



## **The Role of Jump Rope Game in Developing Early Childhood Cooperation Skills**

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### **Abstract**

**Purpose** – The proliferation of modern games has gradually eroded the existence of traditional games rich in essential cooperation values for children from an early age. This research aims to analyze the traditional jump rope game as a means to develop early childhood cooperation skills, amidst the prevalence of modern games that emphasize individualism.

**Design/methods/approach** – This research employs a qualitative approach through a case study. Data collection involves observation, interviews, and documentation. The data analysis technique used follows Miles and Huberman's concept, including data reduction, data presentation, and conclusion drawing. The research informants consist of five parents of children aged 5-6 years, with three boys and two girls as research subjects. Data validity is ensured through source triangulation.

**Findings** – The jump rope game, commonly known due to the use of rubber as the rope in Dukuh Sewelut, demonstrates various positive attributes related to early childhood cooperation skills and positive effects on children's cooperative abilities.

**Research implications/limitations** – This research has limitations, and its results are not intended to provide general conclusions. However, it is expected that this research can be used to understand similar phenomena.

**Practical implications** – The findings of this research are expected to enhance our understanding of the importance of traditional jump rope games in building and nurturing early childhood cooperation skills.

**Originality/value** – Future research will delve into traditional games that can enhance self-regulation skills in children and explore the deeper negative impacts of traditional games.

**Keywords** Jump rope game, Cooperation skills, Early childhood

**Paper type** Case study

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Received: 29 May 2023; Revised: 27 June 2023; Accepted: 29 June 2023

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DOI: <http://dx.doi.org/10.14421/al-athfal.2023.91-04>

## 1. Introduction

Children's world is a world of play, and the concept of learning through play is not unfamiliar. This has been discussed in numerous studies (Syamsurrijal, 2020). Play is an essential activity for children, serving as a way to explore their surroundings. It's not uncommon for adults to join in play as a means to alleviate boredom during busy activities. Any activity aimed at enjoyment, regardless of the final outcome, can be referred to as play (Widodo & Lumintuarso, 2017). For a child, play cannot be merely a time-filler. Play activities in early childhood have positive impacts on their development, providing an opportunity to express thoughts and feelings. The most crucial aspect of play is that a child is practicing their existing skills. Through play, they find satisfaction, and indirectly, play becomes a process of self-development (Andayani, 2021).

Groos proposed the hypothesis that play serves an important function directly related to problem-solving, offering individuals specific skills to solve various life problems. Play serves as an orientation, allowing an individual to apply most of their abilities to objects and procedures in real life situations that may not emerge in the original play context. In line with constructivist theories, children learn by developing the ability to build knowledge through exploration of objects and interaction with their environment (Barnett, 1990). In contemporary times, various modern games involving gadgets have displaced traditional games, causing many of the latter to fade into obscurity. However, in the past, children were intimately familiar with various traditional games in their communities. Boedhisantoso argues that traditional games, in turn, enable children to socialize effectively within their communities. Society and culture are two distinct but inseparable elements. Without society as its support, culture would never exist, and vice versa. Culture within a society serves as a guide for attitudes and behaviors in response to the environment. Traditional games contain values that can ultimately serve as references for societal interactions. In other words, through traditional games, children's characters are molded in a way that aligns with the Indonesian national identity (Puspa Ardini & Lestarinigrum, 2018).

