

# Learning Basic Fundamental Movement Skills Through Local Wisdom Traditional Games Urang Banjar

Arie Rakhman<sup>1</sup>, Basuki Wibawa<sup>2</sup>, Rusmono<sup>3</sup>

<sup>1</sup>Physical Education Health and Recreation Studies Program, Lambung Mangkurat University

<sup>2,3</sup>Education Technology Studies Program, State University of Jakarta

Corresponding author: <sup>2</sup>[bwibawa@unj.ac.id](mailto:bwibawa@unj.ac.id)

Email <sup>1</sup>[arie.rakhman@ulm.ac.id](mailto:arie.rakhman@ulm.ac.id), <sup>2</sup>[bwibawa@unj.ac.id](mailto:bwibawa@unj.ac.id), <sup>3</sup>[rusmono@unj.ac.id](mailto:rusmono@unj.ac.id)

## ABSTRACT

Learning basic fundamental movement skills through local wisdom urang banjar traditional games is one of the innovations stimulating children's development through various natural media by utilizing the natural surroundings. The traditional game contains neuromuscular aspects related to increasing harmony between nerve and muscle function, developing locomotor, non-locomotor and manipulative skills. As well as developing imagination, creativity, strategy, anticipatory self-control, cooperation and honesty. The purpose of this paper is to find out how to develop learning basic fundamental movement skills through traditional games. The method used is based on a literature study on the traditional game of urang banjar which is full of culture, national values, even basic fundamental elements of movement that are useful for children's development. The traditional game needs to be preserved so that the values contained in it can become the cultural heritage of the Indonesian generation and the basic stimulation of the formation of psychomotor, physical, knowledge and attitude aspects. *Urang banjar* game which can be used as a source of learning fundamental movement skills including *bahasanan*, *baiintingan*, *bakarat*, *balogo*, *basamsaman*, *bauulasan*, *bauupauan*, *babulanan*, dan *bagimpar*. Therefore, the process of learning basic fundamental movement skills will be more contextual by using traditional urang banjar games.

**Keywords:** basic fundamental movement skills, local wisdom, traditional games.

**Correspondence:**

**Basuki Wibawa**

Education Technology Studies Program, State University of Jakarta

Corresponding author: <sup>2</sup>[bwibawa@unj.ac.id](mailto:bwibawa@unj.ac.id)

## INTRODUCTION

The era that continues to develop spur cultural civilization that is increasingly changing. Not only the development of art and culture but also the development of technology increasingly advanced. The development of science and technology makes it easier for humans in all respects and the current of globalization has an impact on changes in various aspects of life including education. Even an impact on changes in children's play that tends to smell of technology that can be easily accessed through *gadget*, *smartphone*, *tablet*, computer, laptops and other technological devices. The modern impression of digital games is not only attached to the equipment used when playing, but also how to play it. As a result, children are more likely to be more individual less interactive with each other and cool with their own world (Indriani & Rachmawati, 2016). The child should play which leads to stimulating motor development such as: run, jump or throw thereby increasing harmony between nerve and muscle function and developing locomotor, non-locomotor, and manipulative skills.

Local wisdom is not a barrier to progress in the global era, but an extraordinary transformational force in improving the quality of human resources as the capital of the nation's competitive and comparative advantage. In line with the opinions expressed Abbas & Rajab (2015) menyebutkan kearifan lokal memiliki daya tangkal dan kemampuan adaptif terhadap serbuan budaya asing, dan sekaligus menjadi keunggulan dalam kompetisi di dunia modern. mentioned that local wisdom has a deterrent ability and adaptive ability to invade foreign cultures, and at the same time be an advantage in competing in the modern world (Gorczynski & Aron, 2020).

Therefore, exploring the value of local wisdom is a strategic step in efforts to build the nation's character. Learning through culture is a strategy that needs to be

tried in an effort to achieve learning goals and provide understanding to students the meaning that is created in the learning process through a variety of local cultural manifestations. According to Altun & Atasoy (2019) learning through culture is very effective in developing positive attitudes and increasing the level of visual perception. The development of fundamental fundamental movement skills needs to get the attention of the teacher so that the child can carry out their developmental tasks well. But often the development of fundamental fundamental movement skills is ignored or even forgotten by parents, mentors, or teachers themselves. This is because they do not understand that the development of fundamental fundamental movement skills becomes an inseparable part of a child's life (PAULS, 2019).

