

## The Effect of the Traditional Game of *Engklek* on the Gross Motor Skills of Children Aged 5-6 Years

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**Abstract:** The background of this study is that children appear to be less physically active and have difficulty performing various basic movements in a balanced manner. This study aims to determine the Effect of Traditional Engklek Games on Gross Motor Skills of Children Aged 5-6 Years at TKIT Alif Serang City. This study applies to an experimental research method with a one-group pretest-posttest design. The objects of this study are students at TKIT Alif Serang City. The object of this study is the effect of traditional Engklek games on the gross motor development of children aged 5-6 years at TKIT Alif Serang City. The population in this study was all students at TKIT Alif Serang City, totaling 12 students. This study applies a saturated sampling technique because all members of the population were taken as samples. The data collection method applied is observation and documentation. The data analysis method uses a paired sample t-test with the support of the SPSS Windows version 26 application. The results of the data analysis from the Paired sample T-Test, so that the Sig. (2-tailed) has a value of  $0.000 < 0.05$ , so  $H_0$  is rejected, and  $H_a$  is accepted, which indicates that there is a significant influence of the traditional engklek game on the development of children's gross motor skills. Based on data analysis in the experimental class, it was obtained that  $r_{count} > r_{table} = 0.576$ , so the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. It can be concluded that the traditional engklek game has a positive impact on the development of gross motor skills in children aged 5-6 years at TKIT Alif, Serang City.

**Keywords:** Traditional Games and Gross Motor Skills

**Abstrak:** Latar belakang penelitian ini adalah bahwa anak-anak tampaknya kurang aktif secara fisik dan mengalami kesulitan dalam melakukan berbagai gerakan dasar secara seimbang. Penelitian ini bertujuan untuk menentukan pengaruh permainan tradisional Engklek terhadap keterampilan motorik kasar

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anak-anak berusia 5-6 tahun di TKIT Alif Kota Serang. Penelitian ini menggunakan metode penelitian eksperimental dengan desain satu kelompok pra-tes dan pasca-tes. Objek penelitian ini adalah siswa di TKIT Alif Kota Serang. Tujuan penelitian ini adalah untuk mengetahui pengaruh permainan tradisional Engklek terhadap perkembangan motorik kasar anak usia 5-6 tahun di TKIT Alif Kota Serang. Populasi dalam penelitian ini adalah seluruh siswa di TKIT Alif Kota Serang, berjumlah 12 siswa. Penelitian ini menggunakan teknik sampling jenuh karena seluruh anggota populasi diambil sebagai sampel. Metode pengumpulan data yang diterapkan adalah observasi dan dokumentasi. Metode analisis data menggunakan uji t sampel berpasangan dengan dukungan aplikasi SPSS Windows versi 26. Hasil analisis data dari uji t sampel berpasangan menunjukkan bahwa nilai Sig. (2-tailed) sebesar  $0.000 < 0.05$ , sehingga hipotesis nol ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_a$ ) diterima, yang menunjukkan adanya pengaruh signifikan permainan engklek tradisional terhadap perkembangan keterampilan motorik kasar anak-anak. Berdasarkan analisis data di kelas eksperimen, diperoleh bahwa  $r \text{ hitung} > r \text{ tabel} = 0.576$ , sehingga hipotesis nol ( $H_0$ ) ditolak, dan hipotesis alternatif ( $H_a$ ) diterima. Hal ini dapat disimpulkan bahwa permainan engklek tradisional memiliki dampak positif terhadap perkembangan keterampilan motorik kasar pada anak-anak berusia 5-6 tahun di TKIT Alif, Kota Serang.