Traditional games are one form of children's play that circulates orally among specific collectives. They are traditional in form, passed down through generations, and often have many variations. The nature or characteristic of traditional children's games is ancient, with unknown origins, creators, and sources. They are typically spread through word of mouth and may sometimes undergo changes in name or form while maintaining their underlying essence. When examined at its roots, traditional games are nothing more than activities governed by rules inherited from past generations and performed by humans (children) with the aim of deriving enjoyment (Mulyana & Lengkana, 2019). Play and games are an integral part of a child's world. Play serves as a means of obtaining pleasure, and physical activities within play can aid in a child's growth and development. However, in this highly advanced era, play is no longer always a supportive activity for a child's development, particularly with the prevalence of online games on gadgets. Subrahman suggests that children tend to be less physically active when engaging in digital-based games, potentially impacting their physical development and even their socio-emotional well-being (Anggita et al., 2018). Traditional games, on the other hand, often involve physical activities, strategy implementation, language skills, socio-emotional social interactions, and teamwork. Therefore, traditional games play a significant role in preventing a child's individualistic tendencies and emphasize the importance of harmonious social relationships within a community.

Jump rope, commonly known as "lompat karet," in the Ponorogo region of East Java, is a traditional game that has been passed down through generations. Typically played by 1 to 3 or more children, the gameplay technique is relatively straightforward. Each child takes turns standing and jumping over the rope swung as many times as possible without getting touched by it. In other words, if a child is touched by the rope, the game ends, and another child takes their turn, continuing until all the children have had a chance to play. Various types of games have rules and regulations governing their execution. Games can be seen as replicas of learning to solve a problem and completing an activity initiated (Isnaini & Huda, 2020).

Several previous studies have addressed the game of jump rope or rope skipping at the early childhood level. Putri dan Qalbi (2021) focused on discussing how jump rope games significantly

influence the gross motor development of children aged 5-6 years. Aqobah dan Ali (2020), focused on discussing various traditional games that provide opportunities for communication, interaction, sharing ideas, and listening, all of which are elements of cooperation. Mu'mala dan Nadlifah (2019), concentrated on optimizing jump rope games in developing children's gross motor skills and the factors that support or hinder their optimization. Agusta dan Noorhapizah (2019), centered their discussion on learning using outdoor learning strategies with an indigenous wisdom-based approach or traditional games to enhance children's cooperation skills.

Based on observations conducted by the researcher in Dusun Sewelut, Plalangan Village, Jenangan, Ponorogo, a group of preschool-aged children were found enthusiastically playing a jump rope game using rubber bands, which is quite unusual. Normally, rubber bands are used for packaging food, but these children utilized them as a medium for jump rope. Additionally, in an environment where almost everyone is exposed to gadgets daily, this group of children still showed interest in playing the jump rope game. Playing jump rope, of course, requires more than one child; they collaborate by assembling the rubber bands into a long rope, which is then tied to a pole, or they take turns holding the ends of the rubber band rope while another child jumps following the rope's rotation.

From this, it can be seen that the jump rope game may appear simple, but the process of playing it involves many activities that can stimulate various aspects of child development, especially social-emotional development through cooperation with their environment. Meaningful learning may not be limited to formal school settings; playing jump rope can be a solution for children to learn while having fun and create meaningful experiences for their future learning. Various literature discusses studies on traditional games and their role in training various aspects of early childhood development.

This research focuses on how the jump rope game, one of the traditional games, can train cooperation skills in early childhood within the age range of 5-6 years. Therefore, the aim of this research is to understand how the implementation of the jump rope game can train cooperation skills and its impact on the social-emotional aspects of children. Preserving traditional games is suitable for early childhood, as jump rope, besides being enjoyable, teaches cooperation values from an early age. Hence, this research is titled "The Role of Jump Rope Game in Developing Early Childhood Cooperation Skills in Dusun Sewelut, Plalangan, Jenangan, Ponorogo."

## 2. Methods

This research employs a qualitative research method through a case study approach, intensively examining how the traditional game of jump rope can train cooperation skills in early childhood. Qualitative research, particularly the case study approach, is generally related to a specific location where events or phenomena within an organization are connected to a particular event or issue. The researcher chose the case study research type because the research object requires in-depth, comprehensive, and holistic examination (Moleong, 2013). The research location chosen to obtain the necessary data is in Dusun Sewelut, Plalangan Village, Jenangan District, Ponorogo Regency. The residents of this area are highly concerned about their children's education, whether it's in formal, informal, or non-formal settings.

