

The Value Of The Traditional Banjar Game ‘Bahagaan’

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Abstract

Traditional games generally contain cultural elements and high moral values, such as honesty, skill, solidarity, unity and integrity, skill and courage. However, as technology develops, there is a shift among teenagers today because it is very rare to find teenagers who want to play tag, play stilts, play balogo and various other types of traditional games. The purpose of this writing is to describe the implementation of the traditional Banjar game 'bahagaan', and describe the value of the traditional Banjar game 'bahagaan' Martapura. The method used is qualitative research with a descriptive approach. Data collection techniques use observation, interviews. Data analysis uses data reduction, data presentation, and drawing conclusions. Validity of research data by triangulation and conducting member checks. The game 'bahagaan' is a traditional game of the Banjar people which has begun to be forgotten but some people still know about it. This game consists of two teams competing against each other, namely the attacking team and the guard team and each team must have a minimum of 3 people. This game is very easy to play and does not require a lot of tools, just use twigs to line the sandy field and shoes if the field is made of cement. Preparing the team by 'umpimpah' and 'basiun'. The field is made square with a length and width of approximately 5 meters for playing. Children are able to show hard work, discipline, communication and friendship. The values that are visible from the traditional Banjar game 'bahagaan' are religious values, honest values, communicative/friendly values, hard work values, discipline values, responsibility values and the value of respecting achievements.

Keywords: Values, Traditional games, Banjar traditional game 'bahagaan'

Abstrak

Permainan tradisional pada umumnya mengandung unsur-unsur budaya dan nilai-nilai moral yang tinggi, seperti kejujuran, kecakapan, solidaritas, kesatuan dan persatuan, keterampilan dan keberanian. Namun dalam seiring berkembangnya teknologi maka terjadi pergeseran dikalangan anak remaja saat ini karena sudah sangat jarang kita temukan anak remaja yang mau bermain ajak-ajakan, bermain enggrang, bermain balogo dan berbagai jenis permainan tradisional lainnya. Tujuan dari penulisan ini adalah untuk mendeskripsikan pelaksanaan permainan tradisional Banjar ‘bahagaan’, dan mendeskripsikan nilai pada permainan tradisional Banjar ‘bahagaan’ Martapura. Metode yang digunakan adalah penelitian kualitatif dengan pendekatan deskriptif. Teknik pengumpulan data menggunakan observasi, wawancara. Analisa data menggunakan reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data hasil penelitian dengan cara triangulasi dan mengadakan member check. Permainan ‘bahagaan’ merupakan permainan tradisional masyarakat Banjar yang sudah mulai terlupakan tetapi masih beberapa orang mengetahuinya. Permainan ini terdiri dari dua tim yang saling bertanding yaitu tim penyerang dan tim penjaga dan tiap tim harus memiliki minimal 3 orang.

Permainan ini sangat mudah dimainkan dan tidak memerlukan alat yang banyak cukup menggunakan ranting untuk menggarisi lapangan yang berpasir dan sepatu jika lapangannya terbuat dari semen. Mempersiapkan tim dengan cara ‘umpimpah’ dan ‘basium’. Lapangan dibuat persegi dengan panjang dan lebar kurang lebih 5 meter untuk bermain. Anak-anak mampu menunjukkan kerja keras, disiplin, komunikasi dan juga persahabatan. Nilai yang terlihat dari permainan tradisional Banjar ‘bahagaan’ adalah nilai religius, nilai jujur, nilai komunikatif/bersahabat, nilai kerja keras, nilai disiplin, nilai tanggung jawab dan nilai menghargai prestasi.

Kata Kunci: Peran; Petani Perempuan; Kegiatan Pertanian

PRELIMINARY

Indonesia is a country that is famous for its diversity. The population also shows diversity in terms of culture, customs, ethnicity, religion and language (Rizal 2024; Rusmaniah et al. 2024). Sanskrit, culture or culture comes from the plural form of the Sanskrit language buddhaya, which means mind or reason, which means things related to the human mind and reason. In English, culture is called culture which comes from the Latin word colere, which means "to process or do", and also means it is translated as culture in Indonesian (Syakhrani & Kamil, 2022).

