

# Empowering Parents Through Implementing the Traditional Game's Guidebook for Early Childhood Development

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## ABSTRACT

Traditional games are culturally rich educational tools that support children's cognitive and social development. However, the increasing dominance of modern technology and online games has led children to neglect these heritage-based activities. To address this issue, this study aimed to develop a guidebook to help parents reintroduce traditional games to early childhood in a structured and engaging way. This research employed the Research and Development (R&D) approach using the ADDIE model, which includes Analysis, Design, Development, Implementation, and Evaluation phases. The study was conducted at Posyandu Pandan Wangi, Pandan Lagan Village, Jambi Province. The guidebook was validated through product trials involving 1 material expert, 1 media expert, 5 posyandu cadres, and 30 parents. Validation results showed that the guidebook received high feasibility scores: 48 from the material expert, 68 from the media expert, and 97 from the posyandu cadres, all classified as "very feasible." Additionally, an effectiveness test conducted with parents showed a significant improvement in knowledge about traditional games, with an N-Gain score of 89.67%, indicating a high level of effectiveness (>75%). The study concludes that the guidebook is both feasible and effective as a learning medium for parents to promote traditional games to young children. Future applications of this guidebook in broader communities are recommended to help preserve cultural heritage and encourage educational play among children.

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## 1. INTRODUCTION

Indonesia is a country rich in national culture that has been passed down from generation to generation in the form of customs, community mythology, folklore, certain beliefs, and even traditional games that have been played since ancient times with different concepts in each region (Azizah, 2016; Gipit Charles et al., 2017). Traditional games passed down from generation to generation have various elements and values that benefit those who play them (Azizah, 2016; Nur & Asdana, 2020). Traditional games contain noble values, full of cultural values and values of community life, and are taught from generation to generation as a learning method for children (Kurniati, 2016). Traditional games for early

childhood can be used as an easy and inexpensive educational learning medium to convey or transfer a message (Hasanah et al., 2021). Traditional games as learning media can act as a tool to stimulate thinking, emotions, attention, and skills in the learning process, help teachers attract students' interest in participating in learning so that students do not get bored, and as a means or tool that acts as a facilitator to deliver lesson materials (Aslindah & Suryani, 2021; Meirino & Trisnawati, 2021; Nurfadillah et al., 2021; Susilowati et al., 2021). Traditional games as learning media can clarify presentations, improve learning quality, and overcome space and time limitations in enhancing the role of teachers in a positive and productive direction (Nurfadillah et al., 2021). Through traditional games, learning media becomes more varied, increasing students' desire to learn bigger things (Purba et al., 2022). Using traditional games as a learning medium can provide high motivation to parents as attention, affective, and cognitive visual media, as well as compensatory learning media (Levie & Lentz, 1982; Putri et al., 2020).

Traditional games contain knowledge that is shared orally and has a moral message (Achroni, 2012). Traditional games are divided into various types, with confident choices which can improve skills and have various values contained in them (Jarahnitra, 1998; Kurniati, 2016). Traditional games help children develop as individual and social beings because they utilize foot and hand dexterity, body strength, visual acuity, cognitive intelligence, and flexibility of body movement to imitate the surrounding environment (Azizah, 2016). Traditional games help children become more creative, can be used as therapy for children, and develop children's intellectual intelligence, develop children's interpersonal intelligence, develop children's logical intelligence, develop children's kinesthetic intelligence, develop children's natural intelligence, develop children's special intelligence, develop children's musical intelligence, and develop children's spiritual intelligence (Hasanah, 2016; Mulyani, 2016; Rianto & Yuliananingsih, 2021). Traditional games can instil awareness of the importance of local culture and make an effort to make the best use of children's growth period, which is rarely done. The relevance of this study is in utilizing traditional games to support children's growth period, especially in early childhood (Suteja et al., 2022).