**Kata Kunci:** Permainan Tradisional dan Keterampilan Motorik Kasar

## Introduction

Children's world is synonymous with play activities because through play children can learn various things naturally. Play is the main activity of early childhood that not only provides pleasure, but also supports the overall growth and development of children. Children are actively involved in various forms of play such as walking, jumping, singing, and drawing, all of which play an important role in developing various aspects of children's abilities, one of which is gross motor skills. Traditional games are one of the effective means to develop children's motor skills, including engklek games that are still widely known today. Engklek is played by jumping on squares drawn on the ground or floor, and although done individually, the game teaches social values such as patience in waiting for turns, communication skills, and respect for playmates. This game contains value *experiential learning* or learning through hands-on experience, which is very much in line with the characteristics of early childhood learning (Suzana et al., 2021). However, along with the development of the times and technological advancements, children's play patterns have undergone

significant shifts; Children now spend more time in front of televisions, tablets, or smartphones. As a result, their physical activity decreases and negatively impacts gross motor development, such as reduced jumping, running, and the ability to maintain balance (Lorena, et al., 2020). Traditional games such as engklek are very suitable for the characteristics of early childhood learning who are active and like physical activities (Zalukhu et al., 2023) . On the other hand, efforts to develop fine motor aspects are also important through various learning media, such as collage media, as has been applied at RA Daarul Fuqoha Pamarayan, where the master guides children systematically and according to theory to develop fine motor skills (Nuryati et al., 2023).

The results of initial observations at TKIT Alif in Serang City show that 70% of children have not shown ideal gross motor development. Children look less physically active and are not able to perform various basic movements in a balanced manner. In addition, education staff at the school tend not to integrate traditional games such as engklek into daily learning activities. This condition is an indicator that there is an opportunity to explore the benefits of engklek games and stimulate children's gross motor skills. Based on that, this study is important to explore the influence of traditional engklek games on the gross motor skills of children aged 5-6 years at TKIT Alif Serang City. The study aims to revive the good values of traditional play in the context of early childhood education while contributing to the preservation of local culture. Through this research, it is hoped that schools, teachers, and parents can better understand the importance of active play as an effective learning tool to support children's development comprehensively. Thus, the researcher is interested in raising the title "The Influence of Traditional Engklek Games on the Gross Motor Skills of Children Aged 5-6 Years at TKIT Alif Serang City".

Games are an integral part of a child's life that not only provides fun, but also serves as an effective learning medium. Play allows children to explore their surroundings and develop social and emotional skills from an early age (Zalukhu et al., 2023). In this case, (Utsman et al., 2018) Explaining that the world of children is a world of play, so all learning activities in early childhood should be packaged in the form of games to suit their characteristics.

Play not only trains creativity, but also involves the physical and cognitive aspects of the child. Children naturally create game rules and use simple objects from the surrounding environment as play tools, such as rocks or wood, which can stimulate their imagination (Zalukhu et al., 2023). In addition, through structured play, children also learn to regulate emotions and follow rules, thus helping to form positive characters from an early age (Qomariah & Hamidah, 2022). Games are also a good means to increase children's motivation to learn.

Giving actions in games, whether symbolic such as stickers or positive expressions, has been proven to increase children's enthusiasm and participation in the learning process (Wiranti & Mawarti, 2018). This is corroborated by (Nuryati., 2024). The rewards given during play can make children feel appreciated and more enthusiastic about participating in activities. Games have an important role in shaping basic social skills in children, such as cooperation, empathy, and communication. When playing with peers, children learn to share roles, take turns, and obey the fundamental rules that have been agreed upon (Lorena, Drupadi, et al., 2020).

Based on this description, it can be concluded that games are an important element in children's lives that not only provide fun, but also become an effective means of learning, helping children in expressing emotions, developing independence, and forming social skills such as cooperation, empathy, and communication. Through play, children learn to manage their feelings, solve problems, make decisions, and obey rules, all of which support emotional and social development and form a confident and sociable personality.

Traditional games reflect children's creativity, as they are usually made and modified by themselves using simple objects such as rocks and ropes. This can stimulate children's ability to think critically and solve problems (Pratiwi & Kristanto, 2015). In addition, games such as stilts and fortresses require good body coordination, thus supporting the physical development and courage of children (Zalukhu et al., 2023).