Data collection techniques involve observation, interviews, and documentation. Observation is a complex process related to human behavior, work processes, natural phenomena, and informants observed in not large numbers (Mamik, 2015). Interviews are used to gather research data. Data collection through interviews involves five parents with preschool-aged children, and the subjects of this research include five children, comprising three girls and two boys, aged 5-6 years. Documentation involves seeking data related to variables such as records, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, ledgers, agendas, and more (Samsu, 2017). In this research, documentation focuses on the outcomes of children learning through playing jump rope and other written documents supporting the data, enabling a more in-depth observation with concrete evidence from the field. Data analysis in this research utilizes the concept proposed by Miles and Huberman, or the interactive data analysis method, which is

divided into four parts, including data collection, data reduction, data display, and conclusion drawing (Sugiyono, 2013).

### 3. Result

#### 3.1. *The Importance of Traditional Games for Early Childhood*

Jump rope or "lompat karet" is a traditional game that resembles a rope made of rubber bands. This game was quite popular in the 70s and 80s, becoming a favorite activity for school breaks and after evening baths at home. It's simple yet beneficial, serving as both a form of play and exercise. The rope used in this game is typically made of rubber. The first question raised is about the significance of traditional games for children. Informants expressed that traditional games have many benefits for children, and parents agree that playing traditional games provides a positive experience. In addition to keeping children away from gadget addiction, they indirectly engage in physical activities. The results of interviews with parents are as follows: Mrs. Sri Mujiatin expressed her opinion that traditional games stimulate a child's brain, in addition to the enjoyment derived from them, contributing to overall health:

"I am very happy when Naufal plays outside with his friends rather than playing with gadgets at home. When he plays with his friends, he learns many new things that are not found in books, even though active children occasionally require supervision. Whatever games the children play, as long as they provide a positive experience, it's okay. Here, the children often play traditional games like 'gobak sodor,' 'engklek,' 'petak umpet,' 'jump rope,' or 'marbles.' Among these traditional games, I believe they both keep the body fit and stimulate the mind, just like sports, but they also make the children happy".

In line with Mrs. Yayuk Marwiyah's opinion, children engage in active movements when playing outdoors:

"Traditional games like 'semprengan' (jump rope), 'petak umpet,' and marbles are good for children. Their bodies get involved, they sweat, and it's like playing a game where you stay in one position, which isn't healthy for the body due to lack of movement".

Apart from being beneficial for health, traditional games provide a solution to prevent and address children's addiction to online games. This can be achieved with the cooperation of both parents, refraining from playing with gadgets in front of the children, except when absolutely necessary. Two informants, Mrs. Chotimatul Husna, stated:

"Playtime is important for children, especially outdoor play. In the past, before the gadget boom, there was no sitting quietly at home with a phone in hand. We would see friends playing in the neighbors' yard and join in. Nowadays, things are different, but not in my household. I limit the use of phones for gaming to after school, initially, it was challenging, but they got used to it. Fortunately, the parents in our neighborhood also discipline their children not to be addicted to gadgets, so we cooperate to avoid overlapping practices. I often see kids playing soccer with straw, 'petak umpet,' jump rope, and more. What I appreciate most about the games we used to play is the social interaction; it allows children to get to know their friends and neighbors."

Mrs. Daryuni added:

"I have never allowed my child to play with a phone. I balance it by not using the phone in front of my child, except when it's necessary. Even though occasionally, my child asks why playing with a phone is not allowed. Any kind of play with friends is better, especially if it involves things around the house. The most important thing is to get to know their environment, so they're not shy".

Every game has consequences, whether positive or negative. It depends on the more mature individuals, such as parents, to provide freedom and supervision for children. Regardless of how positively a game on a gadget is packaged, it still has negative effects on children, especially on their eye health. This is similar to what Mrs. Rumliah expressed:

"I find traditional games enjoyable. It's different from the excitement of playing games on a phone, which can lead to health problems if you don't move. Furthermore, playing outdoors

doesn't carry the risk of developing nearsightedness due to excessive phone use. In my opinion, no matter how well a game is packaged on a phone, it always has negative effects”.