Traditional games for early childhood, namely ages 3 to 4 years, aim to develop physical and mental functions in children in educational aspects (Marwany & Kurniawan, 2021). Early childhood experiences different growth and development processes, so they must be directed towards properly placing the foundation for overall human growth and development (Ariyanti, 2016). In addition, child growth does not occur in one continuous level or linearly from birth to adulthood, so it has consequences from a continuous period through mental activities that never stop developing (Montessori, 1985). This requires serious action in the growth and development process, which is considered the most dynamic and significant period in children's lives (Marwany & Kurniawan, 2021). The importance of playing in child development can improve children's motor skills, and one of the learning methods is "learning through play" (Ariyanti, 2016). Playing significantly influences a child's soul (Cendana & Suryana, 2021). Through play, children can learn about themselves, others, and their environment and experiment and explore their surroundings (Sahidun, 2018). Play can make a positive contribution to the development of early childhood, namely having the ability to develop every aspect of development, including religious, moral, social, emotional, language, cognitive, physical motor and artistic aspects, as well as the goals, characteristics, functions, benefits and developmental phases of play (Nurhayati & Zarkasih Putro, 2021).

Traditional games are no longer in demand by the younger generation today. The progress and development of technology, information, and communication in the modern era have led to various digital applications, such as games, social media, online shops, and others (Rahman & Nursalim, 2021). Technological progress and development replace many roles in aspects of life. Progress in these areas hurts health, psychological, academic, social, and financial aspects (Habibi, 2022). For example, the

emergence of online games has marginalized traditional games because they are considered old-fashioned and no longer in demand (Irmayani & Muhammad Anas, 2020). In addition, the loss of children's interest in traditional games is caused by most parents giving their children modern games through smartphones (Azhara, 2019; Mulyani, 2016). Empirical data from research observations in Pandan Lagan Village found that the minimal application of traditional games to children was due to the absence of media for parents to provide children with an understanding of appropriate traditional games. Many parents still do not have a deep understanding of the essence and role of traditional games. Therefore, this study limits its scope to the development of media to introduce traditional games by parents to children in the form of guidebooks.

## 2. METHODS

### 2.1 *Types of Development Methods*

The research uses methods of research and development (R&D). The guidebook development model uses the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation (Sugiyono, 2015). The stages of the ADDIE model are as follows:

#### 2.1.1 Analysis

The analysis stage is a systematic process by researchers to identify, collect, and evaluate relevant data as a basis for product design and development. The analysis was carried out as a preliminary study to analyze the needs for product development. At the analysis stage, the explanation contained in it is as follows:

##### a. Needs Analysis

The needs analysis stage identifies specific problems and user needs that will be addressed by the product to be developed. This process involves collecting primary data through direct observation in the field and interviews with users to obtain accurate and relevant information. This guidebook is designed as a tool for parents in selecting and presenting games commensurate with the growth and development stages of early childhood and as a medium for introducing the richness of traditional Indonesian games to children.

##### b. Material Analysis

Material analysis is a content selection process based on findings obtained from the needs analysis stage. This aims to ensure that the material presented can answer problems and meet user expectations. After analyzing the material, the researcher studied the appropriate media for applying the material to overcome existing problems.

#### 2.1.2. Design

The design stages were carried out to make it easier for researchers to design guidebooks. At this stage, the researcher designs concepts that will be included in the guidebook. The steps taken for this study are:

- a. Gather information about what material will be presented in the guidebook;
- b. Search for and prepare reference material from books and journals related to traditional games;
- c. Designing the appearance of the guidebook starting from the cover to the layout of the guidebook;
- d. Arrange the structure of the guidebook from introduction to conclusion.

#### 2.1.3. Development

After the analysis stage, researchers will develop a guidebook product aimed at parents as a medium for introducing children to traditional games. This product will then undergo a validation process by experts to ensure its validity and suitability. The development steps that will be described are:

- a. Based on the need's observation findings, the product development is a guidebook designed to help parents introduce traditional games to young children;
- b. The creation of evaluation instruments as a template for evaluating the product's eligibility by the framework and indicators that have been planned;
- c. After being declared feasible, the product is then tested.

#### 2.1.4. Implementation

Implementation is a stage with the primary aim of measuring the extent to which this guidebook can achieve its aim, namely helping parents introduce traditional games to their children. Guidebook products that are declared feasible will then be implemented at Pandan Wangi Posyandu in Pandan Lagan village. This guidebook product was tested for its effectiveness on the research target, namely parents at Posyandu Pandan Wangi. Data will be collected through questionnaires, pre-tests, and post-tests. The results of this trial will be a reference for making final improvements to the product, resulting in a more perfect final product. At this stage of the effectiveness test, the subjects were 30 parents at Posyandu Pandan Wangi. This effectiveness test uses assessments from working on pre-test and post-test questions.

