

## Strategi Pengembangan Nilai Moral pada Anak Usia Dini Melalui Lagu dan Permainan Tradisional: Tinjauan Pustaka

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### Abstrak

*Di era modern saat ini, keberadaan lagu dan permainan tradisional semakin terpinggirkan akibat dominasi budaya populer dan perkembangan teknologi digital. Studi ini bertujuan untuk mengkaji berbagai literatur terkait strategi pengembangan moral anak usia dini melalui lagu dan permainan tradisional, serta menggali potensi dan tantangan implementasinya dalam konteks pendidikan anak usia dini. Penelitian ini menggunakan metode telaah literatur (literature review) terhadap berbagai studi sebelumnya yang membahas strategi pengembangan moral anak usia dini melalui lagu dan permainan tradisional. Dari proses data ekstraksi diperoleh total 15 artikel yang ditelaah. Proses sintesis data dalam penelitian ini dilakukan dengan menggunakan teknik analisis konten. Hasil dari telaah literatur menunjukkan bahwa lagu berperan dalam membangun pemahaman dan penghayatan nilai melalui pengulangan yang menyenangkan dan pengalaman emosional yang positif, sementara permainan tradisional memungkinkan anak untuk mengaplikasikan nilai-nilai tersebut dalam situasi nyata bersama teman sebaya. Oleh karena itu, penerapan kedua media ini dalam kegiatan pembelajaran PAUD dapat menciptakan suasana belajar yang sarat makna, menyenangkan, dan berdampak positif dalam jangka panjang terhadap pengembangan moral anak*

**Keywords:** Lagu, Pendidikan Anak Usia Dini, Pengembangan Moral, Permainan Tradisional

## Strategies for Developing Moral Values in Early Childhood Through Songs and Traditional Games: A Literature Review

### Abstract

In today's modern era, traditional songs and games are increasingly marginalized due to the dominance of popular culture and digital technology. This study aims to examine literature on strategies for developing moral values in early childhood through songs and traditional games, while exploring their implementation potential and challenges in early childhood education. Using a literature review methodology, the research analyzes 15 previous studies on moral development strategies through these traditional mediums. Content analysis was employed for data synthesis. Findings reveal that songs effectively build value comprehension through enjoyable repetition and positive emotional experiences, while traditional games enable children to practically apply these values in peer interactions. The study concludes that integrating both media in early childhood education can create meaningful, engaging learning environments with long-term positive impacts on children's moral development.

**Kata Kunci:** Early Childhood Education, Moral Development, Songs, Traditional games

### INTRODUCTION

Children are a gift from God Almighty and should be accepted with gratitude by every parent. The period from birth to six years of age, often referred to as the golden age, is a crucial stage in a child's physical, artistic, language, intellectual, emotional, and social development. During this phase, moral concepts and behaviors also begin to take shape. Therefore, it is essential to pay close attention to early childhood education, particularly in the moral domain (Gusmayanti & Dimyati, 2021). Early childhood education serves as a foundational stage in shaping an individual's personality and character,

which will significantly influence their life in adulthood (Hasanah & Fajri, 2022). Moral development from an early age is a vital cornerstone in building a strong and resilient character and personality in children.

Moral education in early childhood aims to cultivate values such as humanity, justice, equality, and mutual respect. Through this form of education, children learn to understand and evaluate moral actions, develop trust in social norms, and become accustomed to behaving in accordance with appropriate moral values. As a result, they are able to establish strong moral principles in their lives (Afnita & Latipah, 2021). Instilling moral values from an early age, particularly during the critical period of 0 to 6 years old is a fundamental step in shaping a strong character and personality.

Moral education during early childhood can be implemented through various methods, such as daily routines, the integration of moral values into learning materials, and imitation of the behavior of surrounding adults. Early childhood, known as the golden age, also requires full support from parents in instilling fundamental life values (Mukarromah, 2022). Providing moral education from an early age has a long-term positive impact on children's development. The benefits of moral education in early childhood are substantial, including: (1) helping to shape children's character as the foundation for their attitudes and behaviors; (2) encouraging the emergence of positive behavior, enabling children to distinguish between right and wrong actions; (3) strengthening their ability to build healthy and communicative social relationships with others; (4) enhancing their ability to face conflicts and life challenges; and (5) fostering a strong personality that supports problem-solving skills and active participation in society (Yalçın, 2021). Thus, moral education provides a solid foundation for children's future development; children with a sound moral understanding are better prepared to face life's challenges.

