

Traditional games of coastal Bengkulu and the formation of civic disposition: Exploring lickona's essential moral values in elementary education

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Submitted:

28-02-2026

Accepted:

17-03-2026

Published:

25-05-2026

Abstract: The decline in the practice of traditional games due to modernization has limited opportunities for students to experience character formation through culturally rooted activities. This study aims to explore the relevance of Bengkulu coastal traditional games in shaping elementary school students' civic disposition and to examine their alignment with Lickona's eleven essential moral values. The main contribution of this study is the development of a model that integrates local traditional games into formal and informal education as a medium for character and civic education. A systematic literature review method was employed by analyzing thirty research articles published between 2020 and 2025. The analysis shows that traditional games such as Cabur, Congkak, Sekejaran, Bakiak, Bekel, Ingkau, and Lompek Kodok reflect key moral values including responsibility, honesty, fairness, tolerance, wisdom, self-discipline, cooperation, empathy, courage, and democratic participation. The study proposes three integration models: intraclass learning, Profil Pelajar Pancasila projects, and extracurricular activities. These findings demonstrate that traditional games not only preserve cultural heritage but also function as effective pedagogical tools to internalize moral and civic values. It is concluded that Bengkulu coastal traditional games provide a strategic and innovative approach to support character education in elementary schools.

Keywords: Bengkulu coastal culture, civic disposition, moral value, traditional games

Abstrak: Penurunan praktik permainan tradisional akibat modernisasi telah membatasi kesempatan siswa untuk mengalami pembentukan karakter melalui aktivitas yang berakar pada budaya lokal. Penelitian ini bertujuan untuk mengeksplorasi relevansi permainan tradisional pesisir Bengkulu dalam membentuk *civic disposition* siswa sekolah dasar serta mengkaji kesesuaiannya dengan sebelas nilai moral esensial menurut Thomas Lickona. Kontribusi utama penelitian ini terletak pada pemodelan integrasi permainan tradisional lokal ke dalam pendidikan formal dan informal sebagai media pendidikan karakter dan kewarganegaraan. Metode yang digunakan adalah *systematic literature review* dengan menganalisis tiga puluh artikel penelitian yang diterbitkan pada tahun 2020–2025. Hasil analisis menunjukkan bahwa permainan tradisional seperti Cabur, Congkak, Sekejaran, Bakiak, Bekel, Ingkau, dan Lompek Kodok merefleksikan nilai-nilai moral utama, meliputi tanggung jawab, kejujuran, keadilan, toleransi, kebijaksanaan, disiplin diri, kerja sama, empati, keberanian, dan partisipasi demokratis. Penelitian ini mengusulkan tiga model integrasi, yaitu pembelajaran intrakelas, proyek Profil Pelajar Pancasila, dan kegiatan ekstrakurikuler. Temuan ini menunjukkan bahwa permainan tradisional tidak hanya berfungsi melestarikan warisan budaya, tetapi juga menjadi sarana pedagogis yang efektif untuk menginternalisasikan nilai-nilai moral dan kewarganegaraan. Dengan demikian, permainan tradisional pesisir Bengkulu merupakan pendekatan strategis dan inovatif dalam mendukung pendidikan karakter di sekolah dasar.

Kata kunci: Budaya pesisir Bengkulu, karakter warganegara, nilai-nilai moral, permainan tradisional

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INTRODUCTION

A good citizen must possess a set of competencies that enable them to exercise their rights and fulfill their responsibilities effectively. One of the most crucial competencies is civic disposition (Ramadhani & Halimi, 2023). Civic disposition refers to the attitudes and character traits of citizenship that embody responsibility, morality, and active participation in society (Mazid et al., 2025). According to Lickona, (2022) this disposition is closely linked to essential moral values that should be instilled in schools, including respect, responsibility, honesty, justice, tolerance, wisdom, self-discipline, helpfulness, compassion, cooperation, courage, and democratic attitudes.

The development of these civic traits should begin as early as possible, particularly at the elementary school level. Character education for elementary students needs to be designed in accordance with their developmental characteristics and uniqueness (Latjompoh et al., 2025; Lin et al., 2017; Lockwood, 2015; Nusantara et al., 2020). At this stage, students are in the concrete operational phase and require engaging, practical activities that can effectively support their moral and civic growth (Schrier, 2021; Setiawan et al., 2024). One activity with significant potential in this context is traditional games, which not only provide enjoyment but also serve as a cultural medium for cultivating essential civic and moral values (Imre, 2009; Raphael et al., 2010). According to Hollins (2015) and Li (2025), education should be closely connected with culture because cultural practices can become meaningful learning resources for shaping students' character and values.

