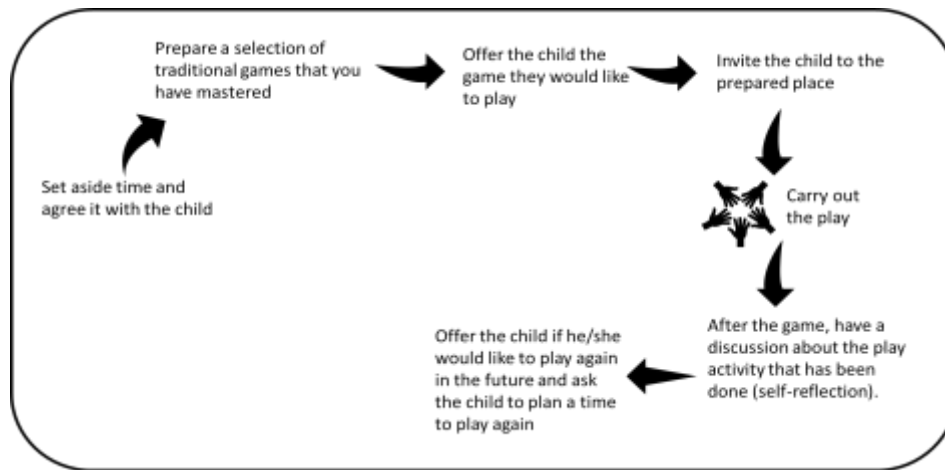


Figure 3 Strategy for the application of traditional game pattern 3

d. Pattern 4 Strategy

The fourth strategy was given by four respondents. The strategy starts when the child invites the parents to play and the parents have free time. They play games chosen by the child or according to the child's wishes. Occasionally the parents give input to the game and show how to play the best, for example giving tricks and ways to win the game. Parents and children play together, but the control of the game is with the children. Parents only follow the rules and wishes of the child in the game. This implementation strategy is shown in Figure 4.

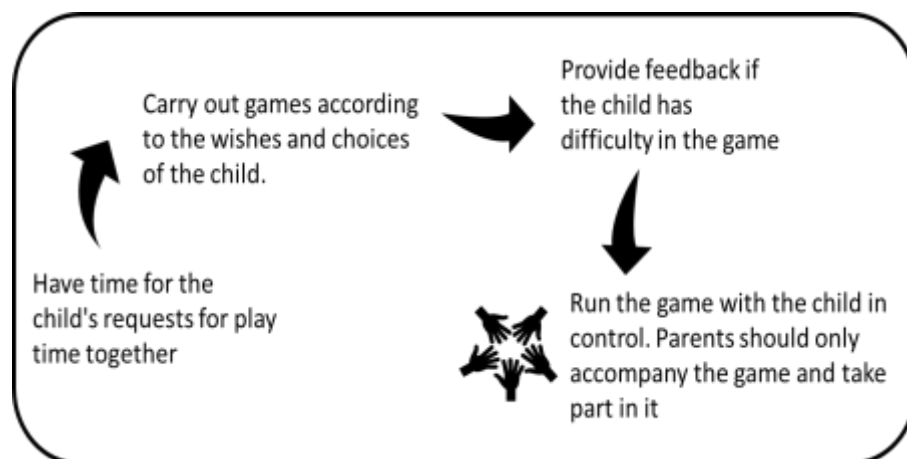


Figure 4 Strategy for the application of traditional game pattern 4

Below are examples of respondents' answers:

“My strategy for teaching traditional games to my child is as follows:

- Make time to play with my child during holidays or time off.
- Looking for examples of games on the internet.
- Learning how to play and the tools needed for the game.
- Find a comfortable location and place to play.
- Prepare game modifications according to needs and conditions.
- Prepare the necessary tools and materials for play.
- Explain how to play and the consequences.
- Play with the child.” (Respondent 10)