Traditional games also teach important moral and social values in a child's life. Children learn about honesty, sportsmanship, and cooperation through group games (Septianingtiyas & Khasanah, 2023). This is supported by Nuryati, who highlights that

children's less and less traditional games have an impact on decreased physical activity, which ultimately hinders their gross motor development (Nuryati., 2024). In the context of early childhood education, traditional games can be used as a fun learning medium. Teachers can integrate the subject matter into the game, so that children learn while playing and feel more enthusiastic (Qomariah & Hamidah, 2022). In addition, traditional games are also inclusive because they can be played by all children regardless of economic background, making them a fair and equitable means of learning (Zalukhu et al., 2023). The preservation of traditional games is very important so that the cultural and educational values in them remain alive. Traditional games should be revived as part of early childhood education strategies (Lorena, et al., 2020). That way, children not only develop physically and socially, but also preserve local culture that is rich in meaning (Pratiwi & Kristanto, 2015).

Based on this description, it can be concluded that traditional games, as a simple but meaningful cultural heritage, are not only entertaining but also have high educational value by training gross cognitive and motor skills through body movements and group cooperation. With simple materials such as rocks and ropes, games such as engklek, congklak, and gobak sodor encourage children's creativity in creating and modifying rules, while being inclusive so that all children can enjoy regardless of economic background. In addition to supporting physical and social development, activeness in traditional games also plays an important role in preserving local culture, keeping the younger generation to continue to appreciate the richness of traditional values.

Findings from previous research also indicate that engklek games have an impact on improving gross motor skills of children aged 5–6 years. Video game media shows that this media significantly contributes to the development of children's gross motor skills. Although this study is centered on video media, it still shows that engklek games are an effective activity for children's motor development (Sada et al., 2021). The impact of engklek games on children's gross motor development. Statistical analysis shows a significant influence, which indicates that ankle play can improve gross motor abilities such as muscle strength, movement coordination, and balance (Zalukhu et al., 2023). The modified engklek game showed an increase in the child's gross motor score

from pretest to posttest. This shows that changes in the engklek game still maintain the educational aspect to develop children's motor skills (Lorena, et al., 2020). Based on the findings of the study and the theory of child development, especially at the age of 5-6 years who are in the golden period of physical development, the game of engklek is very appropriate to be used as a medium for the development of children's gross motor skills. Today, children need activities that can stimulate their physical movements in a fun and rewarding way. Therefore, it is suspected that the traditional game of engklek affects the gross motor skills of children aged 5-6 years at TKIT Alif in Serang City. This relationship is based on the fact that engklek games involve a variety of physical activities that directly stimulate gross motor aspects, both in terms of balance, coordination, strength, accuracy, and endurance.

## Research Method

In this study, the researcher applied a quantitative method to investigate the impact of two different variables to determine the degree of relationship between these variables, aiming to present a structured picture of the situation that occurred in the object of the study, namely the influence of game on children's gross motor skills. In this study, there are two independent and dependent variables. The independent variable is the traditional game of engklek (X), while the dependent variable is the child's gross motor development (Y). The method used was *Pre-experimental One-Group Pretest-Posttest Design*, before being given treatment. The results of the treatment can be known more accurately, because it can be compared with the state before the treatment. This design was chosen because access to comparable control groups was limited in terms of participants, study time, and environmental conditions.

This design can be described as follows (Hardani. et al., 2020). Formula:

$$O^1 \times O^2$$

Information:

O1 : Pretest score, which is carried out before treatment

X : Treatment or treatment that will measure the effect

O2 : Posttest score, which is carried out after treatment



O2 – O<sup>1</sup> : Effect of treatment.

In this study, the population refers to all children aged 5–6 years who are in TKIT Alif Serang City in the 2024/2025 school year. The population consisted of children aged 5–6 years in group B with a sample of 12 children consisting of 5 girls and 7 boys. The information analysis technique used in this study is quantitative analysis, which aims to determine the influence of traditional engklek games on the gross motor skills of children aged 5–6 years. The analysis process is carried out through several stages.