Play is one of the activities that can help children towards better development. This is in agreement with Cowel and Hazelton dalam Sukintaka (2004) which states that through play there will be positive changes in physical, social, mental, and moral matters. Bermain akan bermakna bagi anak dengan melalui permainan. Play will be meaningful for children through the game. Games given to children do not have to be expensive, the important thing is safe and quality by considering the age of the child, interest, creativity and security. Safe and quality games, one of which is a traditional game. Traditional children's games have been developing for quite a long time, the game is loaded with national cultural values. Traditional games are the result of great cultural value for children in order to fantasize, recreation, being creative, exercising as well as a means of practicing for community life, skills, politeness and dexterity. Existing elements in the body include coordinating motion, skill set and controlling body movements, locomotor skills, and non locomotor skills

can be stimulated and developed through traditional games (Gill et al., 2019).

One of the elements of banjar culture is the traditional game of urang banjar which contains values in the banjar tribe such as religious, sincere, hard work, tough, and persevering. Research result Prawitasari (2015) the traditional game of the Banjar community was used as a vehicle to fulfill basic human needs, the desire to socialize with other people. The urge to socialize will be reflected in play activities that are full of laughter, jokes, and sometimes also serious. The value of togetherness, honesty, responsibility, grace, encouragement of achievement, and obedience to the rules can be formed through traditional games. Other than that, walking by jumping using one or two legs is a movement and skills that can train children's movements. Running or restraining movements that are done repeatedly in traditional games can train and improve motion in children. Throwing, hitting and capturing with one hand and both hands can increase the child's movement.

The purpose of traditional games is not just the process of character development (character building) of children. Traditional games have an important role in the development of the quality of human life in which they provide opportunities for children to be directly involved even in the context of mobile experience, but with the physical activities carried out systematically can affect physical changes that are better physically and mentally healthy.

## THEORETICAL STUDY

### 1. Basic Fundamental Movement Skills Learning Model

#### Learning model

Learning model is a conceptual framework or pattern of a learning. The conceptual framework or pattern is designed to carry out a learning in which the teaching objectives are covered, stage in learning activities, learning environment, and classroom management. The learning model is defined as an overall picture of complex learning with various techniques and procedures that form an important part. In the complexity of the learning model, there are methods, techniques, and procedures that intersect with each other (Huda, 2014). All these elements are arranged systematically to organize learning experiences in order to achieve learning objectives. The learning model is used by the teacher as a guide in planning learning in class. The learning model is created with the aim to help teachers apply the curriculum, develop teaching material, and carry out learning in class. As Metzler (2005) said that the learning model can be interpreted as a blueprint that can be used to guide teachers in preparing and implementing learning. This design is a teacher guide in preparing and implementing teaching and learning activities. Joyce, Weil, & Calhoun (2009) states that the learning model is a picture of a learning environment which also includes the teacher's behavior when the model is applied. The learning model is the teacher's guideline in organizing learners' learning experiences to achieve conceptual, procedural and systematic learning goals (Jarrar, et al. 2020). Thus it can be said that the learning model is the pattern of interaction of students with the teacher in the learning process that involves methods, techniques, and learning

procedures that are applied in the implementation of teaching and learning activities to achieve conceptual, procedural and systematic learning objectives. The environment provides sensory input and encouragement that provides deeper understanding by involving students in providing learning experiences (Wibawa, 2019). In a learning model designed and determined not only what the teacher must do, but it involves the stages, principles of teacher and student activities and the required support systems (BURHAN, RALENA & TAHIR, 2019).