Based on the resume of the fourth pattern of traditional game implementation strategies, it appears that there are similar steps, namely the existence of free time for parents so that play activities can be carried out. The analysis of each strategy is: In the first pattern strategy, parents are full of enthusiasm in applying traditional games to their children at home. They prepare it well and the control of the play activity is completely with the parents. Meanwhile, in the second pattern strategy, parents directly involve and invite their children to play traditional games

that have been prepared in advance. They also actively involve their children to choose and determine the game including its type, tools, rules and also the location of the play. In the third pattern strategy, children are given the freedom to choose and determine but the choice has been provided and is not given an alternative to choose a game outside of the available options. In the fourth strategy, parents only follow the child's desire to play and play traditional games. Parents follow the type of game according to the child's choice. They basically just accompany and act as mere followers. If necessary, they do give advice or responses, but they do not show any initiative to implement traditional games wholeheartedly. A prominent similarity in the pattern is that parents are trying to learn about traditional games online or through digital resources. This aligns with the lifestyle of Generation Z and Y, who are highly dependent on digital devices and the internet (de Medina-Moragas et al., 2024; Rahayu & Rahmawati, 2020).

None of the four patterns of strategies identified are considered the most effective or appropriate for parents to use when applying traditional games to their children. This is not a concern for the researcher in this study. The study only describes the patterns of strategies that parents use to stimulate their children's growth and development through traditional games. All patterns show that parents do not typically use traditional games to stimulate their children's growth and development. This is likely due to a lack of time to implement them on an ongoing basis. This finding aligns with the idea that Generation Z and Y parents, on average, work outside the home and have limited time for their children and family (Dinny Rahmayanty et al., 2023; Ria Norfika Yuliandari, 2020). Additionally, most parents' responses suggest that they only play with their children during their free time and do not consider it a necessity, but rather a way to fill their free time. Almost all parents who played with their children said they played during free time, on holidays, or when they had time off from work. This is unfortunate because research shows that parents play a crucial role in child development. In this case, the family is the primary educator of children (Giligan,t., et.al., 2020).

*The impact of traditional games that it applies to the stimulation of children's growth and development,*

The impact of playing traditional games on early childhood growth and development was explored through the sixth question in the questionnaire. Each respondent stated his answer straightforwardly and logically. In accordance with their experience and perception of the positive and negative impacts they feel or think about after children play traditional games. The answers presented varied greatly. Researchers divide the answer into two big things, namely positive and negative impacts. Answers are not sorted based on the number of respondents who answer because each respondent is allowed to give more than one answer and is not limited to the maximum. The collected data is presented in table 3

Table 2 The impact of the application of traditional games on child growth and development

Aspect	Component	Impact					
		Positive			Negative		
		F	%	F	%	F	%
physical and motor	Movement	- Agile movement	22	14,7	Body weakness	7	4,7
		- Agile and Strugel	20	13,3	Tiredness	5	3,3
		- Flexibility	6	4,0			
		- Can run faster	18	12,0			
		- Good balance	16	10,7			
		- Good stamina, endurance	15	10,0			
		- Leg strength	4	2,7			
	- Slightly prone	2	1,3				
	Good health	- Good immune system	32	21,3	prone to fever and flu	8	5,3
		- Healthy and fit	30	20,0	Laziness with food	2	1,3
- Not easily sick		12	8,0				
- Not easily tired		10	6,7				
- Increased appetite		9	6,0				
	- Strong fingers	15	10,0				

