



Development of Religious and Moral Values Through Cublak-Cublak Suweng Traditional Games To Build Children's Character

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Abstract

One way to build character early is through games, including traditional games. Apart from building character, this game can also develop aspects of children's religious and moral values. The purpose of this research is to make children's character. The type of research used in this research is descriptive research with an inductive approach, data collection techniques used are primary and secondary data through inductive methods. Based on the results of research that has been carried out, it shows that traditional games performed for early childhood using cublak-cublak suweng games can help train and develop the development of religious and moral values in children aged 4-6 years by training children to behave well, honest, polite behavior, tolerance, train cooperation, and train children's creativity.

Keywords: traditional games, creativity, religious and moral values

Introduction

Early childhood education is a level of education that currently has such an important role. Therefore, parents and educators need to provide learning and assist children in developing their religious and moral values for a bright future. Instilling religious and moral values in children, especially early, can be done first by teaching positive character values. This is intended so that later children have high spiritual intelligence abilities, such as high moral values, civilized, dignified, and able to uphold their religion. Therefore, an educator needs to help develop children's spiritual intelligence abilities through simple activities or games that contain religious and moral values (Safitri & 'Aziz, 2019)

Learning activities or theories can give the inculcation of religious and moral values in early childhood. Still, it must be accompanied by concrete or real practices in children. Kohlberg states that the moral development of preschool children is at the lowest order, namely pre-conventional. The moral development of children at this stage is still in the form of hedonistic and physical, and at this age, children have not experienced such significant moral growth (Ananda, 2017). Then it is necessary to know that several aspects of child development must be developed by a teacher and parent at the preschool age, namely, physical, language, socio-emotional, and cognitive development. These developmental aspects can also help children develop the ability of children's religious and moral values.

Children aged 4-6 years usually absorb it faster when given new knowledge, such as learning, if its application is done while playing. If an educator wants to teach and instill religious and moral values in early childhood, it can be given through interesting games or learning while playing. At the age of 4-6 years, teach religion and morals to children in more detail and make children accustomed

to practicing and getting used to commendable behavior when interacting with anyone (Anggraini & Suyadi, 2019). Many experts recommend religious and moral development in early childhood education by using several individual, democratic, persuasive, informal, religious, and exemplary approaches. Then many ways can be used by teachers and parents to develop and instill religion and morals in children, including storytelling methods, singing, just saying, through games, and other habituation programs.

Traditional games are games that parents and educators can use to instill several aspects of children's development, including instilling religious and moral values in children. Using traditional games as teaching and learning activities in early childhood is something that a teacher must do. Besides developing several aspects of children's development, by introducing this game, it is hoped that children will know that there are many types of traditional games in Indonesia that need to be preserved by them. Then the need for this introduction is done because nowadays, children rarely play various kinds of traditional games that exist. Both at home and school, children prefer to play through video games, mobile phones, PlayStation (PS), factory-made games, and so on.

Based on the above problems, researchers are interested in conducting a more in-depth study of traditional games originating from Central Java, namely the cublak-cublak suweng game. Researchers will analyze this game in-depth because the Javanese have a lot of cultural wealth and can develop several aspects of child development, namely aspects of language, manners, social systems, religion and morals, and others. The many cultures that the Javanese have produced have always been in demand by a researcher for further research. The traditional cublak-cublak suweng play has distinctive song lyrics and is rich in meanings that need to be preserved, but this song is starting to be degraded by the challenges of the times.

Researches related to cublak-cublak suweng songs have been studied by many previous researchers. These studies include the research of Irfan Haris who said that the game cublak-cublak suweng is a game of local wisdom. This game can help children improve their social and moral development. Ana Rosmiati said that this dolanan song's lyrics can be used as a medium for teaching-learning materials for character building in children. Because in this game many elements of messages are beneficial in everyday life. Then Nur Bani Na'im said that this cublak-cublak suweng game influences AUD's social skills. Based on the results of previous studies, there are still few researchers who discuss religious and moral values in the game of cublak-cublak suweng which then has a relationship with aspects of child development, namely religious and moral values of early childhood education (4-6 years).

The development of religious and moral values is closely related to the cultivation of character behavior so that it becomes better. Creating ethical, moral, dignified, and civilized children through education is one of the right ways to help develop children's religious and moral values. Giving some religious theories and regulations to children will not have a significant enough impact if a teacher only provides them during learning activities and is not accompanied by examples of applying the theory. Children will easily accept religious ideas when they can witness them directly, or children are allowed to practice how the approach is used. The community environment is one of the causes. It has a significant impact on children's religious and moral development because from this environment, and children witness firsthand how someone behaves, acts, makes decisions, and so on.