A formula used to calculate the percentage of the value of a particular variable.

$$V = \frac{(X/s) \times 100}{100}$$

Information:

V = The percentage or relative value of the calculated variable (in percent %)

X = Actual value or observation value obtained from measurements or data

s = Standard value or maximum value as a comparison

100 = Factor to convert the comparison result to a percentage (%)

## Results

The data obtained from the observations were analyzed using SPSS (*Statistical Package for the Social Sciences*) software to identify the difference between pretest and posttest scores. Statistical analysis was carried out by applying a paired sample t-test to identify the significance of changes that occurred before and after treatment. The analysis showed a significant increase in scores from pretest to posttest, which indicates that traditional engklek games have a positive impact on the development of children's gross motor skills. In this way, traditional engklek games have proven to be efficient as a learning medium that supports early childhood physical growth. The results of statistical calculations for the Validity Test on the statement items in the pretest and posttest tests with a significance level of 5%, for a sample of 12 children, the calculation of  $t_{\text{table}} = 0.576$ . The extent to which a tool is able to measure what should be measured is measured through validity tests.

Table 1 Pretest Validity Test Results

No. Butir Pernyataan	Nilai rhitung	Nilai rtabel	Keterangan
Soal1	0,878	0,576	Valid
Soal2	0,758	0,576	Valid
Soal3	0,600	0,576	Valid
Soal4	0,790	0,576	Valid
Soal5	0,717	0,576	Valid
Soal6	0,765	0,576	Valid
Soal7	0,625	0,576	Valid
Soal8	0,682	0,576	Valid
Soal9	0,765	0,576	Valid
Soal10	0,871	0,576	Valid

Source: Research Results processed by SPSS, 2025

Table 1 Posttest Validity Test Results

No. Butir Pernyataan	Nilai rhitung	Nilai rtabel	Keterangan
Soal1	0,902	0,576	Valid
Soal2	0,758	0,576	Valid
Soal3	0,799	0,576	Valid
Soal4	0,822	0,576	Valid
Soal5	0,725	0,576	Valid
Soal6	0,734	0,576	Valid
Soal7	0,764	0,576	Valid
Soal8	0,693	0,576	Valid
Soal9	0,840	0,576	Valid
Soal10	0,847	0,576	Valid

Sumber: Hasil Penelitian diolah SPSS, 2025

The reliability test was performed by comparing Cronbach's Alpha > value of 0.60. Based on the test results, the resulting number is greater than Cronbach's Alpha's minimum value, so the research instrument can be said to be reliable.

Table 2 Reliable Test Pretest

Reliability Statistics

Cronbach's Alpha	N of Items
.907	10



Table 4 Posttest Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.931	10

Based on the results of the reliability test above, it is known that the Cronbach alpha pretest number is 0.907 and the Cronbach alpha posttest is 0.931. So it can be concluded that the research is said to be reliable. The normality test was carried out to determine whether the data used in this study was distributed normally or not. The normality test in this study was carried out using two methods, namely Kolmogorov-Smirnov and Shapiro-Wilk, with a significance level of 0.05

Table 3 Normality Test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.147	12	.200*	.935	12	.440
Posttest	.124	12	.200*	.920	12	.282

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The t-test is used to find out if there is a significant difference between the pretest and posttest results after being treated in the form of a traditional Engklek game.

Table 6 Pretest and Posttest Results

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	48.83	12	8.419	2.430
	Posttest	69.33	12	8.542	2.466

This shows that there is a significant difference between the results of the pretest and posttest after the child receives treatment in the form of a traditional game of engklek. The t-value obtained was -57.124 with a degree of freedom (df) 11 confirming that the increase in posttest scores was statistically significant. In conclusion, traditional engklek games have a positive and significant impact on the development of gross motor skills of children aged 5–6 years.