South Kalimantan is one of the Indonesian provinces which has unique characteristics. Located in the southeastern part of the island of Kalimantan, South Kalimantan is a province with lowlands on the west and east coast. In the middle, there are the Meratus mountains (Sari, Putro, and Subiyakto 2024; Sigit Triyono et al. 2024). Elsewhere in South Kalimantan, there are many swamps and rivers. Then, the largest tribe there is the Banjar. The largest ethnic group in the province is the Urang Banjar, or Banjar people. Unique cultures exist in every society. This is part of the community that supports it, especially the Banjar community (Istiqomah & Setyobudihono, 2014).

Positive educational values are definitely the first step towards changing behavior. Values are factors that influence a person's behavior. Exploring positive values is important for developing a better life. (Abdul, 2012). Games can form character early and can indirectly determine and shape personality. The game in question is not just playing around but a game that can show how students and their peers can socialize and build solidarity without differentiating between gender or economic status (Rofi'ie, 2019).

Traditional games are folk games that previously existed and were passed on to the next generation. There is no age limit in traditional games, whether for children, men or women, teenagers or adults, everyone can play traditional games (Hendrawan, 2011). One type of game that can help you become more creative is traditional games. Traditional games show knowledge passed down from generation to generation with various purposes or messages (Abbas et al. 2023; Aniah et al. 2024; Syaharuddin et al. 2023). The cultural value of traditional

games is enormous for children because they allow them to fantasize, be creative, exercise, and learn skills, politeness, and dexterity. However, as technology develops, there are changes among today's teenagers, it is rare for children to be interested in playing invites, stilts, balogo and other traditional games. Many children do not know or rarely play traditional games in their area, even though these traditional games are part of the nation's culture (Cendana & Suryana, 2021).

Traditional games also sometimes have higher values and education than modern games, because traditional games involve a lot of physical activity, strategy, teamwork, and emotional social interactions, such as getting angry when they lose, crying if they don't want to carry out the consequences, and embarrassed when they accept defeat (Dina et al. 2023; Maulana et al. 2023; Mursid, Abbas, and Mutiani 2023). Traditional games have many benefits for children, including growing their social and emotional intelligence, teaching values, improving motor and biomotor skills, improving health, optimizing their cognition, and providing joy (Ardiyanto, 2018).

Carrying out activities that can develop values through traditional games is not simple, because you have to know which traditional games are suitable for students (Jumriani et al. 2022; Yurbani et al. 2023). One of the Banjar games that has social contact with peers is the traditional Banjar game '*bahagaan*'. The traditional Banjar game '*bahagaan*' or often called *baasinan* is a traditional game that is often played by children by making teams of 5 people each with 10 people in the game. A game that does not require tools but makes lines on the ground as barriers that have different tasks in the group, including guarding and walking. The purpose of writing this article is to describe the value of the traditional Banjar game '*bahagaan*'.

METHOD

This research uses qualitative research methods, namely scientific activities that systematically collect data, describe and interpret the collected data. The method used is a descriptive method (Sugiyono, 2016). The descriptive method is a method that explains or describes objects as they are through written words that can describe the actual situation based on field findings. Focuses on describing the value of the traditional Banjar game '*bahagaan*' and this research focuses on the Martapura community. Data was obtained from interviews with the '*bahagaan*' players. In this research, there are two data sources used, namely primary and secondary data sources. Data collection techniques were carried out using observation, interviews and documentation. Meanwhile, data analysis uses data reduction, data presentation

and drawing conclusions. After the data is obtained from the results of data collection, the validity of the data is then tested using triangulation of source, method, time and member check.

RESULTS AND DISCUSSION

Games as children's activities in various forms need to gain new knowledge in a real and fun way. Games can be played with the child's self-awareness which creates a happy atmosphere. Games are activities that children can do to gain new knowledge in a real and fun way and can be done independently by children.

Based on the findings, the traditional Banjar game 'bahagaan' is a simple game, but in that simplicity children can work together in groups and work hard to get scores, and also produce strong friendships between students. Traditional game activities can produce cooperation, friendship, excitement that makes students never get bored of playing, wanting to continue playing without feeling tired.

However, some people, especially children, are starting to lose interest in playing traditional games, especially the traditional Banjar game 'bahagaan', this is very unfortunate because with this traditional game students can improve the preservation of Banjar culture which is starting to fade. In fact, from this game students get many benefits, starting from facilitating communication between friends.