Children are easily influenced (Robert, 2003). According to Hidayat, the purpose of religious and moral education and development in early childhood is to form a personality that humans must possess. Such as being able to adapt to any situation with other people with good relationships, always understanding something different, realizing cultural identity, and being able to maintain boundaries and be responsible and open to change (Supriyanto, 2015).

Based on this background, the focus of this research is the development of religious and moral values through the traditional game of cublak-cublak suweng to build children's character. The hope is that the game can support the development of children's religious and moral values. Then it will be related to several research theories on religious and moral values and the Standard for Child Development Achievement Permendikbud No. 137 of 2014. The cublak-cublak suweng game can develop several aspects of children's development, namely, aspects of religious and moral values, motor aspects, language aspects, cognitive aspects, socio-emotional aspects, and artistic aspects (Risti, 2018). The research results also support this by Enis Niken Herawati, who revealed that the cublak-cublak suweng game has the values contained in it, at least there are values of cooperation, proactiveness, creativity, accuracy, and responsiveness (Herawati, 2015). This underlies the research title, the Development of Religious and Moral Values Through Traditional Games Cublak-Cublak Suweng To Build Children's Character.

Literature Review

The development that needs to be pursued for early childhood is the development of religious and moral values. Moral development in children is the ability of children to understand the rules, applicable ethics, and existing norms (Erna Purba, Abas Yusuf, 2013), habits, manners, customs, and regulations that have become a habit or culture are all part of morals (Kemendikbud, 2020). In addition, morals can help a person's mental state always to be brave, disciplined, enthusiastic, passionate, willing to sacrifice, able to accept challenges, and so on (Haris, 2016).

The traditional game cublak-cublak suweng is a game originating from Central Java. The history of this game comes from Walisongo, a figure who spreads Islam on the island of Java (Ariesta, 2019). According to several sources, the song cublak-cublak suweng were composed by Sheikh Maulana Ainul Yakin or commonly known as Sunan Giri, around 1442 M (Sukirman, 2005). At this time, Sunan Giri conveyed Islam in Indonesia, especially Java, using cultural channels. Therefore, a song called cublak-cublak suweng was created, which is used as an accompaniment song by the children when they play. The lyrics of this song have been designed and adapted so that they can be given to children and they can also enjoy it while playing.

Game Cublak-cublak suweng is a game that requires social skills because cublak-cublak suweng is a recreational game that also educates children not to be shy, brave, active in taking initiatives, and easy to make friends (Herawati, 2015). Then the game cublak-cublak suweng is a traditional game with characteristics such as song lyrics in the play. The form of the song lyrics that are sung when playing cublak-cublak suweng uses the Javanese language, namely:

<i>Cublak- cublak suweng,</i>	<i>“mengetuk- ngetukan subang</i>
<i>Suwenge ting gelenter,</i>	<i>“subangnya berserakan</i>
<i>Mambu ketundhung gudel,</i>	<i>“berbau anak kerbau yang terlepas</i>
<i>Pak empong lera lere,</i>	<i>“kempong bergerak ke sana ke mari</i>
<i>Sapa ngguyu ndhelikkake,</i>	<i>“Siapa yang tertawa dia yang menyembunyikan</i>
<i>Sir sir pong dhele kopong ,</i>	<i>“sir, sir pong kedelai kopong</i>
<i>Sir sir pong dhele gosong.</i>	<i>“sir, sir pong kedelai kopong (Fad, 2014)</i>

Based on the research results of Enis Niken Herawati, revealed that the cublak suweng contains character values , such as the value of cooperation, proactiveness, creativity, accuracy, and responsiveness.

Character development in children must be associated with recognizing the truth of God. Children need to be taught that religion teaches that everyone must have an attitude and behavior of compassion for all creatures created by Allah. The important thing that must be done by educators, both parents, and teachers, is to show a consistent example between something that is taught and something that is done. Then the character values that parents and teachers must instill to children from an early age, which include the values of tolerance, religion, disciplined, honest, independence, creative, hard work, curiosity, democracy, love for the homeland, national spirit, respect achievement, peace-loving, friendly/communicative, fond of reading, social care, environmental care, and responsibility (Rukiyah, 2019).