Based on interviews with the informants above, traditional games are essential, especially for the development of early childhood. Children in their golden age need to explore various activities, and all the games they try have benefits. They learn to socialize with their environment through traditional games, and closeness can be easily established through direct interaction. This is different from playing with gadgets, which, although not always detrimental, minimizes interaction with friends because they become engrossed in gadget games.

### *3.2. The Values of Cooperation in Jump Rope Games*

In every game, whether modern or traditional, there are values to be gleaned. Although at first glance, children play for fun, playing on their own at an early age is part of their learning process. Mrs. Sri Mujiatin mentioned that children learn cooperation during the process of creating a jump rope from interconnected rubber bands. They work together to assemble it, ensuring the task is completed promptly so they can start playing.

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In line with this, Mrs. Yayuk Marwiyah's opinion was that each child brings rubber bands from home, resulting in a large quantity of rubber bands with varying colors.

“The children collaborate to collect many rubber bands and make ropes together. I believe that's a value of cooperation in this game”.

Children have the opportunity to learn various skills, such as motor skills, through activities like walking at a slightly faster pace in turn with their friends and jumping, which helps develop muscle and bone maturity in their legs. Children also learn cultural awareness, such as queuing or taking turns in the game. They are willing to take turns holding the ends of the rope and swinging it in a circle while another child jumps, as observed by the researcher. Mrs. Runtianah also mentioned this:

“Children learn to jump to avoid the rope, and they work together to arrange the rope so it looks like a proper jump rope. They take turns holding it and jumping”.

Cooperation is not the only value that can be developed in this jump rope game; creativity also blossoms, as observed during the research. Children arrange rubber bands as colorful jump ropes, making them visually appealing. Bright colors are placed in the middle, while darker colors are at the ends, creating a beautiful gradient effect as the jump rope spins. Boys even creatively use pieces of roofing tiles to create a rectangular shape, discussing decisions to ensure they stay within the designated area while playing. Children are also involved in discussions about where to play. If the weather is hot, they agree to choose a location under a tree or in a shadier area. If the weather is not too hot, they take turns playing in one of their yards. This aligns with the findings from interviews with two informants, Mrs. Daryuni:

“I observed that when the children wanted to play jump rope, they first collected used rubber bands. They gathered as many as they needed for the length of the rope they intended to make. The children took turns assembling the rubber bands into long ropes, and they often made gradients with different colors”.

Not only that, but the cognitive development of children is also fostered alongside their creativity. This was observed during playtime when children took turns counting their friends'



scores loudly while jumping. Children also learned to write numbers on a white piece of paper and recorded them according to each child's name. This aligns with the statement made by Mrs. Chotimatul Husna:

“Children playing jump rope, of course, can't do it alone; they have to do it together. The girls, in particular, are usually diligent in arranging the rope made of rubber bands with beautiful colors, and they often write down the scores, especially when the counting takes a long time during the jumps”.

Based on the observations and interviews mentioned above, the researcher concludes that jump rope games, which are part of traditional play, can promote and develop cooperation among children, especially at an early age. Children collaborate in the process of creating a jump rope, learning to solve problems together. Moreover, their creativity is stimulated during the play, along with their cognitive abilities in counting and their fine motor skills in writing numbers and letters, all benefiting from this increasingly abandoned traditional game.

### *3.4. Impact of Jump Rope Game on Early Childhood Cooperation Skills*

Traditional games have a positive impact on young children. The jump rope game, in particular, involves cooperation among children in both the setup and actual play. Informants have expressed that the positive impact of jump rope games manifests in various positive characteristics. For example, children show initiative in helping with household chores without being asked by their parents, as stated by Mrs. Sri Mujiatin:

“When I see them playing, they all work together, helping each other arrange the rope so it can be used for jumping”.