#### 2.1.5. Evaluation

The evaluation aims to assess the extent to which the guidebook product created at the ADDIE stage has achieved the stated objectives and identify aspects that need improvement. This process includes collecting and analyzing data to determine the product's suitability to user needs. Through the evaluation stage, we will analyze the collected data and then assess the achievements of the guidebook product in achieving the set goals. This analysis will help us identify areas for improvement and ensure that the final product meets the criteria for feasibility, effectiveness, and practicality.



Figure 1. Stages of Development Method

## 2.2 Trial Sample

This guidebook product was implemented at Posyandu Pandan Wangi, Pandan Lagan Village, from 8 May to 11 June 2024. The trial subjects in this research consisted of 1 lecturer as a material expert to provide validation of the material contained in the guidebook, one person lecturer as media expert to provide validation of the media developed in the form of guidebook products, 5 Pandan Wangi Posyandu cadres to test the suitability of guidebook products, and 30 mothers who have early childhood children and are members Pandan Wangi Posyandu cadres in Pandan Lagan village to test the effectiveness of the guidebook product.

## 2.3 Testing Process

The trial process was carried out by distributing guidebooks to research trial subjects after going through the needs and materials analysis, design, and development stages. The next stage, which was carried out, was the implementation of the guidebook in the field on research trial subjects, totalling 30

respondents. The following are the steps in the trial process for developing a guidebook for traditional games for early childhood:

- a. Distributing pre-test questionnaires to 30 research trial subjects;
- b. Determine the level of understanding based on the results of processing the data that has been collected;
- c. Implementing the guidebook for three learning activities;
- d. Distributing post-test questionnaires to 30 research trial subjects;
- e. Process post-test results in data and determine the level of improvement produced based on implementing the guidebook on research trial subjects.

## 2.4 Data Analysis

The use of data analysis techniques in development research is carried out with two types of data, namely quantitative and qualitative; each data has separate results and interpretation, so the data is analyzed separately but comprehensively to produce products suitable for use. Data from interviews, observation, validation, and effectiveness tests were analyzed using qualitative and quantitative methods. The qualitative data in this research comes from observations, interviews, suggestions given by validators regarding product development, and explanations of the quantitative data obtained. Meanwhile, quantitative data was obtained based on score assessments by material expert validators, media experts, and feasibility scores by Posyandu cadres. And pre-test and post-test results. The following is an explanation of the data analysis techniques in this research:

### 2.4.1. Validity Analysis

Validity analysis in this research was used to evaluate the suitability of the guidebook obtained from expert assessments. The data analysis technique at this stage is explained using the following steps:

- a. All data sourced from validators is tabulated based on each aspect and assessment item in the research instrument;
- b. Perform average calculations for assessment aspects for each validator;
- c. Calculate the average score obtained for all aspects of assessment and validators;
- d. Determine the eligibility category by first calculating the percentage of the score obtained. The formula for calculating the percentage of score obtained is:

$$\text{Mark} = \frac{\text{acquisition score}}{\text{maximum score}} \times 100\%$$

This was followed by converting the percentage score results obtained into a scale of five, with categories: (5) very feasible, (4) adequate, (3) quite adequate, (2) not feasible, and (1) not feasible. The conversion of scores from quantitative data to qualitative data according to Azwar (2014) is:

Table 1. Conversion of Qualitative Data Scores into Quantitative Data

Mark	Interval shoes	Category
5	$M + 1,5S \leq X$	Very worthy
4	$M + 0,5S < X \leq M + 1,5S$	Worth it
3	$M - 0,5S < X \leq M + 0,5S$	Decent enough
2	$M - 1,5S < X \leq M - 0,5S$	Less worthy
1	$X \leq M - 1,5S$	Not feasible

Information:

$\underline{X}$  = actual score

$M$  =  $\frac{1}{2}$  (ideal maximum score + ideal minimum score)

$S$  =  $\frac{1}{6}$  (Score maximum ideal - score minimum ideal)

Learning equipment and tools are declared suitable when the minimum validity value is 'Appropriate', as in Table 1.