Methods

This type of research is qualitative, revealing the symptoms holistically-contextually based on natural data collection and using previous studies as the key instrument. In addition, this qualitative research aims to answer some of the existing problem formulations. Some of the problem formulations in the research are to reveal and conduct an in-depth analysis of the development of children's religious and moral values through the traditional game of cublak-cublak suweng to build children's character. Then the researcher will adjust to several theories of the development of children's religious and moral values and the level of achievement of the development of spiritual and moral values of children, mainly aged 4-6 years. This is also supported by several research results, which say that the cublak-cublak suweng game is a game that can develop several aspects of children's development, such as language, art, socio-emotional, motoric, cognitive, and religious, and moral values.

The nature of the research used by the researcher is descriptive and uses an inductive approach (Sugiarto, 2015). Descriptive research, meaning that researchers will take data from various references that can support the course of the research. Then the researcher will analyze each existing data and conclude the final result. In this study, researchers will describe the development of children's religious and moral values through traditional games of cublak-cublak suweng to build children's character.

Determination of data sources that researchers use are primary data sources and secondary data sources. Primary data sources are direct sources that can assist the data collection process and become evidence of the main discussion on research studies from the field (Rozaq et al., 2015). Then the primary data sources used by the researchers were the traditional game guide book of cublak-cublak suweng game, traditional gamebook: procedures and analysis of psychological benefits, and other library materials related to the traditional game of cublak-cublak suweng the development of religious and moral values and children's character early age. At the same time, secondary data sources are data sources that usually provide information that is not directly to data collectors. This data source is only used to complement by researchers from several data findings in the field. These indirect sources are books, dictionaries, websites, news articles, and journal articles (Maulana et al., 2015).

Researchers collected data, namely first, collecting literature data about the traditional game of cublak-cublak suweng. Second, explaining the development of religious and moral values for early childhood (4-6 years), and Third, conducting interactive analysis so that the story of religious and moral values can be revealed through the traditional game of cublak-cublak suweng to build children's character and then will be associated with several theory of the development of religious and moral values from several experts.

The researcher carried out this data analysis technique when the research began because the researcher at the beginning of the study had collected related data and then carried out a qualitative analysis (Chairunnissa, 2017). During the research process, data analysis was carried out to sharpen the focus and check the validity of the data. The last stage of data analysis was carried out to draw conclusions from the study's final results (Helaluddin & Wijaya, 2019). Then the researcher uses the inductive method, which means that the data is taken from a specific one or based on real events and then generalized to get a general conclusion.

Result/Findings

Traditional games are games that have been passed down from one generation to the next, and these games contain good positive values and can help several aspects of children's development. Traditional games have several benefits, such as increasing children's emotional intelligence, intellectual, creative power, being used as a therapeutic aid medium, and developing several other multiple intelligences (Nurhayati, 2012). Various kinds of traditional games contain elements that direct children to be physically and mentally strong, not easily give up, develop socio-emotional, explore, and grow a leadership spirit.

Using traditional games as a means of teaching and learning activities in early childhood is something a teacher must do. Besides developing several aspects of children's development, by introducing this game, it is hoped that children can know that there are many types of traditional games in Indonesia that need to be preserved by the nation's generation. Then the need for this introduction is done because nowadays children rarely play various kinds of traditional games that exist. Children prefer to play online games, mobile phones, Playstation (PS), factory-made games, and other modern games at home and at school.

Playing activities are activities that are fun for children and have become a need for children that must be fulfilled. Therefore, teachers or parents need to provide play activities or games to children that positively impact children's development. Through playing, children can get direct experience, and this experience is used as a strength in helping children's development. Gallahue stated that playing is a child's first need when they begin to know the world around them. Play is an activity or activity that is carried out directly, either independently or in groups. Playing can use objects around or just having fun using the child's imagination, his limbs, and involving his feelings (Gallahue, 2012).

While traditional games are games that are more than just the usual games for children, the classification of traditional games itself is divided into three groups, namely: (1) Playing and singing, (2) Playing and thinking, (3) Playing and competing (Iswinarti, 2017). Playing and singing are types of games that contain recreational values and social interactions such as. One example of this game activity is the traditional game of cublak-cublak suweng because the cublak-cublak suweng game includes elements of singing and dialogue in the middle of the game.