However, in reality, individual morality has not yet developed in a balanced manner to reach an ideal level. This presents a particular challenge in today's era of globalization, where social media exerts a significant influence on children's behavior. As reported by (Waty et al. (2020)), a survey of adolescents aged 12–15 revealed that 62.5% of respondents, both male and female, admitted to having been exposed to pornographic content through social media. When disaggregated by gender, 18.75% of male adolescents and 6.26% of female adolescents reported having accessed or viewed such content. Social media can also significantly contribute to bullying, particularly in the form of cyberbullying. Therefore, intentional and structured moral education from an early age is crucial for shaping a generation with noble character who are capable of navigating the complexities of modern society.

Childhood is widely recognized as a period during which children spend most of their time engaging in play. Play activities are a fundamental need for every child. Through play, children not only experience joy but also gain new knowledge and experiences that contribute to the development of their various potentials (Nurhayati & Putro, 2021). Therefore, moral development efforts should be carried out from an early age using approaches that align with the world of children, namely, through play and singing. One effective strategy that early childhood educators can employ to instill moral values is the use of songs and traditional games as learning media.

Children's songs and traditional games are activities that are closely associated with the daily lives of young children. Beyond providing enjoyment, both serve as effective media for instilling moral values. Songs are engaging and enjoyable learning tools for children, which can be utilized by both parents and teachers to impart moral lessons. Children's songs typically contain lyrics that convey values such as honesty, helpfulness, politeness, and responsibility. Meanwhile, traditional games involve social interaction that fosters children's understanding of cooperation, fairness, sportsmanship, and empathy (Wulandari et al., 2022). Through these activities, children are able to absorb and internalize moral values in a way that is enjoyable and developmentally appropriate.

In today's modern era, however, the presence of traditional songs and games is increasingly marginalized by the dominance of popular culture and the rapid advancement of digital technology.

This situation limits children's opportunities to explore and appreciate the noble values embedded in local cultural heritage through traditional media. Therefore, it is essential for educators and parents to develop effective strategies to ensure that these traditional forms remain relevant and meaningful in the moral education of young children.

This article aims to review various scholarly works related to strategies for fostering moral development in early childhood through children's songs and traditional games, while also exploring the potential and challenges of implementing these strategies within the context of early childhood education. The review not only highlights the approaches that have been employed in the process of internalizing moral values in young children but also provides an in-depth analysis of the effectiveness of songs and traditional games as media for shaping children's character in a holistic manner. Through this literature study, the article analyzes how these two media can naturally and contextually support moral development in alignment with children's developmental stages and play-based learning environments. The novelty of this article lies in its attempt to integrate two cultural elements, children's songs and traditional games, into a unified strategy for moral development that is relevant to contemporary challenges. Furthermore, the article offers a fresh perspective by examining the strengths of these traditional media amidst the forces of digitalization and shifting cultural patterns among children. It also presents strategic recommendations that can be implemented by educators and parents in early childhood education settings that are more contextual, inclusive, and grounded in local cultural values.

## **METHOD**

This study employs a literature review method. The inclusion criteria for this research encompass all empirical studies based on real data, such as observation, experimentation, interviews, or case studies that examine the use of songs and traditional games as strategies to foster moral development in early childhood. Early childhood in this context refers to children aged 0 to 6 years. Additionally, the study includes only articles published within the past ten years, from 2015 to 2025.

The article search was conducted using the Google Scholar and Garuda databases. The keywords used in the search included: "songs", "traditional games", "morals", and "early childhood education". After identifying relevant sources, the researcher conducted data extraction using predefined exclusion criteria. Articles were excluded if they: (a) were literature reviews without empirical data; (b) focused on children over the age of six, as they do not fall under the early childhood category; (c) examined adolescents, adults, or other age groups; (d) were not relevant to early childhood moral development; (e) were published outside the specified timeframe; or (f) discussed children's songs and traditional games without any link to moral development in early childhood. Following this extraction process, a total of 15 articles were selected for review.