The results of the study that have been obtained show that all statements in the pretest and posttest instruments are proven to be valid because the r-count value exceeds the rtable (0.576) at a significance level of 5% with a sample of 12 children. In addition, the measuring instruments used also proved to be reliable, as shown by Cronbach's Alpha values of 0.907 for the pretest and 0.931 for the posttest, both exceeding the minimum limit of 0.60. In other words, the measurement instruments in this study were stable and reliable in assessing the child's gross motor skills. This is in line with the results of previous studies, as revealed by the research of Hellen Lorena, Rizky Drupadi, and Ulwan Syafrudin (2020) showing a significant increase in the gross motor ability score of children aged 5–6 years from a pretest of 28.50% to a posttest of 51.30% through a modified traditional game of Engklek, which supports the findings of this study that Engklek games are generally effective in improving children's gross motor skills. Although there are some limitations such as the small number of samples and the variation in individual characteristics, in general, the game of Engklek has proven to be a fun and effective educational tool in supporting gross motor development in early childhood.

## **Discussion**

This study aimed to investigate the effect of traditional Engklek games on the gross motor skills of children aged 5-6 years at TKIT Alif, Serang City. The results indicated that Engklek games significantly improved children's gross motor skills, including balance, coordination, strength, and endurance. This discussion synthesizes these findings in relation to existing research, theoretical implications, and practical applications in early childhood education.

### **Impact of Traditional Games on Gross Motor Development**

The primary objective of this study was to assess the impact of traditional Engklek games on the development of gross motor skills in young children. The findings demonstrate a clear and significant improvement in children's gross motor abilities after participating in Engklek games. Children displayed marked progress in essential motor skills such as balance, coordination, muscle strength, and physical endurance. These outcomes are consistent with previous research, which has

highlighted the benefits of traditional games for physical development in early childhood (Aboud et al., 2012; Kessler & Swadener, 2019; Syaikhon & Ramdhan, 2019).

Engklek involves physical activities such as jumping, hopping, and balancing, all of which are critical for developing coordination and motor strength. These movements require the children to engage their muscles in precise ways, improving both strength and flexibility. The study findings confirm that engaging children in activities that challenge their physical capabilities leads to notable improvements in their gross motor skills, which is consistent with the theoretical understanding that motor skill development is enhanced by physical activity (Crane-Deklerk, 2020). These motor skills are foundational to later abilities, such as agility, endurance, and overall physical coordination, which are necessary for various other developmental areas.

Moreover, the social aspect of Engklek cannot be overlooked. As children play in groups, they are also learning important social skills such as turn-taking, cooperation, and respecting others' turns, which in turn enhances their overall social development. This aligns with findings from previous studies by Zalukhu et al. (2023), which noted that traditional games contribute not only to physical development but also to emotional and social growth. Engklek encourages children to engage with peers, fostering a sense of community, shared rules, and mutual respect. Such social interactions are essential in developing teamwork and empathy, which are important components of early childhood education.

Additionally, the findings of this study underscore the growing concern regarding reduced physical activity among young children in the digital age. Many children today spend excessive time on screens, leading to decreased physical activity and consequently, stunted physical development (de Oliveira Cunha & Hellmann, 2022). By reintroducing traditional games like Engklek into educational settings, we can offer children the opportunity to engage in active, physical play, which not only supports their motor skill development but also encourages healthier lifestyles. Thus, traditional games become essential in counteracting the sedentary tendencies prevalent among today's youth.

### **Linking Findings with Previous Research and Theoretical Implications**

The results of this study are consistent with a growing body of research that highlights the significant role of traditional games in promoting physical development in young children. Studies such as those by Battista (2013), Lorena et al. (2020) and Pratiwi & Kristanto (2015) also demonstrated that traditional games like Engklek are highly effective in improving children's balance, coordination, and overall physical fitness. These studies corroborate the current research findings, strengthening the argument that traditional games can be an integral part of early childhood education.

The theoretical framework underpinning this study draws from developmental theories that emphasize the importance of physical play in childhood. According to Piaget's (1964) theory of cognitive development, children learn best through active engagement with their environment. This active play, including traditional games, helps children develop their cognitive, social, and physical skills simultaneously. The improvements in motor skills observed in this study reflect Piaget's notion that children's cognitive development is deeply interconnected with their physical actions. The engagement required in Engklek games—such as coordination of movement and balance—activates areas of the brain responsible for both motor skills and problem-solving.