Traditional games are a form of cultural heritage rich in social, moral, and cultural values that can play a significant role in shaping students' character (Utama & Rahayu, 2025). In the coastal areas of Bengkulu, traditional games such as Ingkau, Lompek Kodok, Sekerung, Aco, and Serentam embody values closely related to civic disposition, including cooperation, responsibility, respect, and solidarity (Fajar et al., 1984). These games not only provide entertainment but also serve as an informal yet effective medium for transmitting essential moral values and strengthening students' social interactions within the community.

Traditional games constitute an important part of cultural heritage and play a significant role in supporting children's social and character development. Through these activities, children learn cooperation, communication, and respect for social rules within a cultural context (Yilmaz & Griffiths, 2023). However, the forces of modernization and globalization have gradually diminished the popularity of these traditional games, particularly among the younger generation. Many children are now more attracted to digital entertainment and virtual interactions rather than engaging in cultural practices that foster direct social bonds (Mathers et al., 2025). Ekunsami (2012) found that although 77% of people had once played traditional games, only about 18% still play them today. This finding is supported by Genggong and Ashmarita (2018), who reported that currently only around 10–15 types of traditional games remain known and playable by children, compared to about 20–30 types commonly played in the 1980s. These findings indicate a significant decline in the practice and sustainability of traditional games in society. This shift in behavior has significantly reduced opportunities for face-to-face social interaction, thereby limiting children's exposure to cultural learning and the internalization of moral and civic values embedded in traditional play (Frost, 2012; Tohari et al., 2025).

The decline in traditional game practices raises serious concerns for character education. When children spend more time in the digital space, they risk losing meaningful opportunities to practice cooperation, empathy, fairness, and self-discipline through direct interaction with peers (Globokar, 2018). As a result, the role of schools and educators becomes increasingly vital in revitalizing the educational potential of traditional games (Anggita et al., 2024). By reintroducing these games into the elementary school context, students can engage in enjoyable yet value-laden activities that align with their developmental stage, while simultaneously preserving local cultural identity. The character development of Indonesian students has shown a significant decline in recent years. According to the 2021 Student Character Index of Bengkulu Province, the regional score was 70.80, which falls below the national character index average (Murtadlo et al., 2021). This indicates a concerning gap in the cultivation of civic and moral values among students in the region.

The issue becomes increasingly pressing with the rising prevalence of social problems such as bullying and individualistic attitudes among elementary school students, including those in Bengkulu City. Observations indicate behaviors such as indifference, lack of empathy, and bullying among students. Previous studies also show that bullying and antisocial behaviors often emerge during the elementary school years and are associated with weaknesses in students' social and moral development (Hymel et al., 2009; Nasaescu, 2023). These conditions highlight the urgency of strengthening civic disposition from an early age, as the failure to internalize values such as respect, responsibility, tolerance, and cooperation may hinder the development of responsible and democratic citizens.

Educational interventions that are culturally grounded and developmentally appropriate are critically needed to address the decline in children's social interaction and cultural engagement. In this regard, traditional games offer meaningful learning experiences because they integrate play, culture, and social values in a natural context. Previous studies have shown that traditional games can support children's social competence, cooperation, and moral development through direct interaction and rule-based activities (Papadimitriou & Virvou, 2025). Furthermore, traditional games, which naturally embed social interaction and moral lessons, can serve as a strategic medium to counteract these negative tendencies (Necula et al., 2024; Darmansyah et al., 2025). By reintroducing and revitalizing traditional games within elementary schools, educators have the opportunity to foster positive behaviors, enhance social cohesion, and reinforce essential values that contribute to the development of students' civic disposition.

Previous studies have consistently demonstrated that traditional games contribute significantly to the development of positive attitudes in children (Trajkovic et al., 2018). Research findings reveal that children who actively engage in traditional games display higher levels of social competencies, such as cooperation, empathy, and mutual respect, compared to those who do not participate (Ayu & Sari, 2025; Özcan & Sakız, 2025). These outcomes suggest that traditional games serve as an effective pedagogical tool to foster interpersonal skills and strengthen students' civic and moral awareness.

In the current era, mastery of both modern and traditional competencies is essential to prepare individuals to contribute effectively as learners, members of the workforce, and responsible citizens within society (Herlinawati et al., 2024). While technological literacy is undeniably important, the preservation and practice of traditional skills remain equally

crucial in ensuring that cultural identity and civic values are not overshadowed by modernization (Poddar, 2024). Against this backdrop, the present study becomes urgent and highly relevant. It seeks to examine the relevance of coastal Bengkulu traditional games in shaping the civic disposition of elementary school students. This dual focus not only emphasizes the preservation of local cultural heritage but also positions traditional games as a strategic medium for character education. By bridging cultural preservation with civic education, the study offers practical solutions for enhancing the moral and civic quality of Indonesian children while simultaneously reinforcing their cultural roots.