The data synthesis process in this study was carried out using content analysis. This technique involves categorizing textual content to identify patterns systematically, a process known as coding (Tryanan Asmaradhani, 2024). The analysis began with a comprehensive reading of all selected articles. The researcher then categorized the findings by assigning codes to research results that shared similar variables, allowing for the formation of thematic clusters representing comparable constructs.

## **RESULT**

Following the analysis process, several findings were obtained regarding the use of children's songs and traditional games as strategic media for fostering moral development in early childhood within the family environment, as synthesized from 15 journal articles.

**Table 1. Strategies for Developing Moral Values in Early Childhood Through Songs**

| Researcher(s)                     | Method       | Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hartiningih (2015)                | Qualitative  | Javanese children's folk songs, such as Cublak-Cublak Suweng, Sluku-Sluku Bathok, Ilir-Ilir, Padhang Bulan, Dondhong Apa Salak, Kupu Kuwi, and Kuwi Apa Kuwi, are part of the rich cultural heritage passed down from ancestral traditions. These songs can be effectively utilized as educational tools to foster moral development in young children. Each of these traditional songs carries moral messages that reflect nine core character values: (1) love for God and all of His creations; (2) independence and a sense of responsibility; (3) honesty and wisdom; (4) respect and politeness; (5) generosity and the spirit of cooperation; (6) self-confidence; (7) leadership; (8) kindness and humility; and (9) tolerance, peace, and unity. |
| Hermawan & Fathonah (2020)        | Qualitative  | Children's songs have a strong correlation with the development of religious and moral values in early childhood. Songs such as <i>Lagu Pembuka</i> (Opening Song), <i>Aku Anak PAUD</i> (I Am an Early Childhood Student), <i>Aku Anak Mandiri</i> (I Am an Independent Child), <i>Adab Makan</i> (Eating Manners), <i>Buang Sampah</i> (Throwing Trash), and <i>Aku Anak Islam</i> (I Am a Muslim Child) are commonly used as media to instill these values. Based on observational findings and assessments, the use of these songs has been shown to facilitate children's understanding and application of religious and moral values conveyed through the lyrics in their daily lives.                                                              |
| Muftie et al. (2022)              | Quantitative | Based on research findings, there is a significant difference between the group taught using the conventional lecture method and the group that received instruction through Islamic children's songs in terms of moral development in early childhood. The study demonstrated that the use of Islamic children's songs had a significantly positive impact on the enhancement of children's moral development, particularly among Group B students at RA Ummul Quro in Bandung Regency. This effectiveness is attributed to the fact that Islamic songs are easier for children to understand and remember, are delivered in an enjoyable manner, and can be applied in daily life both at school and at home.                                           |
| Muchsinun et al. (2023)           | Qualitative  | The use of movement and song as a medium for instilling religious and moral values has shown positive impacts, such as creating a more enjoyable learning environment for children, facilitating teachers in delivering instructional content, helping children better understand the learning material, and promoting physical and motor development, while simultaneously stimulating the balance of brain function in early childhood.                                                                                                                                                                                                                                                                                                                 |
| Seftiandani & Hidayatullah (2023) | Qualitative  | Children's songs used in kindergartens contain numerous values that can be utilized as a means to develop children's character. From a total of 48 songs collected, 31 songs were found to reflect five core character values: 16 songs conveyed religious values, 7 songs emphasized nationalism, 5 songs focused on independence, 1 song conveyed the value of mutual cooperation, and 2 songs reflected integrity. Religious values were the most                                                                                                                                                                                                                                                                                                      |