#### Basic Fundamental Movement Skills

Development of motion skills according to Gallahue dan Ozmun (1998) in Bucher & Krotee, (2002) is to focus on developing posture, which is to make meaningful physical movements and spend as little energy as possible, and has aesthetic value. Effective movements can be demonstrated by the working relationship of muscles with a harmonious nervous system. In physical education activities, the functions and forms of efficient body movements shown by individuals with the ability to display with a degree of elegance that results in a sense of enjoyment in doing so. Other than that, related to the development of motor skills, development of basic skills and mastery of skills (George & Curtner, 2017). The learning process in physical education in sports and health in primary schools uses more fundamental movement skills. Harrow (1972) argues that basic motion is an inherent pattern of motion that forms the basis for complex motion skills, which cover (a) locomotor movements; (b) non locomotor movements; and (c) manipulative movements. Gallahue & Ozmun (2006) in (Loy-ee et al, 2018) revealed that the development of basic fundamental skills such as walking, berlari, jump, throw, catch and kick in the balance category, manipulators and manipulative skills must be adapted to their character and abilities. Locomotor skills are defined as the ability to move individuals from one four to another. Most locomotor skills develop from the results of a certain level of maturity, but practice and experience are also important for achieving mature skills (Chienwattanasook & Jermsttiparsert, 2019). Locomotor skills such as running fast, galloping, gliding, and jumping are more difficult because they are a combination of other fundamental movements. Locomotor skills form the basis or basis for coordination of coarse motion (gross skill) and involves large muscle movements (Harrow, 1972). Non locomotor skills are also called stability skills (stability skill), defined as movements carried out with movements that require a minimum base support or do not require any support at all or do not move movements, for example movements of turns, bends, swings, sways. The ability to carry out these skills is parallel to the mastery of locomotor skills (Harrow, 1972). Manipulative skills are defined as skills that involve controlling or controlling certain objects, especially by using hands or feet. There are two classifications of manipulative skills, namely (1) receptive skills (receptive skills); and (2) propulsive skills. Receptive skills involve the movement of receiving objects, such as capturing, trapping, whereas propulsive skills are characterized by an activity that requires force or force on a particular object, such as throwing, hitting, kicking (Harrow, 1972).

## 2. Local Wisdom

Local wisdom in its understanding consists of two words: wisdom (wisdom) and local (local). Wisdom (wisdom) is a trait that is inherent in a person's character, which means wise and wise. While local (local) is the condition of a place or local. But when combined into one meaning it is very broad, especially concerning matters relating to values, customs, traditions, both cultural and religious, which become local rules and agreements. According to Pornpimon, Wallapha, & Prayuth, (2014:628) that local wisdom shows local cultural identity and knowledge of local ideas that are maintained by the community. In general, local wisdom (local wisdom) can be understood as a local idea (local) that is wise, full of wisdom, good value, which is embedded and followed by members of the community. Kons, Steinbach, & Kivestu (2016:159). Local wisdom is part of the culture of a society that cannot be separated from the language of the community itself. Local wisdom (local wisdom) is usually passed down from generation to generation through word of mouth. Local wisdom is in folklore, proverbs, songs, and folk games. Local wisdom as a knowledge found by certain local people through a collection of experiences in trying and integrated with an understanding of culture and the natural state of a place as expressed by the application of traditional knowledge and traditional value patterns in nature management (Bardy, Rubens, & Eberle, 2017:153). This is in line with the opinions expressed by Ratana-ubol & Henschke that local wisdom can also be in the form of agriculture, craft / home industry, traditional medicine, conservation of natural resources, economic funding / community, art, language, literature, philosophy, religion, tradition, and food (Widyani, 2019; Ratana-ubol & Henschke, 2015:41). Local culture is a way of life that develops and is shared by a group of people and is passed down from generation to generation. Local culture is formed from many elements, including religion, customs, language, tools, clothing, buildings, works of art, myths, folklore, traditional music, traditional sports, children's games, handicrafts, hunting, farming and farming. As an example, in almost every local culture in the archipelago known as local wisdom that teaches mutual cooperation, tolerance, work ethic, and so on (Endaraswara in Mu'in & Hermawan, 2016:3-8). Based on the understanding of local wisdom that has been explained, it can be concluded that local wisdom is anything that is the potential of an area as well as the results of human thought as well as human work that contains values that are wise and wise and passed down from generation to generation so that it becomes the characteristic of the region.