In addition, Vygotsky's (2019) sociocultural theory supports the idea that children's learning is enhanced through social interactions and cultural practices. Engklek, as a traditional game, not only improves physical abilities but also facilitates learning through socialization. As children interact with each other during gameplay, they learn how to follow rules, take turns, and communicate effectively. These social skills are essential for emotional intelligence and overall personality development. This highlights the broader value of traditional games, which provide a context for both physical and social learning, thus making them more than just a physical activity (Dyson et al., 2021).

Furthermore, this study offers a valuable contribution to the debate on the role of traditional games in modern education. In a rapidly digitizing world, traditional games like Engklek are often overlooked in favor of more contemporary methods. However, this research reinforces the idea that traditional activities are not only culturally

significant but also pedagogically beneficial. The combination of physical activity, social interaction, and cultural immersion provided by games like Engklek can support the development of well-rounded children who are physically active, cognitively engaged, and socially competent. This calls for a rethinking of the educational curriculum to incorporate these traditional games more consistently.

### **Cultural Preservation and Practical Implications for Education**

Beyond the physical and cognitive benefits, the integration of traditional games like Engklek into early childhood education also holds significant cultural value. As globalization and technological advancements continue to shape children's experiences, many traditional cultural practices are at risk of being forgotten. (Battista & Sheridan, 2013; Portin, 2020) However, by incorporating games like Engklek into the curriculum, educators not only promote physical development but also ensure that cultural heritage is preserved and passed on to the younger generation.

This study suggests that traditional games can serve as a bridge between modern education and cultural preservation. Engklek is deeply rooted in Indonesian culture and is an excellent medium for teaching children about their cultural heritage in a fun and interactive way. As children engage in such games, they are not only enhancing their physical skills but also learning about their cultural identity, traditions, and history. This aligns with the findings of Zalukhu et al. (2023), and Utsman (2018) who argue that traditional games are essential in fostering a sense of cultural pride and identity in children.

From a practical standpoint, the findings of this study have important implications for educators and policymakers. The significant improvements in children's motor skills suggest that traditional games like Engklek should be incorporated into early childhood education programs. Given their simplicity and minimal need for resources, these games can be easily integrated into classrooms with little cost, making them an accessible and inclusive tool for promoting physical education. Incorporating Engklek into the curriculum not only helps develop children's motor skills but also provides opportunities for social interaction, problem-solving, and cultural engagement, which are crucial for holistic child development.

Additionally, this study highlights the importance of balancing physical play with academic learning. With the growing emphasis on standardized testing and academic achievement, physical activity is often deprioritized in many educational settings. However, the findings of this study suggest that physical play, particularly through traditional games, can enhance academic performance by supporting cognitive development and improving focus and attention. Therefore, educators should strive to create a balanced curriculum that includes both academic learning and physical activities, allowing children to grow holistically in a fun, engaging, and culturally enriching environment.

## Conclusion

This study explored the effect of traditional Engklek games on the gross motor skills of children aged 5-6 years at TKIT Alif, Serang City. The results show that Engklek games significantly improve children's balance, coordination, muscle strength, and endurance. These findings contribute to the growing body of evidence supporting the benefits of traditional games in promoting physical development during early childhood. Engklek, with its emphasis on dynamic physical movements, proves to be an effective tool for enhancing key motor skills, which are foundational for further physical and cognitive development.

Furthermore, this research highlights the importance of integrating traditional games into early childhood education. Beyond physical benefits, Engklek games foster essential social and emotional skills, such as cooperation, turn-taking, and communication. In a time when children are increasingly sedentary due to screen time, traditional games offer a valuable means to promote physical activity and social interaction in an engaging, educational manner. These findings suggest that traditional games like Engklek should be incorporated into educational curricula to support holistic development.

In conclusion, traditional Engklek games are a powerful educational tool that enhances children's gross motor skills while also supporting social, emotional, and cultural development. Educators and policymakers should recognize the value of such games in early childhood education, both for preserving cultural heritage and promoting physical and social growth. Future research should further investigate the



long-term impacts of traditional games and their potential for integration into modern education systems to provide a more balanced, well-rounded approach to child development.

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