The seven essential moral values proposed by Thomas Lickona include honesty, compassion, courage, kindness, self-control, cooperation, and diligence. These values are fundamental components of character education because they guide individuals in developing responsible, ethical, and socially caring behavior. According to Lickona (2013), moral character is formed through the integration of moral knowledge, moral feelings, and moral actions, which need to be cultivated through consistent learning experiences and social interaction. In the context of this research, these seven values serve as the theoretical framework for analyzing the moral values embedded in coastal Bengkulu traditional games. Studies by Szolnoki and Chen (2021) and Zhang et al. (2025) indicate that traditional games involve rules, cooperation, competition, and social interaction that allow students to practice honesty, cooperation, self-control, and perseverance during play. Therefore, integrating traditional games into elementary school learning can become a culturally relevant strategy to strengthen students' moral character and support the development of civic disposition.

Based on the background described above, the research problems identified in this study are as follows: (1) how are the values embedded in the traditional games of coastal Bengkulu relevant to the seven essential moral values proposed by Thomas Lickona?; (2) how can a model for integrating Lickona's essential moral values into coastal Bengkulu traditional games be applied to support character education in elementary schools?; and (3) what is the role of coastal Bengkulu traditional games in shaping civic disposition among elementary school students? These research questions are expected to provide a comprehensive understanding of the potential of traditional games as both a cultural preservation effort and an effective medium for character education.

METHOD

This study employs a systematic review method to (1) identify the relevance of values embedded in the traditional games of coastal Bengkulu with Lickona's essential moral values; (2) develop a model for integrating these essential moral values into coastal Bengkulu traditional games; and (3) analyze the role of these traditional games in shaping the civic disposition of elementary school students. Research questions were formulated, and inclusion criteria were established, such as selecting articles published within the last five years, relevant to the topic, and peer-reviewed.