## 3. Traditional Games

This traditional game can be categorized into three groups, games to play (recreational), games to compete (competitive) and educative games. Traditional recreational games are generally performed to fill leisure time. The issue of winning and losing is not the main thing that is important is that by playing the game a mutual excitement is achieved to fill leisure time, not to knock down and attack the opponent as a target. Therefore, freshness is expected both physically, spiritually. Traditional games that are competitive, have characteristics:

organized, competitive, played by at least 2 people, has criteria that determine who wins and who loses, and has rules that are shared by the participants. To achieve victory, usually accompanied by certain rewards for the winner, the parties who compete should try hard to achieve victory. For this reason, dexterity, speed, clever intelligence, sharpness of mind and so on are needed. While the traditional game that is educational, there are educational elements in it. Through games like these children are introduced to a variety of skills and abilities that they will later need in dealing with life as members of the community. This is one form of education that is non-formal in society. This type of game becomes a socialization tool for children so that they can adjust as members of their social group. According to Widodo & Lumintuarso (2017) that traditional games are activities that are carried out without coercion, bring a sense of excitement, in a pleasant atmosphere based on the traditions of each region in the environment, played using tools or not using tools, and carried out with rules agreed upon before the game begins, such as regulations, field, number of players, etc. This shows that local wisdom is the root of culture, community traditions, a combination of history, past habits, and culture that has been possessed by someone both past and present. Besides being able to be used as a means of forming the character of the community based on the noble values of the local community, culture is also the identity of a particular community group according to Pornpimon, Wallapha, & Prayuth (2014) and Dharmawan (2019) that local wisdom shows the local cultural identity and knowledge of local ideas that are maintained by the community.

In general, local wisdom that is wise, full of wisdom, good value, embedded and followed by members of the community.

## RESEARCH METHODS

Identification of basic fundamental movement skills in children's traditional games is done by literature study. Literature study referred to in this case is the publication of research results obtained from internet libraries and books. Various research results and books on several types of traditional urang banjar games that have their own fundamental movement skills. A review was conducted to identify the game of Banjar Urang which can be applied to the learning of fundamental movement skills.

## RESULT

Based on a large conference on the development of Banua Banjar which was held in Banjarmasin on 10 to 13 August in 2000 it was said that various traditional games "Urang Banjar" became one of the elements in the culture of Banjar Hapip (2002). From a number of sources Seman (2002) & Yunus (1980) found that some of the traditional urang banjar games are really original from banjar. Some of the following traditional urang banjar games have started to become unfamiliar and even unknown to children, namely: *babanga*, *bacirak*, *badadamaran*, *bagasing*, *bagual*, *bagugulungan*, *bahasinan*, *baintingan*, *bajajankirikan*, *bajajaran*, *bajujukungan*, *bajujunggatan*, *bakakapalan*, *bakalikir*, *bakarat*, *bakalayanan*, *bakakantikan*, *bakujur*, *balogo*, *bapidak*, *basamsaman*, *basimban*, *basusumpitan*, *batapakan*,

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*batitimbakan, baulasan, baupauan, babintih, babulanan, baburungan, bacit, badurit, bagimpar, bagum, balubuk, basaung kalatau, basusumpitan, batatimbulan ilung, bausutan, isut jarat, tandik pelanduk, dan bapatakan.* The traditional game "Urang Banjar" in its implementation has many benefits or noble values in it for children's behavior. The noble values contained in a variety of traditional games, including: the value of education, training dexterity, training courage, help helping, cooperation, humanity, training honesty, training creativity, love the environment. In addition to the values mentioned earlier there are still many other values contained in traditional games such as the values of cheerfulness, responsibility, discipline, learning to live together, gracefully, being alert and trusting. Although traditional games have many benefits, there are also negative aspects, for example games that are gambling, violent, and dangerous. However, negative things in traditional games can still be eliminated compared to modern games now that tend to make children become individualistic and selfish.