This traditional Banjar game 'bahagaan' has social emotional, physical motor and cognitive aspects. Because teams work together to think about strategies, communicate with each other, collaborate and make players more agile and nimble. So the traditional Banjar game 'bahagaan' is a game that is very simple but has many benefits for developing students' personal aspects very well, the aspects that are developed are social emotional, physical motor and cognitive and the ability to think about strategies, communicate and cooperate, sportsmanship.

Preparations before starting the traditional Banjar 'bahagaan' game activity include preparing tools and materials, making a pattern for the traditional Banjar 'bahagaan' game, preparing the team, determining the method and rules of the game, the team preparing to go to their respective places according to their duties and the activity can begin. Tools and materials are the most important things in the traditional Banjar game 'bahagaan'. With complete tools and materials, a game pattern can be formed. Tools and materials for the traditional game 'bahagaan' are chalk if the field is cemented and if the field is sandy you can use twigs, a clock and a scoreboard if available. Based on the findings, it can be seen that the tools and materials used for the traditional Banjar game 'bahagaan' are twigs and shoes to create dividing lines.

Based on the findings in the traditional Banjar game activity '*bahagaan*', students prepare to look for twigs and take off their shoes so they can create a dividing line for playing. With a size of approximately 5 meters long and wide. So the values that emerge can be seen from looking for the tools and materials used to play, namely the value of cooperation between peers and teams, and also the communicative value of creating a boundary line for the traditional Banjar game '*bahagaan*'. From making these lines, the value of discipline in making lines also emerges because it must comply with the regulations. In the traditional Banjar game '*bahagaan*', apart from the tools and materials, the most important thing is the stages of how to play, so that the activities of the traditional game '*bahagaan*' can run smoothly according to the player's wishes. The traditional Banjar game '*bahagaan*' does not require a lot of tools, but simply draws a line on the ground to divide the playing area. Then 6 boxes of the same size are made in each corner (Huda, 2015).

The traditional Banjar game '*bahagaan*' is played in groups, so the group must be divided into two parts, the attacker and the guard. Each team has five players who are attackers and five players who are guards. This is also in line with research by Muhammad Sholikin, Nur Fajrie, Erik Aditia Ismaya that in the Gobak Sodor game, children are divided into two teams, each with three children for the attacking team and three children for the guard team. The traditional Gobak Sodor game consists of two groups, each with three to five people (Sholikin et al., 2022).

Based on the findings of the traditional Banjar game activity '*bahagaan*', the stages of the game are usually for children to gather friends and then invite them to play together. After inviting other friends, the team was prepared first, for the guard and attack teams. So that in the game of '*bahagaan*' there is no cheating, the selection of teams must be done fairly, a fair method can be to use '*umpimpah*' or '*basiun*'.

The value that emerged when dividing the attack and guard teams was the value of discipline because the students' attitude was to comply with the agreed rules for the game. Then there is the value of honesty in the '*umpimpah*' or '*basiun*' process. If you lose or win you must be honest and you must not lie. Apart from that, there is the value of hard work because students have worked hard for the roles they have obtained.

According to the Ministry of Education and Culture, the five main characteristics that are very important for implementing character among students are honest from the heart, intelligent from the mind, tough in sports, and caring from the feelings and desires. Through the traditional Banjar game '*bahagaan*', especially at the stage of determining the attacking and

guard teams, there must be honesty and fairness using the *'umpimpah'* or *'basiun'* method (Muchtar & Suryani, 2019).

In the results of the findings, the values that emerge from preparing the team to be the attacking team and also the guard team using the *'umpimpah'* or *'basiun'* method are cooperation and communication in forming a team. Children are disciplined and do not cheat in forming teams so that it is fair, students have demonstrated the value of discipline. According to Huda, these results can be linked because the way to play *'bahagaan'* is very simple, but before determining which is the "guard" and which is the "attacker", students must do *'umpimpah'* or *'basiun'*. If you get it, which one is the guard and the attacker (Huda, 2015).