**2.4.2. Effectiveness Analysis**

The data for testing the effectiveness of the guidebook product is in the form of descriptive statistical analysis of the results of the pre-test score and post-test scores. The data analysis technique used to measure the value of parents' understanding of the material in the guidebook introducing traditional games to children uses the N-Gain Score test with the help of SPSS. Data analysis in the N-Gain Score test will produce data in the form of descriptive statistics, and to find out how much influence or contribution to effectiveness, further analysis is carried out using the following formula:

$$N\text{-Gain} = (\text{Score post test} - \text{Score before test}) / (\text{Score ideal} - \text{Score before test})$$

The N-Gain score obtained is then converted into an N-Gain Score interpretation according to the following guidelines (Meltzer, 2002):

**Table 2.** Interpretation Guidelines N-Gain Score

Value (g)	Classification
$0.7 \leq (N - gain)$	High
$0.3 \leq (N - gain) < 0.7$	Currently
$(N - gain) < 0.3$	Low

Then, the score N-Gain was presented and interpreted using the following guidelines (Hake, 1998):

**Table 3.** Percentage Guidelines N-Gain Score

Mark	Classification
> 75	Effective
56-75	Quite Effective
40-55	Less Effective
<40	Ineffective

**3. FINDINGS AND DISCUSSION**

**3.1. Findings**

The collection of research data based on the sequence of stages of the development procedure states that the development research that has been carried out can present an effective solution. The research results in more detail can be presented in Table 4. below:

**Table 4.** Details of Research Findings

No.	Result	Description
1	Analysis	By product development
2	Design	According to the material required, it is related to traditional games
3	Development	The development results are very suitable for use in the field
4	Implementation	Very effective and good
5	Evaluation	Able to increase parents' understanding of good traditional games through increasing pre-test and post-test scores

**3.1.1 Initial Development Results**

The product development stages use three stages, namely analysis, design, and development.

**a. Analysis**

The needs analysis results found that the loss of children's interest in playing traditional games in Pandan Lagan Village was because, in general, children had switched to playing on smartphones

and watching television, so children prefer to do their activities at home rather than playing with friends. They do this without any prohibition from their parents. The excessive use of smartphones can make children dependent and tend to make it a daily activity (Siron et al., 2021). The use of smartphones for children under 5 years of age should not be more than one hour (Lanca & Saw, 2020). The low understanding of parents when providing games that are suitable for early childhood can hurt their development. This phenomenon explains that games are needed to make children socialize directly with their friends so they do not develop individualistic personalities. One thing that can be done is to introduce and teach traditional games. Previous research findings state that traditional games can make children actively involved while playing and can form positive character traits in children (Witasari & Wiyani, 2020).

**b. Design**

The stage carried out after analysis is design. At the design stage, the activity carried out is to create a product design that can teach parents to choose and provide good games for children's growth. The product is designed as a guidebook for parents. After the product design is complete, the next step is to determine the expert validator of the material and media to assess the guidebook. Then, a questionnaire creation process is carried out for validation testing before being tested in the field to overcome problems with parents. This design activity provides a product as a guidebook for parents in introducing traditional games to early childhood. The product design can be seen in Figure 2. Below:

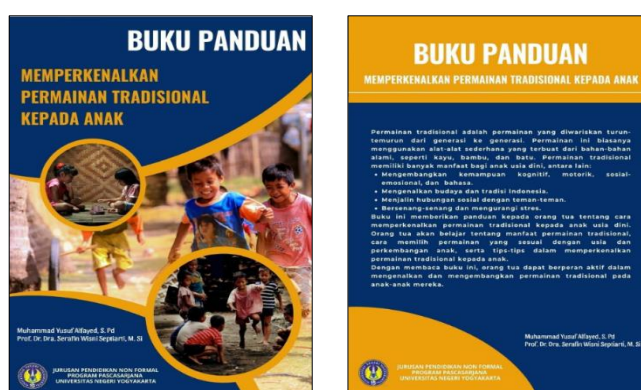


Figure 2. Product Development Design

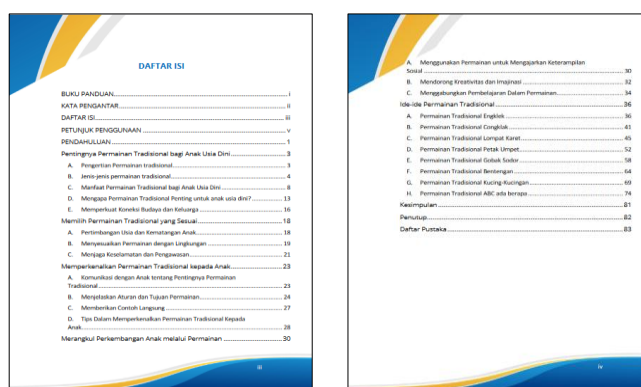


Figure 3. Product Development Design

### c. Development

The development stages are carried out by material experts, media experts, and posyandu cadres assessing the product. The assessment results are then analyzed and converted into the following:

#### 1) Materials Expert

**Table 5.** Results of Feasibility Assessment by Material Experts

Appraiser	Number of Items	$\underline{X}$	M	S	Criteria
Materials Expert	11	48	33	7.33	Very Worth It

The data in the table above states that the total score of assessments by material experts on the product material for guidebooks introducing traditional games to children is 48, so when the conference is held, it becomes:

$$\begin{aligned}
 M + 1,5S &\leq \underline{X} \\
 33 + 1,5(7,33) &\leq \underline{48} \\
 33 + 11 &\leq 48 \\
 44 &\leq 48
 \end{aligned}$$

Matching the formula explained above, the material in the guidebook introducing traditional games to children falls within the "Very Appropriate" criteria overall. The assessment results from material experts show that the material can be included in the guidebook.

#### 2) Members of the Media

**Table 6.** Results of Qualification Evaluation by Members of The Media

Appraiser	Number of Items	$\underline{X}$	M	S	Criteria
Members of the Media	17	68	51	11.33	Very Worth It

The data in the table above states that the total score of assessments by material experts on the product material for guidebooks introducing traditional games to children is 68, so when the conference is held, it becomes:

$$\begin{aligned}
 M + 1,5S &\leq \underline{X} \\
 51 + 1,5(11,33) &\leq 68 \\
 51 + 16,99 &\leq 68 \\
 67,99 &\leq 68
 \end{aligned}$$

The data obtained using the above formula show that the guidebook media introducing traditional games to children falls into the "Very Appropriate" criteria. The media expert's assessment shows that the guidebook can be a learning medium.

#### 3) Posyandu Cadres

**Table 7.** Results of Product Suitability Assessment by Posyandu Cadres

Appraiser	Number of Items	$\underline{X}$	M	S	Criteria
Siti Nur Endah	20	95	60	13.33	Very Worth It
Mirnowati	20	95	60	13.33	Very Worth It
Rohmiyatun	20	100	60	13.33	Very Worth It
Siti Rohayati	20	100	60	13.33	Very Worth It
Wiwik Kusmiyati	20	95	60	13.33	Very Worth It
<b>Average</b>		<b>97</b>			<b>Very Worth It</b>

The data in the table above states that the average number of assessment scores by Posyandu cadres regarding guidebook products introducing traditional games to children is 97, so when held at a conference, it becomes:

$$\begin{aligned} M + 1,5S &\leq \underline{X} \\ 60 + 1.5 (13.33) &\leq 97 \\ 60 + 19.99 &\leq 97 \\ 79.99 &\leq 97 \end{aligned}$$

The data obtained according to the formulation explained above show that the guidebook for introducing traditional games to children falls into the criteria of "Very Eligible." The final assessment given by the posyandu cadres showed that the guidebook results for introducing traditional games to children could be applied to mothers who are members of the Pandan Wangi Posyandu, Pandan Lagan Village.

### 3.1.2 Product Trial Results

The research and development conducted in the study used product trials in the implementation and evaluation stages.

#### a. Implementation

The implementation stage was carried out in two meetings, once a month. The first meeting began with a trial, namely, asking questions. Pre-test was conducted on 30 parents of Posyandu Pandan Wangi members to measure parents' initial knowledge regarding traditional game material listed in the guidebook. After completing the pre-test questions, parents were then given a guidebook product introducing traditional games to children. They were given one month to study the contents of the guidebook and implement traditional games with their children at home. The second meeting began with giving questions post-test to 30 parents who are members of the Pandan Wangi integrated health post. After being carried out post-test, the researcher compared the results with the pre-test results to determine whether there was a significant increase in parental knowledge after reading the guidebook on introducing traditional games to children. The comparison was seen by comparing the results of the test and post-test. The increase in parental knowledge after reading the guidebook introducing traditional games to children shows that it has achieved its goal of increasing parental knowledge in choosing good games for children's growth period using traditional games. The games can also motivate parents to involve their children in traditional games. As expressed by most parents, they are beginning to understand that it is essential to choose games that will be given to children to support their growth. One thing that can be done is to use traditional games. Parents have started to use traditional games such as congklak and rubber jumps to provide entertainment while accompanying their children while they play at home.