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|---------------------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mukti et al. (2023)       | Qualitative | dominant among them. Often, a single song embodies more than one character value, as these values are inherently interconnected and collectively contribute to the process of character development in young children. Songs play an important role in the early childhood learning process and have proven effective in instilling religious values, particularly those related to faith ( <i>aqidah</i> ), morality ( <i>akhlaq</i> ), and Islamic jurisprudence ( <i>fiqh</i> ). Delivering moral and religious values through singing activities can capture children's interest, as such activities are enjoyable and help children internalize the meanings embedded in the song lyrics.                                                                         |
| Dhaifi & Putri (2023)     | Qualitative | The introduction of moral sexual education through movement and song activities has a positive impact on improving young children's understanding of moral sexual education.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Hildawati & Ramlah (2024) | Qualitative | The use of songs as a medium for instilling religious and moral values at PAUD Ilmi Amalia has proven effective in helping children understand the basic principles of religious teachings and social norms. Songs facilitate the learning process between teachers and children in introducing concepts of good and bad behavior, right and wrong, as well as appropriate manners in accordance with early childhood developmental stages. Teachers can also observe children's behavior in the school environment to ensure that they are not merely memorizing the songs, but also applying the values in their daily lives. Most children showed significant positive development, as reflected in the formation of good habits fostered through the use of songs. |

**Table 2. Strategies for Developing Moral Values in Early Childhood through Traditional Games**

| Researcher(s)           | Method      | Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Haris (2016)            | Qualitative | The traditional game <i>Cublak-cublak Suweng</i> , which contains elements of local wisdom, can be utilized as a medium to foster moral development in early childhood. The values embedded in this game teach that in pursuing wealth, position, or power, one should not be driven by selfish desires but rather guided by a clear conscience. By following their inner voice, individuals are more likely to discover their true purpose in life and avoid being misled to the point of forgetting the afterlife. In addition, this game also instills values of empathy and self-control. |
| Pamungkas (2015)        | Qualitative | Play activities involving aesthetic movement through traditional Yogyakarta games such as <i>Ular Naga</i> , <i>Cublak-cublak Suweng</i> , <i>Suk-suk Pariambruk</i> , <i>Jamuran</i> , and <i>Sim-sim Terimakasih</i> have a positive impact on the moral development of early childhood students at TPA KB Yoga Dharma Santi. These games help stimulate the growth of moral values such as responsibility, empathy, cooperation, and discipline in children.                                                                                                                               |
| Haris & Hastuti (2016)  | R&D         | The traditional games <i>Jamuran</i> and <i>Sluku-sluku Bathok</i> have proven effective as learning media for developing both moral and language aspects in early childhood, with 80% of students achieving learning mastery.                                                                                                                                                                                                                                                                                                                                                                |
| Rosaria & Rahayu (2022) | Qualitative | The traditional game <i>Singkongan</i> has been proven to help develop religious and moral values in early childhood                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| Lubis (2023)              | Qualitative | students in Group B of TK Santa Anna Girisonta. This is evident from the increase in observation results: from only 47% in the pre-cycle, to 62% in Cycle I, and further rising to 81% in Cycle II. The children began to show an understanding of the importance of being patient while waiting their turn, respecting others' opinions, and demonstrating supportive behavior during play. The tendency to be self-centered also started to decrease.                          |
| Lorenza & Prasetya (2024) | Qualitative | Traditional games such as <i>congklak</i> , <i>hide and seek</i> , <i>hopscotch</i> , <i>jump rope</i> , and <i>bakelan</i> were implemented in a planned manner, aligned with the themes and sub-themes of kindergarten learning. The results showed an improvement in religious and moral values among early childhood students. Although there were various supporting and inhibiting factors during implementation, the obstacles were successfully managed by the teachers. |
| Rosmiani et al. (2025)    | R&D         | The use of the traditional game <i>hide and seek</i> in learning activities has proven effective in fostering moral values in children. This effectiveness is evident from the significant positive impact on children's moral development, particularly in stimulating patience, perseverance, and honesty during play.                                                                                                                                                         |
|                           |             | The traditional game <i>Didi Lauro</i> has been proven to possess high levels of validity, practicality, and effectiveness in instilling moral values in early childhood children in Palu City.                                                                                                                                                                                                                                                                                  |

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## DISCUSSION

Songs, whether children's songs, Islamic songs, or traditional/dolanan songs, have proven to be effective media for fostering moral values in early childhood. Research has shown that songs are not merely a form of entertainment but also serve as enjoyable and accessible educational tools for instilling moral values. As noted by (Hartiningsih, 2015), traditional Javanese songs such as *Cublak-cublak Suweng* and *Iir-ilir* convey moral messages representing nine core character values, including love for God, responsibility, honesty, tolerance, and unity. This demonstrates that traditional songs are not only a means of cultural preservation but also serve as important instruments in character development.

