

## **The Existence of Traditional Games as a Learning Media in Elementary School**

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**Abstract:** This study discusses the existence of traditional games as a learning medium in school. The traditional game is crucial to be developed among children, especially elementary school children. The goal is to restore the love of traditional games through the Physical Education (PE) class, namely increasing the cohesiveness of children to move, increasing children's focus in thinking, and reducing the harmful effects of technology influence in this era of development. The results showed that this activity needed cooperation among students, classmates, teachers, parents, and society. Traditional games used in learning media include Sunda Manda, Boy-Boyan, and Menu Galah. In this game, students are trained to learn to count, concentrate, and balance the body.

**Keywords:** traditional games, elementary school, technology

### **Introduction**

The era that continues to develop also goes hand in hand with technological and cultural advances requiring the community to participate in these changes. Traditional games are rarely found nowadays because there is no socialization from parents to children or teachers to students. With the development of the times, traditional games will disappear because of modern games better known by children. Traditional games can be used as innovative learning media if applied and used appropriately, systematically, and practically. Traditional games can be innovated to introduce Indonesian culture and develop the nation's character.

Traditional games left by children will impact the erosion of the Indonesian culture of traditional games. This is also due to the development of increasingly sophisticated technology; modern games will be more exciting and more fun among children. Today's gadgets are more attractive to the millennial generation than traditional culture. As the next generation of the nation, children should preserve traditional culture so that they are not colonized and stolen by neighboring countries.

Arsyad (in Sukiyasa & Sukoco, 2013) revealed that learning media could increase. Direct students' attention to foster learning motivation, more direct interaction between students and their environment, and students learn on their own according to their interests and abilities. Sudjana and Rivai suggest several benefits of media in the student learning process: (1) teaching methods will be more varied, not solely based on verbal communication, (2) the meaning of teaching materials will become clearer so that they can be understood. students and enable mastery and achievement of teaching goals, (3) can foster student learning motivation because teaching will attract their attention, (4) students do more activities during learning activities, not only listening but also observing, demonstrating, doing directly, and act out.

Research conducted by Nyota & Jacob in Africa states that traditional Shona games can explore social values in games and teach virtue values such as

leadership, good behavior, and hard work. In addition, traditional games are suitable for the development of basic motor skills. Various other studies conducted by Maslahah (2013) stated that the snake and ladder game improved children's cognitive abilities. According to Diana, the game of snakes and ladders can improve numeracy skills for ADHD children as a tool for learning mathematics to generate interest and motivation in children. This is following the opinion of (Ainley, Hidi, and Berndorff 2002) that interest has a strong influence on cognitive and affective functions.

In a study conducted by (Iswinarti 2010) that traditional games such as engklek have therapeutic values, including: (1) The value of early detection in children who have problems, (2) Value for good physical development, (3) Value for mental health. Good, (4) Value problem solving, (5) Social value. In addition to the traditional engklek game, the traditional meow-meow game can increase children's self-confidence, discipline, and cooperative attitude (Handayani, Nyoman, & Wayan, 2013). Traditional games improve elementary school children's interpersonal competence (Susanti, Siswati, & Prasetyo, 2010). Not only that, the traditional game of dakon or congklak can be an effective medium to improve children's cognitive in recognizing the concept of numbers in kindergarten B children. This is based on adjustments to the world of children who tend to be more interested in learning packaged in a game (Li'anah & Sri, 2014).

The example congklak game is a traditional game played by two people using a congklak board and 98 congklak seeds (Mulyani, 2013). The congklak game has developmental aspects in children, namely psychomotor (training fine motor skills, emotional (training patience and thoroughness), cognitive (training the ability to analyze and strategizing), social (establishing social contact with playmates), and training the spirit of sportsmanship. (Heryanti, 2014) In addition, the congklak game has several benefits, namely training the child's left brain to think, training strategies to defeat opponents, for the development and formation of the right brain, training children in cooperation. Training emotions in children (Heryanti, 2014) According to Kurniati (2006) the traditional game of congklak is a game that focuses on numeracy skills. Therefore, this game will be more interesting if applied as a learning medium because students will actively participate in learning according to the stage of cognitive development and the period of development of elementary school students in support of the ability to count arena utilizes concrete objects (congklak seeds).

Traditional games that can be used as learning media including congklak, engklek, and gobak sodor. With the development of the times, the game becomes foreign to children. Traditional games are not implemented and developed thoughtfully. This happens because children are more interested in modern games such as games on smartphones and others. Supposedly, we as the younger generation would be better off preserving various traditional games so as not to be eroded by technological developments.