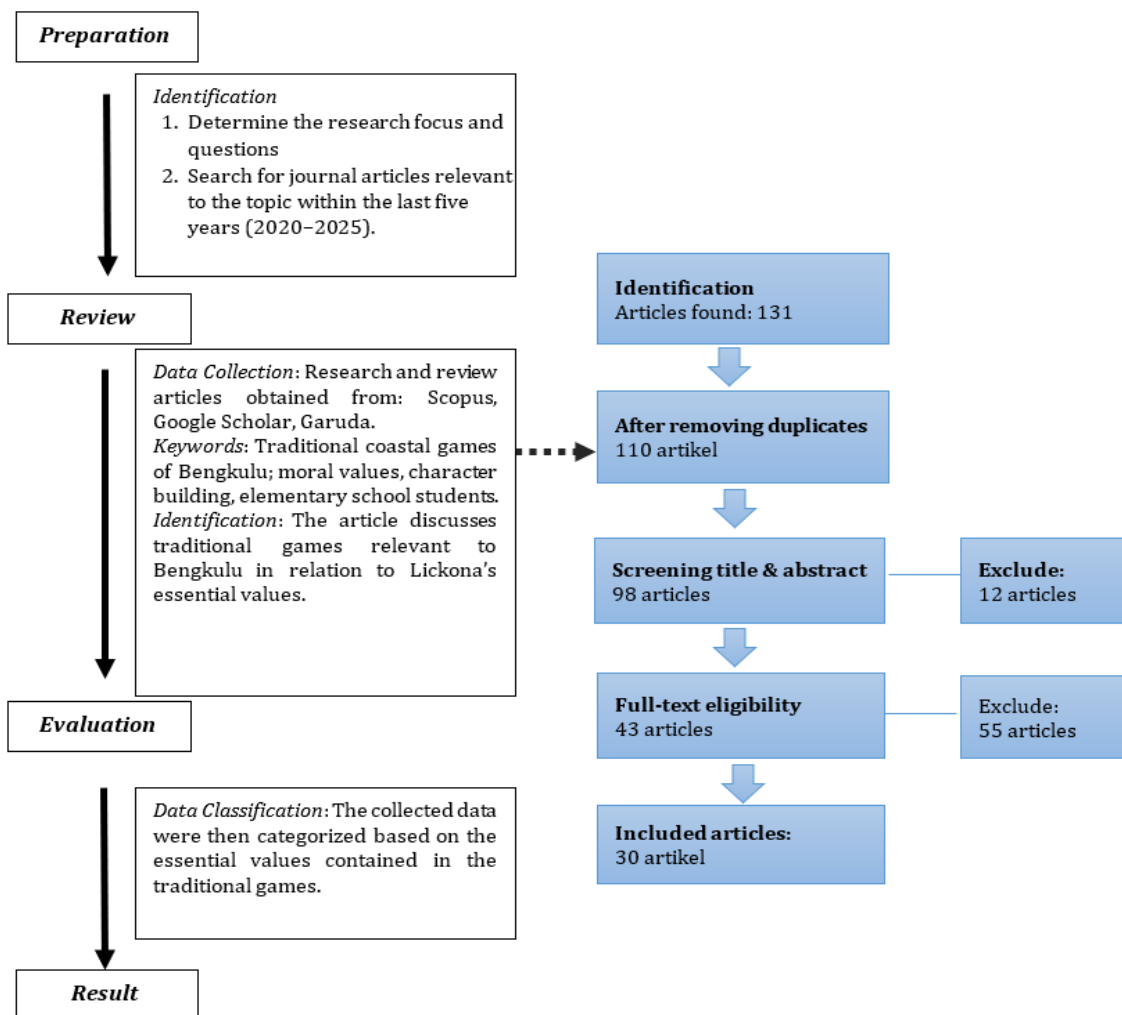


Fig. 1. Literature review research flow

The next stage involved searching for articles through scientific databases such as Scopus, Google Scholar, and Garuda using a combination of relevant keywords. The retrieved articles were then screened based on the established criteria, followed by quality evaluation using instruments such as methodological validity checklists and relevance assessments. Key data such as the type of traditional games studied, the moral and civic values identified, approaches to character education, and outcomes related to students' civic disposition were systematically extracted.

Finally, a comparative analysis across the selected studies was conducted to draw conclusions regarding the relevance of coastal Bengkulu traditional games, propose a model for integrating essential moral values into elementary education, and examine the role of traditional games in fostering students' civic disposition. The literature review in this study was conducted through several systematic stages: preparation, review, evaluation, and result.

Preparation

At this stage, the researchers determined the research focus and formulated the research questions related to the relevance of coastal Bengkulu traditional games to the

essential moral values proposed by Thomas Lickona and their role in character education and civic disposition among elementary school students. Inclusion criteria were also established, focusing on journal articles published within the last five years (2020–2025) that discuss traditional games, moral values, or character education in educational contexts.

Review

In this stage, articles were collected from several scientific databases, including Scopus, Google Scholar, and Garuda. The search used keywords such as “traditional coastal games of Bengkulu,” “moral values,” “character building,” and “elementary school students.” The initial search identified 131 articles. After removing duplicate records, 110 articles remained. Subsequently, title and abstract screening was conducted to determine the relevance of each article to the research topic. During this stage, 12 articles were excluded because they did not discuss traditional games, were unrelated to moral or character education, or were conducted outside educational contexts. As a result, 98 articles proceeded to the next stage.

Evaluation

A full-text review was then conducted to assess the relevance and methodological quality of the remaining studies. At this stage, 55 articles were excluded because they did not specifically examine traditional games in relation to moral values, did not focus on elementary school contexts, lacked sufficient methodological explanations, or did not provide data relevant to the objectives of the study. After this process, 43 articles remained. These articles were further analyzed and classified based on the essential moral values embedded in the traditional games discussed in the studies. During this stage, 13 additional articles were excluded because they did not clearly explain the relationship between traditional games and moral values based on Lickona’s framework.

Result

After completing all stages of the selection process, 30 articles met the inclusion criteria and were included in the literature review. These selected studies were then systematically analyzed to identify the types of traditional games examined, the moral values embedded in them, and their contribution to character education and the development of students’ civic disposition.

RESULTS AND DISCUSSION

The relevance of the values of Bengkulu’s coastal traditional games to Lickona’s essential values

Table 1. Comparative studies literature review

No	Author	Title	Type of Traditional Games	Emerging Moral Values
1	Yoga Brata Susena et al. (2021)	Ethnosport Permainan Tradisional Cabur	Cabur (Cabur)	Discipline, cooperation, responsibility, and enhancement of social values
2	Sholikin et al. (2022)	Nilai Karakter Anak Pada	Cabur dan Egrang (Cabur)	Religiosity, nationalism, independence, mutual