These findings are reinforced by (Hermawan & Fathonah (2020), who stated that children's songs such as *Aku Anak PAUD* and *Aku Anak Islam* significantly contribute to the development of moral and religious values. Children who frequently listen to and sing these songs tend to more easily understand and apply moral values in their daily lives. Songs are particularly effective because they deliver messages in a repetitive and enjoyable manner, helping children absorb the embedded meanings more effectively. Furthermore, (Muftie et al. (2022) confirmed that Islamic songs significantly enhance children's moral development compared to conventional learning methods like lectures.

Another advantage of using songs as a medium for moral education lies in their ability to create an enjoyable learning atmosphere and encourage active participation from children. (Muchsinun et al. (2023) showed that integrating movement and song in learning not only facilitates understanding of religious and moral values but also supports children's physical and motor development. Singing while moving stimulates enthusiasm, making moral values easier for children to digest and apply in everyday life. This is in line with findings from Mukti et al. (2023), which revealed that singing is effective in conveying values of *aqidah* (faith), *akhlaq* (ethics), and *fiqh* (Islamic jurisprudence), due to its engaging and attention-grabbing nature.

Beyond religious aspects, songs also play a significant role in reinforcing other character traits. Seftiandani & Hidayatullah (2023) identified that among 48 children's songs analyzed, 31 contained core character values such as religiosity, nationalism, independence, mutual cooperation, and integrity. This highlights the flexibility of songs as media capable of delivering various character values simultaneously, making them ideal tools for shaping early childhood personality. Moreover, songs can serve as an approach for introducing age-appropriate moral education on sexuality. Research by Dhaifi & Putri (2023) noted that through movement and song, children can learn about sexual morality in a pleasant and non-threatening way. This approach enables children to gradually and appropriately understand sexual morality according to their developmental stage.

The teacher's role is crucial in optimizing songs as a moral learning medium. Hildawati & Ramlah (2024) emphasized that teachers are responsible not only for introducing songs to children but also for monitoring how well children internalize and practice the values conveyed in the songs. By observing children's behavior at school, teachers can assess the effectiveness of songs in developing positive habits. Most children taught through songs exhibited improved behavior, indicating that songs can be effective tools for habit formation, beyond mere memorization.

Overall, songs, be they children's, Islamic, or traditional are effective strategies for moral development in early childhood. With their ability to convey messages in a joyful, memorable, and practical manner, songs support not only moral and religious learning but also children's physical, motor, and cognitive development. Therefore, teachers and parents are encouraged to use songs as powerful tools to nurture morally strong and well-rounded young individuals.

According to Piaget (1932), young children are in the heteronomous stage of moral development, where they perceive rules and values as fixed and coming from external authorities such as teachers or parents. In this stage, songs can serve as effective tools for helping children internalize moral values, especially when delivered by respected figures and in enjoyable forms. Dolanan songs like *Sluku-sluku Bathok* (Hartiningsih, 2015) and Islamic songs (Muftie et al., 2022) contain repeated moral messages that children can easily recall and accept as valid norms. This aligns with Piaget's view that children learn morality through imitation and repetition.

On the other hand, Kohlberg (1981) expanded moral development theory by identifying more detailed stages. Early childhood typically falls into the pre-conventional stage, which includes obedience and punishment orientation, as well as individualism and exchange. At this stage, children understand right and wrong based on consequences or personal benefits. Songs that contain moral messages can broaden children's moral understanding by instilling social values such as empathy and responsibility. For instance, the song *Adab Makan* (Hermawan & Fathonah, 2020) not only teaches table manners but also reinforces the idea that positive behavior earns social recognition, in line with moral reasoning at this stage.