According to Djamarah and Zain (2002:144), visual-based media only rely on the sense of sight. Visual-based media (images or parables) play a significant role in the teaching and learning process. Visual media can facilitate understanding and strengthen memory. Visuals can also foster student interest and can provide support between the content of the subject matter and the real world. To be effective, visuals should be placed in a meaningful context. Students must interact with the visual (image) to ensure that information processing occurs. Visual forms can be a. Representative images, such as pictures, painting, or photo showing How b. appears to be an object; c. A diagram illustrating the relationship-

relationship concepts, organizations, and the structure of the material's content; d. Map showing the relationship-the spatial relationship between the elements in the content of the material; e. Graphs such as tables, charts (charts) present a picture or trend of data or the relationship between a set of pictures or numbers.

Students receive visual messages influenced by several factors. There are two significant variables: the development of the child's age and the background he adheres to. The findings of child development psychologists show that visual readability is influenced by the maturity of the child's soul. For example, before 12 years of age, children tend to interpret visual messages in terms of parts rather than whole scenes and report conclusions about the meaning of pictures. Suppose various abstract symbols or series of pictures that are related to each other are not clearly understood by students. In that case, it will fail in the educational communication process for all age levels. The age of child development can affect the interpretation of artistic discoveries in the use of lines, for example, sketches, schemes, distance measurements, and others.

The value of graphic media lies in attracting attention and interest in conveying certain types of information quickly. Its main role is to visualize facts and ideas in a concise and compact form. In other words, graphic media can be defined as media that combine facts and ideas in a clear, solid and integrated manner, through a combination of expressing words and images. This media is very appropriate for conveying information in the form of a condensed summary. Thus, good graphic media should develop the imagination or image of students. The power of imagination can be generated by arranging and arranging visual elements in learning media.

The research results on visual readability associated with learning outcomes indicate that the visualization of messages at both the abstract and the concrete poles has a relatively equal effect on student learning outcomes. Simplicity in the layout (layout) is one thing that needs to be done considered in making visual learning media. Excessive and unnecessary decorations can be minimized. Students' attention should be focused on the main idea or the lesson's core, likewise with cohesiveness, which means that all visual elements displayed must function in an integrated manner. In other words, images that are too abstract are not very clear to students. At the same time, images that are too concrete also confuse students. So when designing visual learning media, we must pay attention to visual literacy in order to increase the effectiveness of student learning outcomes.

Children are personality elements taken from feelings and experiences of childhood, which contain the potential for intuition, spontaneity, creativity, and fun. Children have the potential to imitate (imitate), while adults have a role as an object to be imitated. Therefore, teachers are expected to be moral educators and be good examples for their students in education. Children do not have boundaries and experiences that allow them to accept all the goals formulated by adults. When a child asks an adult about something, the most important thing is not the answer. However, the process adults speak when giving the answer that makes them feel interested. Children are interested in the process. When they talk, what is very interesting for them and the goal is the activity of talking itself. Because children are always interested in the process, it is more important for teachers to provide guidance and direction than education that seems formal, let alone coercion.

Based on the description of the importance of integrating traditional games and learning mathematics and the need for teachers to develop interesting learning, this study aims to develop a manual for traditional games as a medium

for learning mathematics. The limitations of this research lie in the themes, materials, and games discussed in the guidebook. The theme used as reference material is Theme 4 Class II SD while the material used in learning is flat wake and space. Traditional games known to students and will be discussed in the guidebook include nekeran, Sunda manda, boi-boian, and bekelan. The things that underlie the selection of these types of games include increasing mathematical abilities after the nekeran game is applied. In addition, in the Sunda Manda game, which is still categorized as an engklek game, previous research revealed an increased mathematical arithmetic ability (Febriyanti, Prasetya, & Irawan, 2018). The boi-boian game is included in the global sodor game, which emphasizes physical movement and, according to previous research, is able to improve student learning outcomes (Sari et al., 2019). Counting skills can also be improved through bekelan games, which are still categorized as congklak (Purwanti, 2020).

Through this game, it is hoped that it can provide insight to readers about traditional games that can be implemented in learning mathematics. In addition, the benefits of this research can inspire readers to develop guidebooks for other traditional games. Hopefully, the guidebook will be helpful for teachers who will apply traditional games for learning mathematics both inside and outside the classroom.

Play is an essential characteristic of children's behavior (Fromberg & Bergen, 2006; Mayall, 2002) and a natural learning tool for them (Anning & Edwards, 2006). Play can provide a context in which children achieve deep learning by integrating intellectual, physical, moral, and spiritual values and can provide them with opportunities to commit to learning, development, and growth (Kolb & Kolb, 2010). Some of The main characteristics of games are entertainment and fun (Smith & Pellegrini, 2013). Entertaining interaction is one of the keywords of the importance of playing to stimulate various areas of their development.