		Permainan Tradisional Cabur dan Egrang		cooperation, and integrity
3	Sriyahani et al. (2022)	Pendidikan Karakter melalui Permainan Tradisional di Desa Sitimulyo	petak umpet, layang-layang, bola bekel, lompek kodok, kelereng (Bola Bekel dan Lompat Kodok)	Religiosity, sportsmanship, accuracy, skills, mutual cooperation, independence, hard work, discipline, patience, love for the homeland (patriotism), a democratic attitude, and friendliness or communicativeness.
4	Sholehatus et al. (2023)	Nilai Pendidikan Karakter pada Permainan Tradisional Bentengan dan Cabur	Bentengan (Sekejaran) dan Gobak Sodor (Cabur)	Interfaith and interbelief cooperation, self-confidence, discipline, law-abiding attitude, cooperation, solidarity, deliberation, hard work, creativity, courage, resilience, honesty, and responsibility.
5	Perdima and Kristiawan (2021)	Nilai-nilai Karakter pada Permainan Tradisional Hadang di Sekolah Dasar	Hadang (Cabur)	Honesty, discipline, and hard work
6	Dewi et al. (2023)	Pembentukan Karakter Kedisiplinan Pada Siswa Sekolah Dasar Negeri Mambang Kecamatan Muara Kelinci Kabupaten Musirawas Melalui Permainan Rakyat	Cengkleng, Tali Karet, Congklak Dakon, Egrang, Bola Bekel (Bola Bekel dan Congkak)	Discipline, cooperation, responsibility, and the enhancement of social values
7	Ananda et al. (2024)	ethnomathematics in the traditional game lompek kodok bengkulu	Lompek Kodok	Social attitude and responsibility
8	Asyahidah et al. (2025)	Internalisasi Nilai Karakter Budaya Sunda Melalui Implementasi Proyek Penguatan	Congklak , Bekel Sapintrong, Sondah, dan Ucing Sumpat (Congklak dan Bekel)	Mutual cooperation and creativity

		Profil Pelajar Pancasila Berbasis Permainan Tradisional		
9	Saputri et al. (2024)	Implementasi Penguatan Profil Pelajar Pancasila Tema Kearifan Lokal dengan Kontekstualisasi Permainan Tradisional Congklak	Congklak (Congkak)	Mutual cooperation, deliberation, fairness, and wisdom
10	Rahmawati et al. (2022)	Permainan Tradisional dalam membentuk Karakter Anak Usia Sekolah Dasar di Desa Baratan	Lompat Tali Karet, Cabur, Lompek kodok, dan Petak Umpet (Lompek Kodok)	Social attitude and cooperation
11	Angreza and Purwanto (2023)	Inovasi Pembelajaran Penjas berbasis permainan tradisional si SDN Inti Tomoli	Bentengan (Sekejaran), Cabur dan Lompat Tali	Social interaction and cooperation — enhancing social interaction among students and fostering cooperation between them.
12	Prasetio and Praramdana (2020)	Cabur dan Bentengan sebagai Permainan Tradisional dalam pembelajaran Penjasorkes Berbasis Karakter pada Sekolah Dasar	Cabur dan Bentengan (Tor-tor dan sekejaran)	Cooperation, self-confidence, honesty, responsibility, tolerance, mutual respect, and discipline
13	Choirunnisa et al. (2023)	Pendampingan Pendidikan Karakter Santri SMP An- Nahdloh melalui Permainan Tradisional Budaya Tradisional	Congklak (Congkak)	Sportsmanship, cooperation, and numeracy skills
14	Lubis et al. (2023)	Penerapan Permainan Tradisional Marsitekka	Marsitekka (Lompek Kodok)	Tolerance, empathy, discipline, and hard work

		Sebagai Upaya Pembentukan Karakter Siswa		
15	Nur et al. (2022)	A Training for Strengthening Character Education Through Traditional Games Based on The Socratic Method for Teachers in Elementary School	Cabur, Lompek kodok, Bentengan (Sekejara), Boy-Boyan, Gatrik, Egrang	Caring, honest, tolerant, teamwork , Religious, disciplined, peace-loving, tough
16	Syamsi and Tahar (2021)	Local wisdom- based character education for special needs students in inclusive elementary schools	Cabur, Congklak, Gasing, Egrang, Batrik	Teamwork, discipline
17	Nurzamsina r and Amalia (2025)	Traditional Games as Culturally Responsive Pedagogy: Exploring Boy-Boy Game for Character Building in Pancasila Education	Boy-boy (Bekel)	Cooperation, honesty, responsibility, and justice.
18	Hayati and Hibana (2021)	Reaktualisasi Permainan Tradisional Untuk Pengembangan Kreativitas Anak	Lompek kodok, Congklak, Cabur	Sportsmanship; fostering honest, sensitive, sincere, and responsive morals; developing social competencies that are competitive, nationalistic, cooperative, and friendly.
19	Cahyani et al. (2023)	Penanaman Nilai- Nilai Karakter dan Budaya Melalui Permainan Tradisional pada Siswa Sekolah Dasar	Bakiak , galah asin, congklak, lompek kodok	Mutual cooperation and discipline, cooperation, social interaction, honesty, and critical thinking.