Another impact observed by parents, such as Deni Nur Wahyu, is that children become more open with their parents. Interacting with peers provides children with new vocabulary. Children who were previously shy about expressing their feelings become willing to talk to their closest family members, their parents. This is based on interviews with informants:

“The impact of playing is, well, the children tend to talk about their experiences after playing, so when they are relaxed with their parents, they start telling stories on their own. We are happy about this because it rarely happens. Besides, they often ask us about a word's meaning, and we answer as best we can”.

The culture of discussion and consensus-building can be developed through such simple games as well. Children decide on the play location, the agreed-upon meeting time, and estimate the length of the rope made from rubber bands. This is supported by the researcher's observations, which include the playful banter typical of young children. Eventually, the location is determined based on the majority vote among the five children. In line with Mrs. Daryuni's statement:

“The cooperation among children in this game can be seen in how they schedule a time to play together, then discuss how long the jump rope made of rubber bands should be. It's not uncommon for children to ask my permission to bring snacks to share with their friends, and other children do the same”.

Beyond cooperation, children learn the essence of togetherness. They understand the importance of responsibility in group activities, although initially, this understanding may only apply to the game. Nevertheless, it's possible that this understanding will be carried into their future lives. This aligns with the observations and statements of two informants, Mrs. Chotimatul Husna and Mrs. Rumliah:

“As far as I know, there are many traditional games that are beneficial for a child's development. In the case of jump rope, children become more aware that activities done together are completed faster and feel lighter. Apart from that, sitting together to assemble the rope from rubber bands allows the children to engage in conversations, which fosters closeness among them. Children learn new words”.

Mrs. Rumliah added:

“The value of cooperation in this game is felt in activities such as setting up and finishing the jump rope game. Despite the occasional desire to win on their own, children understand

that activities started together should also be completed together. They tidy up the play equipment together. Children express their opinions in choosing the right place to play. I think that's part of the cooperative values for young children

Based on the observations and interviews, the researcher concludes that the jump rope game, a traditional game, can build and develop cooperation among young children, particularly at an early age. Children collaborate in making the jump rope, learn problem-solving together, and enhance their creativity through play. Moreover, they improve their cognitive abilities, especially in counting and fine motor skills like writing numbers and letters. All of these positive outcomes can be attributed to this increasingly neglected traditional game.

## 4. Discussion

### 4.1. *The Urgency of Traditional Games for Early Childhood*

Children engage in play as a means to create satisfaction, joy, and happiness. It can be said that wherever there are children, there is play, and the two are inseparable. Play is an activity that cannot be forced, and it doesn't come with responsibilities. While specific goals are absent in play, children derive many benefits from it, including stimulation. If stimulation is solely focused on a child's cognitive development while neglecting other aspects, the child's overall development may not reach its full potential (Rahmawati, 2010). In today's rapidly advancing and modernized world, traditional games are losing popularity and nearing extinction. Rarely do children in the current era choose traditional games as their preferred pastime, as modern games have proliferated in large cities and penetrated rural areas. Traditional games hold cultural significance and contribute to the unique identity of a region (Permadi et al., 2021). Children spend their days playing with electronic devices, which correlates with decreased socialization, reduced politeness, and diminished cooperation (Widyastuti et al., 2020).

In the midst of the digital age, the importance of socializing within the local community has dwindled. Technology is often misunderstood as a means to bridge distances, but it inadvertently diminishes the value of face-to-face interaction. Traditional games play a vital role in nurturing a nation's character and instilling positive moral values in children's growth. Through traditional games, Emotional Quotient (EQ) or emotional intelligence can be developed. However, supervision and time limits are necessary to establish when playtime ends and learning begins. Traditional games can serve as a tool for character education in formal, informal, and non-formal settings (Suryawan, 2020).