The traditional game cublak-cublak suweng itself is a game that comes from the word dicublak-cublak, which means uphill, and the word suweng, which means earring made of horns commonly called uwer. This game is a game that children often play in Central Java and Yogyakarta. The tools needed in this game can be pebbles, seeds, stones, or other small objects that can be gripped by the hand and easily hidden in hand. 3-7 children can play this game. The song that accompanies this cublak-cublak suweng game generally seems simple. However, when examined more deeply, the song cublak-cublak suweng have a high meaning. This song is a form of Javanese literary work children use to play. The definition of literature itself is a human work regarding social life, one of which is in the form of a song (Ervanda & Z, 2020).

Based on the results of previous studies that researched the traditional game of cublak-cublak suweng, several researchers concluded that the traditional game of cublak-cublak suweng could help develop several aspects of early childhood development. First, based on the results of Irfan Haris' research, he explained that the local wisdom of the cublak-cublak suweng game can help one aspect of children's development, namely aspects of social and moral development (Haris, 2016). These results are obtained from the meaning or meaning of the lyrics of the traditional game cublak-cublak suweng, which can help the social and moral development of early childhood. Second, Based on the results of Ana Rosmiati's research, it is stated that the lyrics of the song dolanan cublak-cublak suweng can be used as one of the learning media that can develop children's character. This is because the meaning in the song's lyrics teach children to behave honestly when doing everything, both work and others. Third, based on the results of Nur Bani Na'im's research, there are several aspects of development that can be obtained through the traditional game of cublak-cublak suweng. One of them is the aspect of social development, this can be seen when children are playing in groups with their friends. Build and make some rules when playing and find solutions when problems occur in the group. In addition, the traditional game cublak-cublak suweng can develop children's emotional abilities, which can be seen when children have an assessment of themselves and their group friends, such as the child's skills (Na'im, 2015). Fourth, based on Enis Niken Herawati's research results, the meaning contained in the song cublak-cublak suweng is not easy to interpret and understand. The

purpose of each of the existing lyrics raises its meaning and is interrelated with other song lyrics (Herawati, 2015). Based on the results of this study, it is revealed that the traditional game cublak-cublak suweng has the value contained in it, namely the value of the character. Some of these character values are the value of cooperation, proactiveness, creativity, accuracy, and responsiveness.

Discussion

Character education itself is one of the fundamental efforts in creating learning situations that meet the needs of children's self-development when interacting. Although the formation and development of character can be done at home through the guidance of parents and the surrounding environment. However, schools also have an essential role in forming children's character (Islam, 2017). Individual character education knows his potential, which is characterized by values such as reflective, confident, rational, logical, critical, analytical, creative and innovative, independent, healthy living, responsible, love of science, patient, careful, ashamed to do wrong, forgiving, soft-hearted, loyal, hard-working, diligent, tenacious, meticulous, initiative, positive thinking, disciplined, anticipatory, initiative, visionary, unpretentious, passionate, dynamic, frugal/efficient, respecting time, dedication, self-controlled, productive, friendly, love beauty (aesthetic), sportsmanship, steadfast, open, orderly (Tuti Andriani, 2012).

Based on the description above and the formulation of the problem, it can be concluded based on the results of data analysis that the game cublak-cublak suweng contains religious and moral values that can help build the character of early childhood aged 4-6 years. The religious and moral values in the traditional game of cublak-cublak suweng itself are obtained from the game's rules, how to play, and the meaning of the accompaniment song used when playing cublak-cublak suweng. The accompaniment song used when playing cublak-cublak suweng contains religious and moral values that can help the development of religious and moral values, especially children aged 4-6 years.

The level of achievement of the development of religious and moral values for children aged 4-6 years, namely: (1) Knowing and knowing the religion they adhere to, (2) Imitating worship movements in the right order and being able to do them, (3) Saying prayers before and after doing something, (4) Be honest, helpful, polite, respectful, sportsmanship, and so on, (5) Recognize good, bad, and polite behavior, (6) Get used to good behavior, (7) Maintain personal and environmental hygiene, (8) Knowing religious holidays, (9) Saying greetings and returning greetings, (10) Respecting (tolerance) other people's religions.

According to Kohlberg, the development of children's moral values aged 4-6 years is at the bottom, namely pre-conventional. The moral development of children is still in the form of hedonistic and physical, and at this age, children have not experienced such significant moral development (Kohlberg, 1973). The stages of a child's moral development are when the child already has a sense of self-confidence and is aware of his existence. Children begin to learn to take the initiative to solve conflict problems that occur in themselves. This can happen because the child's physical abilities have begun to develop and already know the concept of right and wrong. Meanwhile, according to Piaget, children think about morality at the age of 4-7 years. Children perceive justice and rules as properties of the world (environment) that do not change and are out of human control.