20	Susanti et al. (2022)	Permainan tradisional: Upaya Pewarisan budaya dan pendidikan karakter melalui kearifan lokal di Sekolah Dasar	Egrang batok Semua permainan tradisional	Perseverance, independence, self-confidence, democracy, education, personality, courage, health, unity, and morality.
21	Ngindana et al. (2025)	Peningkatan pengembangan kognitif dan pembentukan karakter anak melalui permainan dan kegiatan berbasis local genius	Congklak, Lompat Tali, dan Lompek kodok	Critical thinking skills, motor coordination, as well as character values such as cooperation, empathy, and sportsmanship.
22	Pratama et al. (2024)	Implementasi Permainan Tradisional untuk Membangun Karakter Gotong Royong Pembelajaran PPKn Peserta Didik Kelas V SDN Peterongan	Congklak (Congkak)	Mutual cooperation
23	Fauziah et al. (2022)	Pengembangan Karakter siswa Sekolah Dasar Melalui Permainan Tradisional	Galah asin, congklak, lompek kodok	Honesty, tolerance, communicativeness, mutual cooperation, and national ethos.
24	Lestaria and Anggreni (2020)	Mengembangkan Kemampuan Berhitung Pada Anak Dengan Permainan Tradisional Congklak	Congklak (Congkak)	Discipline and thoroughness
25	Cemara, (2024)	Permainan Tradisional Congklak Terhadap Pembentukan Karakter Anak Usia Dini (8-10 Tahun) Di Wonokarto Sekampung Lampung Timur	Congklak (Congkak)	Social values

26	Sitio and Usodo (2021)	The Value of Character Education in Lompek kodok Games at Primary School	Lompek kodok (Lompek Kodok)	Nationalism, independence, cooperation, and, integrity.
27	Thalib et al., (2020)	The Outdoor Learning Modules Based on Traditional Games in Improving Prosocial Behaviour of Early Childhood	"Ular Naga" Game, Santo' Game(Cabur/tor tor), Asing Game, Saureka-reka game	Cooperation, Love To Help, Sharing With Friends, And Respecting Friends
28	Rustan and Munawir (2020)	Eksistensi Permainan Tradisional pada Generasi Digital Natives di Luwu Raya dan Pengintegrasiannya ke dalam Pembelajaran	Ma'dende (Lompek kodok), Magalaceng (Congklak), Masobbu-sobbu (Petak Umpet), Massallo (Cabur/Tor-tor), Magasing (Gasing)	Cooperation, solidarity, and strategy
29	Nurdiana (2020)	Penanaman Nilai Karakter Remaja Melalui Permainan Tradisional	Tak Tak Galah (Sodor/Tor-Tor)	Honesty, courage, cooperation, obedience to rules, and tolerance.
30	Septiadi and Fariyah (2021)	Pembentukan Karakter dan Motorik Anak Melalui Permainan Tradisional di Rumah Belajar Kali Bedadung Jember	Cabur, Lompek kodok, Gasing, Egrang, Hulahoop	Sportsmanship, leadership, helpfulness, discipline, hard work, communicativeness, and self-confidence.
31	Maulida and Fuadah (2020)	Permainan Tradisional Piccek Baju dan Pembentukan Karakter Disiplin Pada Anak Usia Mi/Sd	Piccek Baju atau Lompek kodok	Discipline

Based on a review of 30 research articles published between 2020–2025, it was found that Bengkulu coastal traditional games concretely reflect eleven of Lickona's essential values.