Parents in Dusun Sewelut agree and express the importance of traditional games for their children. They take measures to reduce their children's online gaming time and suggest outdoor play as an alternative, showing their concerns regarding the impact of modern games available on gadgets. Furthermore, excessive online gaming can have adverse effects on children's health, including eye strain and a sedentary lifestyle due to lack of physical activity. This aligns with research conducted by Paremawati and Lestari, where excessive online gaming was found to be associated with eye discomfort and heat, likely due to radiation from electronic devices. However, children often ignore these effects and continue playing (Paremawati & Lestari, 2021). The traditional game of jump rope can enhance children's motor skills, both gross and fine motor skills, indirectly providing fun and health benefits. This aligns with Ardiwinata's assertion that regional cultures often encompass traditional sports derived from traditional games. These sports are in line with cultural values and local customs passed down through generations (Rahayu & Firmansyah, 2019).

The role of parents in educating children in various aspects is crucial. Effective education involves not only providing advice and guidance for learning but also being a role model for children. Parents and close relatives play a significant role in preventing gadget addiction by implementing preventive measures such as limiting phone usage, setting time restrictions, and establishing commitments from the beginning so that children understand and fulfill their responsibilities to manage when to play and when to socialize (Hermawan & Kudus, 2021).

#### *4.2. The Values of Cooperation in Jump Rope Games*

Jump rope games hold significant values for young children, one of which is cooperation. Cooperation is defined as the coming together of individual attitudes formed based on shared commitments that manifest in a group's behavior (Agustini, 2020). The cooperative attitudes of children developed through traditional jump rope games in Dusun Sewelut include: Active participation in tasks: first, this is evident during the initial process of assembling the jump rope, where children take turns as rope holders while others jump in unison with the swinging rope. Second, support for group decisions: Children engage in discussions to determine the location of play and, notably, boys graciously allow girls to play first. Third, appreciation for collective work: Despite some initial egocentrism, children learn to value their own and their friends' contributions. Fourth, valuing each other's skills: Recognizing that not all children have the same skill level in rope assembly, they collaborate to ensure the game runs smoothly. Some children focus on arranging the location and preparing materials such as paper, pencils, and erasers for keeping score. Effective cooperation within a group fosters commitment, courage, perseverance, and discipline in individuals. Learning is not merely about accumulating knowledge through observation and listening but entails engaging in activities with the ultimate goal of mastering the necessary competencies to face future stages of life (Hapudin, 2021).

Cooperation holds significance for both individuals and others, as it involves mutual reciprocity. It encompasses motivations and attitudes that are observable by others or groups, and it can be seen as a way to establish relationships among individuals. Cooperative learning is seen as a structured group work or learning system that includes five essential elements: positive interdependence, individual accountability, personal interaction, collaborative skills, and group processing (Saputra & Rudyanto, 2005). Instilling cooperation in young children is crucial, as it helps them experience, understand, and engage in activities to achieve common goals. Meaningful education is one that emphasizes cooperation and knowledge aspects, making it easier for children to grasp the material. Opportunities for exchanging opinions and ideas with peers are essential. Thus, it is vital to instill cooperative attitudes in activities that require cooperation and to take preventive measures against selfish behavior.

Traditional games contain numerous social values, as they involve more than one person and require interaction among participants (Vianugrah, 2020). Additionally, Zubaidi adds that traditional jump rope games embody social values and cooperation through collective efforts to achieve shared objectives (Sasmita, 2018).

#### *4.3. The Impact of Jump Rope Games on Fostering Early Childhood Cooperation Skills*

Based on the data analysis conducted by the researcher, there are several impacts of traditional jump rope games on cooperation skills and positive values in the behavior of young children that can be observed and ingrained in their daily lives.