The development of religious and moral values in early childhood is a development that can be seen from changes in behavior experienced by children. This behavior change occurs when children begin to understand good and bad behavior and avoid these behaviors based on the religious teachings they already believe. If instilled adequately by teachers and parents, the development of religious and moral values in early childhood will affect good children's attitudes and social behavior. Then the development of religious values in early childhood cannot be separated from the moral values that apply in the surrounding community.

Three factors support the development of religious and moral values for early childhood: internal factors or from within the child himself, family or environment, and finally, school. The three supporting factors must guide each other, supervise, support, remind, and provide examples and take care of each other. This aims to create a generation of obedient and religious people and have high morals (Khoiriah et al., 2019). Suppose religious and moral values are instilled in children from an early age. In that case, it will keep children away from deviant behaviors, such as stealing, bullying, smoking, daring to fight against elders, disrespecting teachers, and other mischievous activities such as drugs and sexual behavior. Free (Khoiriah et al., 2019).

The development of religious and moral values is closely related to the cultivation of character behavior so that it becomes better. Creating ethical, moral, dignified, and civilized children through education is one of the right ways to help develop children's religious and moral values. According to Syaodih, the stages of religious and moral development of early childhood, namely: First, children act imitation, such as paying attention to every behavior of people in their environment and indirectly children will imitate these behaviors. Second, children are internalized, where children begin to be affected by their environment. This happens because children have started to play freely with their social environment. Third, children are Introverts and Extroverts. Namely, children begin to show actions that have been obtained through their experiences.

Some characteristics of religious and moral values for children aged 4-6 years that must be introduced and instilled by families, parents, and teachers, namely: honesty, discipline, social care, empathy, self-control, respect for others, religiosity, gender, democracy, independence, and responsibility. Then some character values that must be instilled in children, which include religious values, honesty, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, national spirit, love for the homeland, respect for achievement, friendly/communicative, love peace, likes to read, cares about the environment, cares about social, and is responsible.

Traditional games in Indonesia contain values such as honesty, sportsmanship, persistence, and cooperation. With classic games, children can train concentration, knowledge, attitudes, skills, and talent, purely carried out by the individual's brain and body. In addition, traditional games can also develop aspects of moral development, religious values, social, language, cognitive, and motor functions. The results of the data analysis of the traditional game cublak-cublak suweng is a game that can help children develop religious and moral values to build the character of children aged 4-6 years.

The traditional game of cublak-cublak suweng can help develop children's religious and moral values to build character, such as: getting used to being kind, recognizing honest behavior, introducing

sportsmanship, recognizing polite behavior, teaching tolerance, teaching cooperation, and training children's creativity.

Getting Used To Being Nice

Familiarize children to be reasonable about individual characters. The unique personality is determined by personal integrity and the quality of social relationships (Suyadi, 2011). The game of cublak-cublak suweng is a game that instills character so that children get used to being kind to others. This can be seen when children can understand their respective roles and understand what to do when holding that role. For example, when a child loses a lottery, he must accept his role as the person in the middle. The attitude of children who can understand their respective roles can get them used to be good. So it is necessary to familiarize children with understanding who they are and what is good and what is not good for themselves according to their role.

Introducing Honest Behavior

Honesty is a variety of behaviors or attitudes that give rise to a sense of praise. Honesty behavior is followed by an attitude of responsibility for what the individual has done. Individuals are ready to face various risks and their consequences with joy. Honest behavior is one of the most basic and essential behaviors in developing children's morals—some examples of honesty, such as: frank with yourself, others, and God. The cublak-cublak suweng game contains the value of teaching honest behavior to children when children play games. The honesty that exists in the game of cublak-cublak suweng occurs when one of the playing children holds the seeds/stones, which will be transferred from the palm of one hand to the palm of another player. The seeds or stones move from the palm of one hand to the palm of the other child until the song cublak-cublak suweng's lyrics are complete.

When the last song lyrics are sung, the last seed or stone will fall or stop on one of the previous child's hands. Therefore, if the child in charge of moving the stone from one hand to the other player does not behave honestly (cheat), the stone or seed will later fall into the hands of the wrong or inappropriate player because the child moves the stone or sings too much. Fast or too slow. Therefore, it is essential for the child in charge of moving the new to behave honestly in moving stones from one hand to another in a good or honest way, moving one by one and in the same direction or sequentially so that the game runs well without cheating.