In the childhood years, especially in the process of playing, children are prepared for all kinds of learning. This is because it is children who activate their learning channels by developing crucial adaptation skills such as creative thinking, problem solving, coping, and social behavior. It is very important for the adaptation of cognitive, affective, and interpersonal processes in the game. Both Piaget (1962) and Vygotsky (1966) both agreed that games can stimulate children's cognitive development. In line with Erikson (1950), Elkind (2007) emphasized that playing also sharpens children's psychosocial development. Play is also considered very important for the development and quality of life of children (Foley, 2008). Play has been considered to be a major determinant of the expression of enthusiasm in childhood (Fromberg & Bergen, 2006). That is why the form and type of play is present in almost every aspect of a child's development.

Singer, Golinkoff, and Hirsh-Pasek (2006) explicitly mention playing activities in children is a learning process. Since almost all aspects of play are entertainment, games are a very important tool to enable learning in an interesting (novel) way. DeVries (2006) mentions that when playing, children learn various social skills such as sharing, understanding other people's perspectives, and taking turns. In addition, games also lead children to understand their culture. In other words, games can be an effective and important tool for children's cultural learning. This is because most human interactions are strongly influenced by the cultural context in which they live (Neuliep, 2012).

Cultural context is closely related to individual thinking, feeling, behaving, and how humans shape their reality through their own culture (Shweder, 1991). In addition to providing symbols to communicate with each other and recognize their

social environment, culture also provides individuals with information about their identity, about what is considered meaningful and has value. Basically, humans use culture to make sense of their world (Kim & Park, 2020). That is why people with the same cultural roots tend to have more similar attitudes, values, thoughts, and behaviors compared to those with different cultures.

Culture is also referred to as a means of communication between generations in every society. What is shared now is needed to convey the past and guide the future (Neuliep, 2002). This type of cultural communication is very dependent on the understanding of values between times. This is because cultural values shape social expectations and rules that allow us to behave in accordance with the culture in which we live (Neuliep, 2012). In addition, cultural values also serve as a guide that helps humans understand life (Westwood & Posner, 1997). Cultural values also have a function as a differentiator between one culture and another, although there are also cultural values that have universal scope and are accepted by all cultures (Vygotsky, 1992). Schwartz (1992) mentions ten values that are shared and shared by society universally, namely achievement, benevolence, conformity, hedonism, power, security, and self-direction. self-direction), stimulation (stimulation), tradition (tradition), and universalism (universalism). The early years of childhood are when individuals acquire most of the knowledge related to life; these are the years in which they begin to learn about values. Interaction with children helps them form a view of what the culture expects of them (Gutchess & Indeck, 2009; Wang & Fivush, 2005). In this way, various values built up in childhood in culture are stored in autobiographical memory (Wang, 2008).

Each culture provides its own way to introduce their values. In childhood, culture introduces values through various games. Now referred to as a traditional game, considering the many games created with modern technology and produced globally. Such as robot toys, cartoon characters to games on devices. This is the first and most basic difference between traditional games and modern games, context and uniqueness. This is because games serve as mediators in learning cultural values, as well as helping to learn cultural standards and behavioral practices that are expected by society (Mukhlis, A & Mbelo 2019). It is not owned by modern games, because the standard they have is the standard of fabrication (mass production) without adhering to the cultural values of a particular society. There are only consumer and producer standards.

There is no doubt that Indonesia is a country with a diverse cultural heritage. Notes (Mukhlis, A & Mbelo 2019) mentions that there are 250 types of traditional games in the Sunda area, 212 types in the Java area, 50 types in Lampung, and more than 300 other types of traditional games in various other parts of Indonesia.

Traditional games are currently experiencing an existence that is increasingly being displaced because children are controlled by technological developments. For example, with modern games in this era, such as video games, online games, and virtual games. The presence of technology in games is very influential, on the one hand it can stimulate cognitive development in children while this game can change the potential of children to develop in other aspects that can affect children, and children also isolate themselves more from the surrounding environment such as by violence themselves as well. can be mentally damaging. However, with the development of modern technology and the development of the times in this era, it cannot be used as a reference as traditional games are abandoned, because most people themselves are less concerned with the existence of traditional games.