##### *4.3.1. Responsibility*

Responsible behavior is demonstrated by children when they start, carry out, and complete jump rope games. Each child works together to set up the game. There is no rush to leave, and they all work together to neatly pack the long jump ropes back into their container. They clean up the snacks they brought and dispose of them properly. Despite their young age, these children exhibit responsible behavior in even the simplest tasks. Traditional games are crucial for children as they help develop democratic attitudes, responsibility, sportsmanship, honesty, and self-responsibility (Setiani, 2019).

##### *4.3.2. Consultation*

Consultation activities are often associated with adults. However, surprisingly, even young children can engage in this process. Children participate in discussions to decide where to play, what time to start and end their playtime, and make decisions on who gets the highest jump score. Endang Srinanda's research reveals numerous incidents of conflicts among students that could have been resolved through consultation and consensus, even for minor issues. Early intervention



is necessary to develop the habit of resolving issues through discussions or consultations to find the best solutions (Srinanda, 2018).

#### *4.3.3. Tolerance*

Every child has the potential to develop their own attitudes, which result from upbringing and environmental stimuli. Some children tend to be strict with themselves and others. In the jump rope game played by five children in Dukuh Sewelut, it is evident that children learn and apply tolerance towards their friends' opinions. Despite occasional small arguments, their open-mindedness allows them to mediate conflicts among their peers. Children who used to enjoy playing games on their phones and avoided direct social interaction with new friends are now becoming more sociable. Megawati's research suggests that tolerance development activities through various traditional games should be integrated into school learning activities. Apart from being physically active, this approach reduces the risk of discrimination among peers, fosters love for one's own culture, and, most importantly, nurtures children's tolerance (Simamora & Nugrahanta, 2021).

#### *4.3.4. Creative Thinking*

A child's creativity can flourish through every learning process, depending on the stimuli received from an early age. Creative thinking does not arise from monotonous and mundane activities. In the jump rope game, children exhibit creativity by arranging the ropes in patterns with bright colors. They also use a "hompimpa" method to determine the order of play to avoid disputes. Traditional games encourage children to think about strategies to win a game, and if mistakes occur during play, children offer protests or criticism (Maghfiroh, 2020).

#### *4.3.5. Respect for Others*

During play, disagreements among children are not uncommon, and egocentrism can lead to a desire to assert one's own opinion. Children often demonstrate a belief in the correctness of their own views. However, this attitude does not last long, as mature children emerge as mediators and encourage their peers to make peace and respect each other's opinions and collective decisions. Mutual respect is closely linked to tolerance, which involves openly accepting others with different backgrounds and maturity levels. Therefore, there is no discrimination against friends with differences, and appropriate treatment is given to individuals with various backgrounds (Simamora, 2021).

## **5. Conclusion**

Jump rope is a traditional game that may have various names in different regions, such as "lompat karet" in the East Java region. Based on research, traditional games have numerous benefits, especially jump rope, which plays a significant role in various aspects of children's development. It not only enhances motor skills but also promotes physical health and social interaction. The values of cooperation within the game of jump rope include: *First*, participation in Tasks: This is evident during the initial process of assembling the jump rope. Children take turns playing the role of holding the ends of the rope while others jump in unison with the swinging rope. *Second*, support for Group Consensus: Children engage in discussions to determine the game's location, and in some cases, boys willingly allow girls to play the game first. *Third*, appreciation for Collective Efforts: Despite occasional egocentric tendencies, children learn to appreciate their own and their friends' contributions to the game. *Third*, respect for Each Other's Abilities: Not all children have the same level of skill in handling the jump rope, so valuing each other's abilities is essential to ensure smooth gameplay. Furthermore, the impact of playing jump rope on fostering cooperation in children is reflected in their sense of responsibility, engagement in consultations, tolerance, creative thinking, and mutual respect.

## Declarations

### Author contribution statement

Dahrul Safitri the presented idea, data taker, developed the theory of Jump Rope Game and early childhood education, and discussed the results and contributed to the final manuscript.

### Funding statement

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

### Data availability statement

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

### Declaration of interests statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

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