### DISCUSSION

Traditional games have many benefits that are good for children's development because physical and emotional children are directly involved so that it can affect their growth. A variety of traditional urang banjar games that can stimulate physical, cognitive, affective and psychomotor that is *bahasinan, baiintingan, bakarar, balogo, basamsaman, bauulasan, baupauan, babulanan, dan bagimpar.* The characteristics of some traditional urang banjar games are as follows: Game *bahasinan* contains positive values in practicing the basic locomotor and nonlocomotor skills, honesty, loyal friends and strengthening friendship. Game *beiintingan* containing educational value, creating fun entertainment, practicing locomotor and manipulative basic skills, as well as being a simple spectacle and strengthening friendship. Game *bekarar* containing educational values, training locomotor and manipulative basic skills, fostering honesty, cooperation and strengthening friendship. Game *balogo* contain educational value, improve non-locomotor and manipulative basic skills, improve skills, can foster the nature of honesty, cooperation and strengthen friendship. Game *basamsaman* improve locomotor basic skills, non-locomotor, manipulative, contains positive educational values, because fostering cooperation, fostering honesty, sportsmanship values and strengthening friendship. Game *bauulasan* practice basic non-locomotor and manipulative skills, contains a positive educational value, because in it is fostered an agreement, contains hinburan, foster discipline and strengthen friendship. Game *beupauan* this practice basic locomotor and non-locomotor skills, contains a positive educational value in the attitude of cooperation, enhance thinking and strengthen friendship. Game *babulanan* improve locomotor and non-locomotor basic skills, contains a positive educational value, because in it is fostered an agreement, contains entertainment, fosters discipline and cooperation, strengthen friendship. Game *bagimpar* improve locomotor, non-locomotor, manipulative basic skills, contains positive educational values, because fostering cooperation, fostering honesty, sportsmanship values and strengthening friendship. Traditional games are easy to do both in how to play, and in making the game tool. Traditional games are

considered to have a good impact on basic fundamental movement skills which are education in the form of game packages that have important values for children's development and psychological development. Through traditional games, children can express themselves, so they will give birth to a variety of creativity and skills that can later support in everyday life and the future. Traditional games motivate children to learn to develop creative ideas, learn to try to get things and teach children to use the material around them. In addition, introducing traditional games to children is the initial stage in fostering enthusiasm in children to love and get to know the nation's culture.

The traditional game is a symbol of hereditary knowledge and has various functions or messages behind it. Traditional games are the result of great cultural value for children in order to fantasize, recreate, be creative, exercise as well as a means of practicing for community life, skills, politeness and dexterity. As mentioned [Dehkordi \(2017\)](#) that traditional games have an impact on children how to respect others, adhere to moral principles, religious, cooperation, politeness and sportsmanship in addition to the physical development of fundamental movement skills is one of the main goals of traditional play. The traditional game that was born thousands of years ago is the result of ancient human cultural processes that are still thick with the values of local wisdom.

### CONCLUSION

The identification results show that the child's traditional play has the value of the ability to develop fundamental movement skills. Everything that can be used as a source to improve the quality of teaching and learning in an effort to achieve learning objectives ([Anwar & Wibawa, 2019](#)). The right learning model developed to be applied in the world of education and in people's lives is by integrating basic fundamental movement skills in the form of traditional urang banjar game activities. The basic fundamental movement skills learning model through traditional games is important to be developed in adding variety or forms of learning of basic fundamental movement skills through play activities, which are given to children in the learning process. Problem solving related to learning basic fundamental movement skills through traditional game activities can foster change and strengthen fundamental basic motion skills especially locomotor motion, non locomotor motion and manipulative motion for the provision of life in the process of growth and development, and can also improve the component of physical fitness so that learning. In principle, the pattern of implementation in instilling basic fundamental movement skills towards children in school is not regulated in a standard and absolute way. However, what is most important is how basic fundamental movement skills are understood, embedded, and expected to become permanent behaviors in every child.

### RECOMMENDATION

Planting basic fundamental movement skills learning cannot take place without a consistent process. Therefore, Fundamental basic movement skills in traditional games are only one contribution to the introduction of fundamental basic movement skills as arable land outside the home and school environment. Therefore, the need

for basic fundamental movement skills through traditional media play.

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