Introducing Sporty Behavior

Instilling a child's personality with good morals is an obligation that must be instilled in children from an early age. Having a noble character means that the individual can perform all actions following the norms and teachings of Islam. Some examples of behaviors that teachers and parents must instill in children from an early age include helpful behavior, honesty, being able to share with others, being polite to others, being able to appreciate the success, and accepting defeat or being able to behave in sportsmanship.

Early childhood is a child who often cannot accept the fact that they have lost when playing a game with his friends. Even though children know that there are winners and losers later in a game, through this cublak-cublak suweng game. We can introduce sportsmanship to children because in the

cuddle-cublak suweng game, if a child can't find the stone hidden in one of the existing players, he will become a dadi again. Because of the rules in the game of cublak-cublak suweng, dadi's son will win if dadi's son can find the stone hidden in one of his friends.

Introducing Polite Behavior

Manners are rules of life or rules for human behavior that come from everyday interactions. Courtesy itself is relative, which means that we consider politeness is not necessarily the same in various other places in the environment. The game of cublak-cublak suweng, teaches polite behavior. When the child is in charge of passing the stone from one hand to the other, the child rotates it with his right hand. This teaches our politeness when we want to give and receive, and we must use a good right hand. Another polite behavior when a group of children sings the song cublak-cublak suweng must use intonation that matches the song's lyrics. Teach children not to be too loud, use a low voice when singing or talking to other people around them.

Teaching a Sense of Tolerance

Tolerance is a precious moral value because children are taught to respect each other without discriminating, whether ethnicity, gender, culture, appearance, beliefs, or abilities. Tolerant children can respect others even though there are differences in their views. Instilling a sense of tolerance in children indirectly makes children humble and can become children who can accept differences.

The song cublak-cublak suweng at the end of the piece reads "Sir Sir Pong Dele Kopong" which means empty soybeans without contents. An open conscience is a correct word to be used as one of the meanings of the song's lyrics. If interpreted more deeply, the purpose of the song's lyrics is to teach us humans not to belittle other people. Teaches tolerance, that we are all God's creatures. Therefore, we must not be arrogant and must always have a sense of caring for others.

Teaching Cooperation

The game of cublak-cublak suweng teaches the value of cooperation to children. We can see this value when children can sing the lyrics of a game song together, whether they are compact in singing the song or not. The value of cooperation is then seen when the child can jointly hide the stone from the father. Anak dadi will find it difficult to find stones if the players arrange good cooperation. If the association is not done well in the game group, the dadi child will easily guess the rocks, because it will be seen from the movements and facial expressions of the players. Then before playing a game, the children will make rules of the game. This indirectly fosters the children's cooperation because the players must obey and agree on the game's laws that have been assembled.

Train Children's Creativity

The value of creativity is close to individual cognitive abilities. The game of cublak-cublak suweng can train creativity skills because children learn to observe and memorize the movements of the game when making movements or songs from the competition. Over time, the child will know and be able to play the cuddle-cublak suweng game repeatedly. The game also trains children to be more creative, such as in this game, players use seeds or stones as a substitute for uwer, which is now

difficult to find. Furthermore, the game trains children to think when the child guesses the child who is holding the stone or seed. Basically, in the game of cublak-cublak suweng, children begin to recognize strategies and ways to smoothen the course of the game, such as to beat their friends. The more often children play, the more creative and proficient they will be.

Conclusion

Based on the research results, the development of religious and moral values is closely related to the cultivation of character behavior to make it better. Creating moral, moral, dignified, and civilized children through education is one of the right ways to help develop children's religious and moral values. The development of religious and moral values for children aged 4-6 years, namely: Knowing and knowing the religion they follow; Imitate worship movements in the right order and can teach them; Say a prayer before and after doing something; Be honest, helpful, polite, respectful, sportsmanship, and so on; Recognizing good, bad, and polite behavior; Get used to good behavior; Maintain personal and environmental hygiene; Knowing religious holidays; Say hello and return greetings; Respect (tolerance) other people's religion. Some of the religious and moral values contained in the traditional game of cublak-cublak suweng, namely: Getting used to being kind, Introducing honest behavior, Introducing sportsmanship, Introducing polite behavior, Teaching tolerance, Teaching cooperation, and Training Children's Creativity.

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