#### b. Evaluation

The final stage of the research is evaluation. This stage measures the level of success or effectiveness of the guidebook product in increasing parental knowledge. Then the results of changes in parental knowledge about traditional games are seen after studying the material in the guidebook introducing traditional games to children. Then, the effectiveness of the guidebook in introducing traditional games to children is analyzed through the effectiveness of the value of N-Gain or increasing parental knowledge. Based on the data obtained regarding the pre-test and post-test results for parents using the guidebook to introduce traditional games to children, the data is calculated using the formula N-Gain Score with the help of SPSS. The calculation of data acquisition is as follows:

**Table 8.** Results N-Gain Percent

No.	Parent's Initials	N-Gain	Fine (%)
1.	FU	1.00	100%
2.	MW	0.75	75%
3.	RK	0.75	75%
4.	SY	1.00	100%
5.	IN	0.80	80%
6.	IN	1.00	100%
7.	MR	0.80	80%
8.	AA	0.60	60%
9.	OF	0.75	75%
10.	ST	1.00	100%
11.	IS	1.00	100%
12.	EG	1.00	100%
13.	TH	0.80	80%
14.	SR	0.75	75%
15.	L	1.00	100%
16.	NY	1.00	100%
17.	MH	1.00	100%
18.	NJ	1.00	100%
19.	TO	0.75	75%
20.	MN	1.00	100%
21.	AN	1.00	100%
22.	NS	0.80	80%
23.	TL	0.60	60%
24.	ML	1.00	100%
25.	M	0.75	75%
26.	SD	1.00	100%
27.	SS	1.00	100%
28.	SN	1.00	100%
29.	MD	1.00	100%
30.	K	1.00	100%
<b>Average</b>		<b>0,89</b>	<b>89%</b>

The results of the presentation of the increased data or N-Gain in Table 7. explain that the average value of N-Gain is 0.89, which is included in the high N-Gain category for the percentage of N-Gain value of 89%, which means that the application of the guidebook in introducing traditional games to children in Pandan Lagan village is very practical with an increase in parental knowledge after using the guidebook. Thus, applying the guidebook for approximately one month can increase parental knowledge regarding introducing traditional games to children. The N-Gain score and N-Gain percentage using SPSS are explained as follows:

**Table 9.** Earnings N-Gain Score

	Descriptive Statistics				
	N	Minimu m	Maximu m	Mean	Std. Deviation
Fine	30	,60	1,00	,8967	,13578
NGain_Percent	30	60,00	100,00	89,6667	13,57821
Valid N (listwise)	30				

The results of the data obtained in the table above show the score obtained *N-Gain* per cent of 89% or *N-Gain* per cent >75%, which means that if explained qualitatively, it states that the use of a guidebook to introduce traditional games to children in Pandan Lagan village is very effective in providing and increasing knowledge to parents. This guidebook has succeeded in providing comprehensive and in-depth information on choosing appropriate and suitable games for children using traditional games. Many parents gave positive feedback about their experiences after using the guidebook.

### 3.2. Discussion

Developing a guidebook as a learning medium for parents in introducing their children to traditional games shows positive results. Cognitively, parents stated that they better understand and can choose good traditional games for their children. After studying the guidebook, parents are able to increase their role in choosing good games for their children to increase children's self-confidence (Ardiyana et al., 2019). Parents can choose games suitable to their children's age, interests, and developmental needs. In addition, parents also understand the importance of active involvement in playing with children which can strengthen emotional relationships and support children's development. Parental involvement is essential to children's education at school and home (Aminah et al., 2023; Hampden-Thompson et al., 2013). Implementing the guidebook not only provides knowledge to parents but also contributes to preserving local culture by starting to teach the next generation. Thus, introducing traditional games is the best solution (Hidayat et al., 2023). Parents should encourage the implementation of traditional games through the implementation of parenting patterns in parenting because children are natural learners, so learning will be more effective if there is no coercion and in pleasant conditions (Vona & Aviory, 2020; Huang et al., 2021; Wahyuni et al., 2023; Wijayanti, 2018). Thus, parents are expected to be able to play an effective role in accompanying children in the growth and development process including the learning and playing process.