Then the game cannot be separated from methods and rules to make it easier and direct the players in playing. The traditional Banjar game *'bahagaan'* has methods and rules that must be agreed upon by the entire team. The traditional Banjar game *'bahagaan'* must be played by a minimum of three or more people, before starting each player must do an *'umpimpah'* or *'basiun'* to determine the members of the attacking and guarding teams. Members who are on guard duty must be able to pass by the members who are on guard. Meanwhile, members on guard duty must stand guard by standing on a predetermined line and must not allow the attacking team to cross them.

If one member of the attacking team manages to pass the guard team to the last line, they must call 'siiiin' to show that their team has won. This will give the attacking team 1 score and the guard team 0 scores. And so on until the player gets tired and gets the desired score. The team with the highest score will be the winner.

After determining the attacking and guarding teams have been formed and each team already knows the methods and rules of the *'bahagaan'* game, then the next thing each team does is prepare for their respective positions according to their tasks. So the values that emerge can be seen from the agreement on methods and rules in the traditional Banjar game *'bahagaan'*, namely the value of discipline.

The value that children get from preparation before starting the traditional Banjar game *'bahagaan'* as a whole, including tools and materials, preparing the team and methods/rules of the game, is very visible in the mutual cooperation between one team so that it fosters attitudes and character values in oneself, namely discipline values, hard work values, communicative values, honesty values. These results are very much in line with Huda's opinion that the stages of the traditional game *'bahagaan'* are preparing twigs to line the field and create teams, as well as the existence of rules and sanctions for breaking them as a reference for the traditional Banjar game *'bahagaan'* (Huda, 2015).

These results are also in line with according to Muhammad Sholikin, Nur Fajrie, Erik Aditia Ismaya that in the Gobak Sodor game they teach children how to work together with a team, create strategies to win in the Gobak Sodor game, teach them to be sportsmanlike when playing, teach them in respecting their nation's culture, and loving the surrounding environment (Sholikin et al., 2022).

Before starting the game, children pray together following their respective beliefs. Students prepare for their respective positions according to their assignments. The attacking and guard teams are very easy to differentiate based on the position of the guard standing on the line and the attacking team standing in the box.

The traditional Banjar game '*bahagaan*' takes place so cooperation between teams is very necessary to achieve a common goal, namely victory. If the score obtained matches expectations and is higher than the opposing team then that team has the right to be the winner of the traditional Banjar game '*bahagaan*'. The children looked very enthusiastic and worked hard to win the game, therefore this traditional Banjar game '*bahagaan*' proves the value of hard work.

The values that students get in the process of the traditional Banjar '*bahagaan*' game as a whole include praying before playing, determining the playing team, preparing themselves for their respective positions, the referee blowing the whistle as the start of the game onwards, this the emergence of togetherness and friendship, cooperation in a team which gives rise to values, these values are the value of hard work, the value of discipline, the value of friendship/communicativeness.

This is also in line with research by Muhammad Sholikin, Nur Fajrie, Erik Aditia Ismaya that in the Gobak Sodor game that students play, teaches children how to work together with a team, create strategies to win in the Gobak Sodor game, teaches them to be sportsmanlike when playing. playing, teaching them to appreciate their nation's culture, and love the surrounding environment (Sholikin et al., 2022)

The referee sounds the whistle to signal play can begin to score, a violation that proves that there is a value of discipline for the referee and the team in the game. When the game is in progress there is cooperation and communication between teams which is very necessary to achieve a goal, namely victory, where the attacking team wants to increase the score and the guard team wants to be the attacker to get the score. If the score obtained is in accordance with the provisions and is higher than the guard team, then the attacking team is declared the winner of the game.

The children in a team during the game work hard to be able to become winners until some fall, but even though they fall, the students forgive each other so the value they get is the value of hard work. Cheating also occurred several times in the game at that time, then the referee as the leader of the game was more observant in looking at the details so that there were no incidents of fighting and misunderstandings between the teams, so the score obtained was a friendly score.

A game activity can be ended if the players are getting tired, the limited score has been reached and the time has reached the maximum. At the end of the traditional Banjar ‘*bahagaan*’ game, the referee blows the whistle to signal the end of the game. The value contained in this is the value of discipline held by the referee as the leader of the game. Each team must accept whatever result the referee delivers. Each team shakes hands alternately to signify friendship. The value contained here is the value of appreciating achievement.