- a. Responsibility: Strongly evident in the games Cabur, Congkak, and Hadang, where each player is required to maintain their role and adhere consistently to the rules of the game (Perdima & Kristiawan, 2021; Prasetyo & Praramdana, 2020; Susena et al., 2021).
- b. Honesty: This is evident in the games *Congkak* and *Sekejaran*, as players must demonstrate sportsmanship and are not allowed to cheat during the gameplay (Fauziah et al., 2022; Lestaria & Anggreni, 2020; Prasetyo & Praramdana, 2020).
- c. Fairness: Apparent in Congkak and Boy-Boyan (Bekel), where turns must be given fairly and every decision prioritizes equal opportunities (Lestaria & Anggreni, 2020; Nurzamsinar & Amalia, 2025).
- d. Tolerance: Reflected in the game *Sekejaran*, which teaches children to accept differences, respect opponents, and be willing to cooperate even with members of other groups (Lubis et al., 2023; Sholehatus et al., 2023).
- e. Wisdom: Found in Congkak and Bekel, which demand strategy, patience, and the ability to make wise decisions (Asyaidah et al., 2025; Saputri et al., 2024; Sholikin et al., 2022).
- f. Self-discipline: Evident in Egrang (Ingkau) and Lompek Kodok, as players must be patient, persistent, and maintain balance to avoid failure (Ananda et al., 2024; Sriyahan et al., 2022; Susanti et al., 2022).
- g. Helpfulness and caring for others: Reflected in Bakiak, Cabur, and Congkak, where players need to support teammates to keep the team strong (Cahyani et al., 2023; Pratama et al., 2024; Rahmawati et al., 2022).
- h. Cooperation: Highly dominant in Cabur, *Sekejaran*, Bakiak, and Lompek Kodok, which can only be won through strong team coordination (Cahyani et al., 2023; Rahmawati et al., 2022; Rustan & Munawir, 2020; Sholikin et al., 2022).
- i. Lompek Kodok, and *Sekejaran*, which require players to face physical challenges and opponents' strategies with bravery (Lubis et al., 2023; Susanti et al., 2022; Susena et al., 2021).
- j. Democratic attitude: Apparent in Cabur and Congkak, which encourage deliberation, collective decision-making, and respect for turns (Pratama et al., 2024; Saputri et al., 2024; Sholehatus et al., 2023).

These findings confirm that Bengkulu coastal traditional games embody character values that directly align with Lickona's essential moral principles, making them a viable medium for the internalization of values in elementary schools.

The findings of this study demonstrate a strong relevance between the values embedded in Bengkulu's coastal traditional games and Lickona, (2022) essential moral values. Lickona emphasizes that character education extends beyond cognitive understanding and must be grounded in lived moral experiences. Traditional games such as Cabur, Congkak, *Sekejaran*, Boy-Boyan, Bakiak, Ingkau, and Lompek Kodok provide authentic contexts in which children internalize moral values through action and interaction. Values such as responsibility, fairness, respect, cooperation, democratic participation, and courage emerge naturally as students engage in these games. This confirms that traditional games function as a form of local wisdom that aligns closely with universal moral principles proposed by Lickona, making them highly relevant resources for character education at the elementary school level.

The model for integrating Lickona's essential moral values into traditional games for character education in elementary schools

The literature review indicates three integration models:

- a. Integration in intracurricular learning (Civics Education and Physical Education)
 - 1) *Cabur*, *Sekejaran*, and Jump Rope are used to instill the values of cooperation, self-discipline, and responsibility (Angreza & Purwanto, 2023; Prasetyo & Praramdana, 2020).
 - 2) *Congkak* and *Lompek Kodok* are employed to teach honesty, fairness, and critical thinking in numeracy and literacy (Lestaria & Anggreni, 2020; Ngindana et al., 2025; Sriyahan et al., 2022).
 - 3) Integration in the Pancasila Student Profile Projects (P5) *Congkak*, *Bekel*, and *Lompek Kodok* serve as contextual media to foster democratic attitudes, mutual cooperation, and wisdom (Asyahidah et al., 2025; Pratama et al., 2024; Saputri et al., 2024).
- b. Integration through extracurricular activities based on local wisdom *Ingkau* and *Bakiak* are developed in extracurricular activities to cultivate courage, helpfulness, self-discipline, and social care (Cahyani et al., 2023; Lubis et al., 2023; Pratama et al., 2024; Susanti et al., 2022).

This integration model demonstrates that Lickona's essential values can not only be taught cognitively but also directly experienced by students through the practice of traditional games. The integration of Lickona's essential moral values into traditional games can be conceptualized through an experiential character education model that emphasizes the unity of moral knowing, moral feeling, and moral action (Lickona, 1991). According to Lickona, character education is most effective when students are actively engaged in moral practices that allow them to understand values, feel their importance, and enact them consistently in social contexts. Traditional games provide such experiential settings, as they involve clear rules, shared goals, emotional engagement, and direct social interaction among participants (Eriksson et al., 2021).

Within this model, moral knowing is developed as students comprehend game rules, norms, and consequences, reflecting (Mammen & Paulus, 2023), view that moral understanding emerges through structured social experiences. Moral feeling is fostered through emotional involvement during play, such as empathy, respect, and a sense of fairness when interacting with peers, which aligns with the social-emotional dimension of character education emphasized by (Jia et al., 2025). Moral action is realized when students practice responsibility, cooperation, honesty, and self-control during gameplay, reinforcing Susanti & Ariffianto (2024) and Babatunde et al., (2025), argument that moral education must be rooted in action and lived experience rather than abstract instruction.