Details of the development of materials in the guidebook help increase parents' knowledge about choosing appropriate and beneficial games for early childhood growth using traditional games because they benefit children of all ages who play them (Trajkovik et al., 2018). The assessment of the guidebook introducing traditional games to children experts showed very appropriate results. This assessment was carried out by material and media experts who comprehensively evaluated the content and presentation of the guidebook. The assessment from the material experts obtained a score of 48 with a score interval of  $44 \leq 48$  which is in the very appropriate category. This means that the material provided in the guidebook has met quality standards, and this guidebook is considered capable of providing parents with in-depth and practical knowledge about introducing traditional games to children. The assessment from media experts also showed very positive results with a score of 68. Based on the score interval, namely  $67.99 \leq 68$ , it is in the appropriate category. Overall, the material and media experts' assessment findings indicate that the guidebook introducing traditional games to children is very appropriate for use.

The high assessment from the two experts illustrates that the quality of the content and presentation in the guidebook has met the expected standards. Thus, this guidebook is expected to be effective in facilitating parents to provide appropriate play for early childhood through traditional games. Through the implementation of this game, it is expected to create synergy between cultural preservation and support for optimal child growth. In the effectiveness test, the *N-Gain* Score using SPSS assisted in obtaining very satisfactory results. *N-Gain* per cent was obtained by 89.67%, or this figure is far above the minimum limit of effectiveness, which is >75%, states that using guidebooks to introduce traditional games to children in Pandan Lagan village is very effective. The *N-Gain* value of 89.67% shows a significant increase in parental knowledge about traditional games after using the

guidebook. Guidebooks can increase knowledge from before the treatment is carried out (Ayuni et al., 2022). Parental knowledge increased after treatment by providing a guidebook.

The explanation shows that parents' knowledge of traditional games was lower before using the guidebook. However, after studying and implementing the contents of the guidebook, there was a marked increase in parents' understanding of traditional games. The development of the guidebook was able to provide high effectiveness by increasing knowledge and positively impacting readers (Dowdall et al., 2021; Mohammadzadeh et al., 2022; Buku et al., 2022). In addition, the guidebook acts as a source of useful learning media and an educational tool for parents in teaching their children (Fahmi Mannassai et al., 2023). The guidebook is also practical in improving children's gross motor skills and has an influence on pattern recognition towards improving the logical thinking skills of early childhood (Reza Edwin Sulistyanningtyas & Puji Yanti Fauziah, 2019; Yasmin Reza Putri Ayuni et al., 2022). Similarly, research conducted by Suteja et al., (2022) stated that using traditional games can raise parental awareness of the importance of local culture in supporting children's growth. Overall, the results of this effectiveness test indicate that the guidebook for introducing traditional games to children in Pandan Lagan Village is a very effective product.

The guidebook is categorized as effective by comparing the results of increasing parental knowledge before and after using it. This is an explicit limitation in the study that results in different decisions by parents when choosing appropriate games for their children. After having a deep understanding of the importance of traditional games, parents will prioritize games that can improve motor skills and cognitive and positive emotions for children compared to other games as a study of previous research states that guidebooks can improve the knowledge of students, teachers and other education personnel. The use of guidebooks also makes it easier for parents to understand the concept of traditional games well, so that it will be applied better to children at home. Further implications related to the development of guidebooks are that guidebooks are expected not only to be applied in one place but can also be applied in other places with the same research scope on a wider scale. In addition, in the future, development is expected to continue until the results are more optimal. Responding to the limitations of the research faced in terms of book design and collection of research samples, researchers hope that in the future, the research conducted will be more developed and more comprehensive so that it can reach all levels of society according to research needs.

#### 4. CONCLUSION

Based on the data collection and analysis, this study concludes that the development of a guidebook introducing traditional games to children is an effective tool to enhance parental understanding of selecting appropriate games during early childhood. The guidebook was validated by material experts, media experts, and integrated health post (Posyandu) cadres, receiving very suitable ratings across all evaluations—48 from material experts, 68 from media experts, and 97 from health post cadres. This confirms that the guidebook is a well-designed and suitable educational resource. Furthermore, the guidebook significantly improved parents' knowledge, as shown by an N-Gain score of 89.67%, indicating high effectiveness. It has successfully encouraged parents in Pandan Lagan Village to reintroduce traditional games and actively engage with their children during playtime. However, the study is limited to the development and validation of the guidebook itself, without exploring broader applications or long-term impacts. Future research should expand upon this foundation by adapting the content to contemporary technological contexts, addressing evolving parenting challenges, and applying the guidebook across diverse demographic and geographic settings.

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