Aspect	Component		Impact						
			Positive		F	%	Negative		
							F	%	
Language skills	Fine motor	- Distinct changes in facial expression	6	4,0					
		- express an opinion	23	15,3	talkative		10	6,7	
	Expressive	- criticise	18	12,0	likes to argue		4	2,7	
		- express an idea	16	10,7					
		- dare to refuse	8	5,3					
		- talk a lot	4	2,7					
		- increasing vocabulary	3	2,0					
		- argue	1	0,7					
	Receptive	- Accepting criticism	13	8,7	Ignores call		6	4,0	
		- Understand conversations quickly	10	6,7					
- Listening		4	2,7						
Cognitive	Thinking Skills	- responds quickly	46	30,7					
		- Quick to find solutions to problems	33	22,0					
		- strategic	26	17,3					
		- open minded	45	16,0					
		- ask a lot of questions	21	14,0					
		- tend to be curious	21	14,0					
	Literacy - numeracy	- think before they act	12	8,0					
		- creative	8	5,3					
		- Recognise colours, shapes and numbers	56	37,3					
		- can categorise	32	21,3					
behaviour	Social	- can sort quickly	13	8,7					
		- Beginning to read	12	8,0					
		- recognises symbols	2	1,3					
		- Not picky about friends	34	22,7	just want to play		12	8,0	
		- likes to be in a group	32	21,3	Don't care about people at home		4	2,7	
		- Dare to perform	17	11,3	Care more about friends/other people		3	2,0	
	Emotional	- Proud of own abilities	14	9,3					
		- Flexible and friendly	3	2,0					
		- willing to compromise	2	1,3					
		- not easily angered	15	10,0	persistent		5	3,3	
Moral	- control emotions	8	5,3						
	- Sportsmanship	4	2,7						
	- Taking a stand	4	2,7						
	- Admit defeat	2	1,3						
	- honest	62	41,3	Learning to cheat from others		2			
	- Dare to speak the truth	52	34,7						
	- Admit mistakes	34	22,7	Imitates bad things from friends		2			
	- peace-loving	12	8,0						
	- Highly responsible	10	6,7						

The data in Table 3 shows that millennial parents still state that there is an impact that can be felt and seen by parents in terms of changes in their children's growth and development. Although there are some who do not use traditional games with their children, they still state that there is an impact that children have after playing traditional games. The data in Table 2 show that most parents stated that the impact felt and achieved by children is a positive impact on physical-motor, cognitive, language and behavioural aspects, spread across 55 impact indicators provided

by respondents. This supports the claim that traditional games can be used to stimulate all aspects of a child's development, including language, cognitive, behavioural (social-emotional and moral) and physical-motor aspects (Al Isfahani et al., 2021; Alizadeh et al., 2014; Arlinkasari et al., 2020; Choi & Sohng, 2018; Lynn van der Schaaf et al., 2021; Yekple et al., 2021). In addition to the positive effects, it turns out that there are parents who state that the use of traditional games has negative effects, such as children being tired, getting sick easily, imitating bad behaviour and words of others, and children becoming unwilling to eat due to too much playing. Looking deeper, perhaps the cause of the negative effects is that the child is too engrossed in playing, which results in the child forgetting to eat and not wanting to stop playing (not wanting to rest). This ultimately affects the child's health indirectly (Adrian & Syaifuddin, 2017; Cheung & Zhang, 2020; Dresp-Langley, 2020; Vygotsky, 2018). In his research (Adrian & Syaifuddin, 2017) stated that parents should set rules for playing according to the age and ability of the child so that play activities are not excessive. Although the results of the study show that there is a negative impact on the use of traditional games, it can basically be circumvented so that it is minimal through good control when children play.

#### 4. Conclusion

Traditional games are a form of local wisdom unique to each region or country. They are passed down through habituation and daily activities from one generation to the next. Parents who know and have played traditional games feel that they have a positive impact on early childhood growth and development. However, many parents do not consider playing with their children to be an important factor in their children's growth and development. Playing with children, especially playing traditional games, can stimulate positive growth and development. Millennial parents use four strategies to apply traditional games to their children. The key strategies are the amount of free time parents have to play and the use of digital devices to prepare play activities with children. This research implies that activities in which parents play with their children, especially traditional games, should be included in early childhood education curricula. Offices and government/private institutions can regularly organize programs in which children and parents play traditional games. These programs would strengthen the relationship between parents and children, stimulate children's growth and development, and preserve traditional Indonesian games.

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