Table 1. Indicators of the value of the traditional Banjar game ‘*bahagaan*’

Value	Description	Indicator
Religious	Obedient attitudes and behavior in implementing the teachings of the religion he adheres to.	1. Before the game starts, players pray first following their respective beliefs. This is done so that the game can run smoothly.
Discipline	Actions that demonstrate orderly behavior and compliance with various rules and regulations.	1. When the player makes the lines or pattern of the field for the game, it must be in accordance with the rules. It can be concluded that this action can show orderly behavior according to the rules. 2. The players are directed by the referee about the methods and rules of the game. The students are ready in their respective positions starting from the guard team which is ready in the line position, and the attacking team is outside the line.
Hard Work	Behavior that shows serious effort in overcoming various obstacles to learning and assignments, as well as completing assignments as well as possible.	1. Hard work occurs when the attacking team tries to get past the guard teams and lines until they reach their starting place. Likewise, the guard team works hard by keeping the attacking team from crossing the line they are guarding. And also both teams completed their respective tasks when they got their roles. 2. To be able to win, you have to work hard.
Honest	Behavior that is based on efforts to make oneself a person who can always be	1. To prevent cheating, team selection must be done fairly by doing ‘umpimpah’ or ‘basiun’. If you win or lose, you must be

	trusted in words, actions and work.	honest and you must not lie. It can be seen that this behavior shows the value of honesty because it makes oneself a person who can be trusted in actions and words.
Friendly/ Communicative	Actions that show a sense of enjoyment in talking, socializing, and collaborating with other people.	<ol style="list-style-type: none"> 1. Before starting the game, players look for twigs and take off their shoes so they can create a dividing line for playing. This can be concluded because this action shows cooperation between players and their peers and also as a team. 2. Communication is very important in this game, therefore the team has carried out a lot of communication with its team during the game. In order to win this game the attacking team and the guard team have their own way of communicating.
Responsibility	A person's attitude and behavior to carry out his duties and obligations, which he should do, towards himself, society, the environment (natural, social and cultural), the country and God Almighty.	<ol style="list-style-type: none"> 1. The players have carried out their duties as best as possible when playing the 'bahagaan' game, the players being the guard team then the team has carried out their duties of guarding the lines during the game and vice versa, the attacking team has carried out its duties to enter each line and managed to escape from the guard team. This shows the value of responsibility in themselves because they have carried out their duties as best as possible.
Rewarding Achievement	Attitudes and actions that encourage him to produce something useful for society, and recognize and respect the success of others.	<ol style="list-style-type: none"> 1. When the game has ended and each team knows their respective scores, the 'bahagaan' game also ends, each team must accept whatever result is given by the referee, then each team shakes hands in turn to indicate friendship. This shows that there is mutual respect between the losing and winning teams, because each team has shaken hands to respect each other.

Overall, children play the traditional Banjar game 'bahagaan', so the value contained in the game 'bahagaan' is through preparing the tools for playing, preparing the team, determining the rules, implementing the game and ending the game. From these stages, several positive values emerge for these children. Children are able to work together and communicate well so that students can show their own character values, namely the value of hard work,

discipline, friendly/communicative values, responsibility, honesty, respect for achievement, religious values.

This is very in accordance with Lickona's opinion that the values which are a form of respect and responsibility are the values of honesty, cooperation and self-discipline. Discipline teaches us to develop talents, pursue long-term goals, and avoid desires that tend to engage in self-degrading actions or self-destructive pleasures. We can carry out broader tasks if we have the value of cooperation and like to help. When we have the opportunity to do good deeds, this helpful spirit creates an extraordinary feeling of happiness (Lickona, 2019).

CONCLUSION

The traditional Banjar game 'bahagaan' is one of the Banjar games which is very simple, but has many benefits for developing good personality aspects of students, aspects that are developed by children are that students can be disciplined, work hard, be responsible, communicate with other people better, and honest. The traditional Banjar 'bahagaan' game activity consists of several phases, namely preparation of tools and materials, determining teams with 'umpimpah' and 'basiun' so that teams are formed fairly, methods and rules of the game, process and closing of the game. Several values have emerged as a result of their working together as a team. The values that are visible from the traditional Banjar game 'bahagaan' are religious values, honest values, communicative/friendly values, hard work values, discipline values, responsibility values and respect for achievement.

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