Therefore, the use of songs in early childhood moral education is supported not only by classical developmental theories but also by proven learning practices. Recent studies such as those by Hildawati & Ramlah (2024) and Dhaifi & Putri (2023) demonstrate that songs can simplify abstract moral concepts into more concrete and understandable forms for children. In the future, early childhood curricula should systematically integrate songs as a medium for moral instruction to better align with developmental stages and foster strong character from an early age.

Traditional games have also proven to be effective approaches for instilling moral values in early childhood, as reflected in various research findings summarized in Table 2. For instance, a study by Haris (2016) revealed that the game *Cublak-cublak Suweng* not only brings joy but also conveys moral messages such as empathy, self-control, and appreciation of local wisdom. These values are implicitly transmitted through player interactions and game rules, allowing children to absorb them naturally without feeling lectured. This shows that traditional games are contextual moral learning media embedded in children's everyday activities. Pamungkas (2015) supports this by finding that

traditional Yogyakarta games such as Ular Naga and Jamuran foster responsibility, care, and cooperation. Through activities that combine rhythmic movements and group rules, children learn to respect others and understand the importance of teamwork. These results align with Vygotsky's (1978) theory of social constructivism, which emphasizes that learning occurs through social interactions, including play, which becomes a medium for internalizing moral and social values.

The moral benefits of traditional games are also evident in studies by Haris & Hastuti (2016) and Rosaria & Rahayu (2022). Their research found that games like Jamuran and Singkongan significantly enhanced children's moral awareness. Specifically, Rosaria & Rahayu (2022) reported an increase from 47% to 81% in children's understanding of values such as patience and respect for others' opinions after participating in traditional games. This proves that such games function not only as recreational tools but also as educational instruments that support positive character formation in children. Further research by Lubis (2023) and Rosmiani et al. (2025) shows that games like congklak, hide and seek, engklek, and Didi Lauro have high validity and effectiveness in instilling moral values. These games have clear rules and structures that enable children to learn honesty, discipline, and sportsmanship. Lorenza & Prasetya (2024) also highlighted the effectiveness of hide and seek in fostering patience and perseverance, essential foundations of moral development in childhood.

The strength of traditional games lies in their ability to harmoniously combine cognitive, social, and physical aspects in the moral learning process. Children not only learn moral values theoretically but also practice them directly through real-life experiences with peers. This approach aligns well with Bandura's (1977) social learning theory, which states that children learn by observing, imitating, and receiving reinforcement from their social environment. Thus, traditional games become ideal learning media for holistic moral development.

In conclusion, traditional games have proven to be one of the most effective methods of moral education in early childhood, as they integrate fun, social interaction, and moral values within the rules of play. Numerous studies have shown that through traditional games, children not only understand ethical values but are also motivated to apply them in daily life. Therefore, teachers and parents are encouraged to incorporate traditional games into the learning process as part of a comprehensive strategy for moral development in early childhood.

## CONCUSLION

This literature review indicates that songs and traditional games are effective methods in supporting the moral development of early childhood. Children's songs, whether Islamic-themed or local dolanan songs, possess strong potential to convey moral messages through simple and memorable lyrics, delivered in a joyful atmosphere. On the other hand, traditional games such as Cublak-cublak Suweng, Jamuran, and hide-and-seek serve as valuable means for children to learn moral values such as honesty, empathy, and cooperation through direct experience and social interaction during play. Both approaches not only support natural moral learning but are also aligned with children's cognitive and social developmental stages as outlined in the moral theories of Piaget, Kohlberg, and Vygotsky.

The integration of songs and traditional games offers a comprehensive approach to moral education in early childhood. Songs contribute to building understanding and internalization of values through enjoyable repetition and positive emotional experiences, while traditional games allow children to apply these values in real-life peer interactions. Therefore, the implementation of both media in early childhood education can create a meaningful, enjoyable learning environment with a lasting positive impact on children's moral development. Educators and parents are encouraged to creatively and deliberately utilize songs and traditional games so that moral messages can be optimally instilled in children's everyday lives.

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