Traditional games such as *Cabur*, *Congkak*, and *Boy-Boyan* thus function as pedagogical media that naturally embed moral and civic values through participatory learning. The role of teachers in this model is crucial, particularly in facilitating reflection before and after gameplay to help students connect the values practiced in games with broader civic and social life (Dishon & Kafai, 2022). This reflective process strengthens value internalization, as character education becomes meaningful when learners are guided to interpret their experiences and apply them across contexts (Purwaningsih, 2024).

Consequently, the integration model positions traditional games not merely as cultural activities but as structured educational tools for fostering moral and civic character in elementary school students.

The role of Bengkulu coastal traditional games in shaping the civic disposition of elementary school students

Traditional games make a tangible contribution to shaping the civic disposition of elementary school students:

- a. Civic responsibility (responsibility, self-discipline): Cabur and Congkak train students to comply with rules and develop both individual and group responsibility (Perdima & Kristiawan, 2021; Sitio et al., 2021; Susena et al., 2021).
- b. Fairness & respect for others (honesty, fairness, tolerance): Congkak, Sekejarian, and Boy-Boyan teach sportsmanship, fairness, and respect for differences ((Fauziah et al., 2022); (Nurzamsinar & Amalia, 2025); (Prasetio & Praramdana, 2020)
- c. Social connectedness (cooperation, helpfulness, caring for others): Bakiak, Cabur, and Congkak strengthen solidarity, empathy, and togetherness (Cahyani et al., 2023; Fauziah et al., 2022; Pratama et al., 2024; Rahmawati et al., 2022).
- d. Democratic participation (democracy, wisdom): Cabur and Congkak foster deliberation, collective decision-making, and respect for turns (Pratama et al., 2024; Saputri et al., 2024; Sholehatus et al., 2023).
- e. Civic courage (courage): Ingkau and Lompek Kodok demand the courage to face challenges, which is relevant to moral courage in social life (Ananda et al., 2024; Lubis et al., 2023; Susanti et al., 2022).

Thus, Bengkulu's coastal traditional games hold a strategic educational function in shaping students' civic disposition from an early age. These games are not only cultural heritage but also pedagogical instruments that support character education based on Lickona's essential moral values in elementary schools.

Bengkulu's coastal traditional games play a significant role in shaping students' civic disposition by nurturing essential civic traits, including responsibility, social connectedness, democratic attitudes, and civic courage. Civic responsibility is evident when students learn to follow rules and accept consequences in games like Cabur and Congkak, reinforcing discipline and accountability (Sitio & Usodo, 2021). Social connectedness and solidarity are strengthened through cooperative games such as Bakiak and Cabur, which require teamwork and mutual support (Cahyani et al., 2023). Democratic values emerge as students practice deliberation, turn-taking, and collective agreement, while civic courage is developed in physically and socially challenging games like Ingkau and Lompek Kodok (Lubis et al., 2023). Overall, these findings affirm that traditional games are not merely cultural artifacts or recreational activities but effective means of cultivating civic disposition. Therefore, integrating Bengkulu's coastal traditional games into intracurricular learning, Pancasila Student Profile Projects (P5), and extracurricular programs represents a strategic approach to strengthening character and civic education in elementary schools (Ngindana et al., 2025; Pratama et al., 2024).

CONCLUSION

This study concludes that traditional games from the coastal communities of Bengkulu reflect and actualize Lickona's eleven essential moral values and contribute significantly to the development of students' civic disposition at the elementary school level. Games such as Cabur, Congkak, Bakiak, Sekejara, and Ingkau cultivate responsibility, honesty, fairness, tolerance, discipline, cooperation, empathy, democratic attitudes, and courage. These findings affirm that traditional games are not only cultural heritage but also strategic pedagogical instruments that support character education in line with the objectives of the Indonesian national curriculum. For teachers, traditional games should be systematically integrated into classroom practices, particularly within Pancasila Education and Physical Education, as they provide a meaningful and engaging medium to internalize moral and civic values among elementary students. By embedding these games into lesson plans, teachers can create learning experiences that are both culturally relevant and pedagogically effective, enabling students to practice values such as honesty, discipline, cooperation, and tolerance in real contexts. This approach not only supports the goals of character education but also aligns with the broader framework of Merdeka Belajar, which emphasizes joyful and experiential learning.

ACKNOWLEDGEMENT

The author would like to express sincere gratitude to Universitas Bengkulu through the Institute for Research and Community Service (LPPM) Universitas Bengkulu for providing research funding support under the Fundamental Research Scheme for Fiscal Year 2025, based on Research Contract Number: 1805/UN30.15/PT/2025. This research grant has greatly contributed to the successful implementation of the study and the completion of its outcomes.

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