## **Method**

This research is a qualitative descriptive study with a survey approach. Qualitative research methods are research methods used to examine the condition of natural objects (as opposed to experiments) where the researcher is the key instrument, the data collection technique is done by triangulation (combined), the data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization. The research subjects in this study were elementary school teachers. Data collection techniques in this study are interviews, questionnaires, observation, and documentation. The data collection instrument in this study was prepared by the researcher. Researchers will present things that can be positive or other things according to the data obtained in the field

## **Result and Discussion**

Learning activities that are carried out every day, where teachers and students are interrelated in the implementation of activities that have been planned by the teacher. The success of this learning is fully the responsibility of the teacher, because the teacher is the manager in the classroom. Therefore, if students are unable to show skills in a subject, then the accusation of lack of success is also directed at the teacher. Currently, many teachers use various tools in teaching and learning activities in the class, such as: online games, handphones, laptops, etc. Students in the class are also more interested in using these tools. However, this has bad consequences for children, including making them lazy, when they are already enjoy with these tools. Another result is that their eyes will easily sick, radiation can be affected the brain, and makes children become consumptive of the tools.

### **Traditional Games**

Traditional games are a form of folklore. Traditional games are very popular among children, that usually play the traditional games before modern technology come into Indonesia. Traditional games are full of culture, national values, even the elements that are useful for children. Traditional games sometimes have a change in the name even though the basics are the same. Traditional games are one of the cultural elements because they can affect the psychological development, character, and social life of children. Traditional games can be maintained because they generally contain elements of culture and high moral values, such as: honesty, skill, solidarity, and courage.

### **Existence**

Existence is the ability of an entity to interact with physical or mental reality. In philosophy, it refers to the ontological property of being. The existence of the traditional game increasingly displaced by modern games, such as video games and other virtual games. The development of technology in the traditional game industry can't only be used as an excuse for the displacement of traditional games because sometimes the people themselves are less concerned with the existence of traditional games.

### **Learning Media**

learning media is defined as a tool in the form of physical and non-physical used by teachers in conveying material to students to be more effective and efficient. So that the learning materials more quickly accepted students intact as well as attract students to learn more. Learning media is a tool that is used as a

means for convey material to students. there are several benefits Learning media is to make the learning process more attractive learners, it is easier to apply, more varied and learners create an active learning process, and do more learning activities such as storage, doing, demonstrating, and acting so that it can foster motivation to learn and can achieve learning goals. Media serves as a carrier of information from the source (teacher) to recipients (students) so that the learning process will run optimally if the media perform its function properly. Thus, the media have a very important position in the learning system.

Primary school is the most basic level informal education in Indonesia. Primary school is taken within 6 years, starting from grade 1 to grade 6 who are 7-12 years old. Primary school graduates can continue their education to school Intermediate First. In Indonesia, every citizen aged 7-12 years is obliged to attend education elementary school, namely 6 years of elementary school and 3 years of junior high school. Elementary school is an important component in the system national education In the Law of the Republic of Indonesia Number 20 Years 2003 on the National Education System

### **Traditional Games As A Development Existence of Learning Media in Elementary School**

Traditional games can be fun elementary school learning media for students in learning activities if educators are able to develop into a thing of interest. Traditional games are very important developed among children, especially elementary school children. The purpose of this activity is for restoring the love attitude of traditional games to children through learning PE, increasing the cohesiveness of the child to move, and decreasing the effect negative influence of technology in the era of the times. This program will be conducted every Monday-Friday during class PE class, from grade I-VI according to the schedule of each class. This activity held in the school environment, to be precise, the school field which is accompanied by a teacher or counselor and attended by all students.

### **Result**

Learning media are materials, tools, and methods/techniques used in teaching and learning activities so that the process of interaction between teachers and students can be effectively and efficiently for the purpose of learning in school. Traditional games can be used as a learning media for example egrang, meun galah, boiboi boian etc. By use of traditional games as a learning media can decrease children to use of electronic devices. Traditional games can build the students to working together and being active in the learning process . furthermore, the media used in the teaching and learning process not only uses technology-based media but can also use traditional game

The participant who can help the program, **(1)** Teacher: Give direction and guide and practice in advance about how to play traditional games., **(2)** Friends: A group in play where the cohesiveness and support between friends is the one determine who can win the game. **(3)** Parents: Which gives motivation so that children can learn to play more diligently and give encouragement so that children can be aroused to always play for study. **(4)** Society: The society children to develop.

### **Conclusion**

Traditional games will disappear over time because children are more familiar with modern games. In fact, traditional games have an influence in improving the interpersonal competence of elementary school children. Traditional games such

as snakes and ladders can improve children's numeracy skills. In addition, the traditional game of Dakon or Congklak can be an effective medium to improve children's cognitive ability to recognize the concept of numbers in children. Nowadays, children's learning activities at school by teachers use many electronic devices such as cellphones and laptops. These electronic devices will have a negative impact on children, such as laziness and eye health that is exposed to screen radiation. Traditional game programs can be applied by teachers to elementary school children through physical education lessons. Traditional games must be reintroduced to restore the attitude of love for traditional games to children through physical education learning, increasing children's cohesiveness in activities, and reducing the negative influence of technology in the era of development.

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