

Implementation of Indonesian Traditional Games in Early Childhood Education Institutions in Sunggal District, Deli Serdang Regency

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Abstract

The purpose of this study is to describe the types of traditional Indonesian games played at the Al-Furqon Early Childhood Education Institute that can be played by children, the learning materials contained in traditional games, and the values embedded in children through the traditional game. This study uses qualitative research with a phenomenological approach, namely research by looking directly at the phenomenon, the data collection techniques used are observation, interviews, document studies and data analysis techniques using Milles and Huberman namely data reduction, data display and data verification. The results of this study found that the types of traditional Indonesian games played in Early Childhood Education institutions were free rope games, plate breaking and shell stilts. The learning materials contained in the free rope game are physical, motor, language, scientific, and social, while the values embedded in children through the free rope game are the values of hard work, agility, accuracy, and sportsmanship. The learning materials contained in the plate breaking game are physical motor, language, social, math, and science while the values embedded in children through this plate breaking game are hard work, obeying the rules, dexterity, and honesty. The learning materials contained in the shell stilt game are physical motor, language, social, science and mathematics while the values embedded in children through this shell stilt game are hard work, tenacity, independence, mutual respect and honesty.

Keywords

Indonesian traditional games;
early childhood education



I. Introduction

Education is a process of changing attitudes and behavior of a person or group of people to mature humans through teaching and training efforts. So that from an early age humans need education in the process of their development into adulthood. Education helps children to stimulate cognitive, language, motor and socio-emotional movements so that they can develop optimally.

Education is the foundation of a successful career, financial freedom, the ability to think and reason critically and to make informed decisions. Without education we will be limited to perform tasks and we will be ignorant to the things that are happening in and around our surrounding, and according to Martin Luther King, a people without knowledge is like a tree without roots. For education to be of great value, curriculums should be implemented. (Philips, S. 2020)

Early childhood is also referred to by experts as the Golden Age, which means that a person experiences very rapid development in all aspects of development. This period is a time to prepare all the physical, intellectual and mental potential that exists in every child.

So give children rights that are in accordance with their age composition, children's rights at that age are the time to play so just let children play because by playing the stimulus will develop, and they must direct their children's play to positive things. Based on Law No. 20 of 2003, Chapter I Article 1 Paragraph 14 that Early Childhood Education (PAUD) is a coaching institution aimed at children from birth to the age of six years which is carried out by providing educational stimuli to help physical and spiritual growth and development of children. in order to have readiness to enter further education.

Play is an activity that is very important for the growth and development of children. Mutiah (2010: 140). Through playing children can get extraordinary experiences and can develop aspects of their development. Yus (2013). Playing must be done with pleasure, so that all fun playing activities will result in the learning process in children. The challenges faced by teachers and parents today are that there are cellphones or smartphones that offer games and entertainment videos that have an impact on children interacting a little and losing their knowledge of traditional games.

Based on information from the Hong community, there are 2500 traditional games in Indonesia which are national cultural assets. Traditional games are an alternative to train children to move, communicate and preserve traditional Indonesian games. According to Wijayanti (2014) which states that traditional games are play activities carried out by children who come from Indonesian culture and usually these games are played by children simultaneously, in groups, working together in achieving game goals with predetermined rules. To achieve the desired goal in the game, there must be a sense of pleasure for the child. According to Tatjana Kovačević and Siniša Opić (2014) stated that children's traditional games contain an element of pleasure, where pleasure can create a good opportunity for progress and traditional games are rarely played during school breaks and class meetings, this happens because of several obstacles that arise. related to lack of space and time to play at school.

The category of early childhood is children aged 0-6 years. At an early age, it is very decisive in the formation of a child's character and personality because at this age phase children experience rapid growth and development, and at this age is an important and fundamental initial period that affects the development of human life. In early childhood, it is identical to playing, children can learn many things through playing. According to Piaget (Mayesty, 1990: 42) states that playing is an activity that is repeated that causes pleasure/satisfaction for oneself. Play activities for early childhood are very important in the development of their personality. Playing for a child is not just filling time, but a medium for children to learn. Every form of play activity in early childhood is a positive value for the development of all aspects for children. This traditional game is not only beneficial for the health, fitness and development of children, there are also positive values contained in traditional games such as honesty, cooperation, sportsmanship, help, responsibility, discipline and many more where these things can build child character. Anggita, Mukaromah and Arif (2018).

Early childhood education institutions in Sunggal District are used as a place to introduce children and shape children's character through traditional games in Deli Serdang Regency. According to Zaini Alif (2013) states that there are about 200 more traditional games originating from Sabang to Merauke which have similarities with each other. Although traditional games from one ethnic group have differences and variations, in fact there are also similarities between one ethnic group and another.

Traditional games not only serve as entertainment, but also a means of internalization and socialization. Traditional games contain values that are very important for the physical and mental development of children. According to Robert, Arth, and Bush as quoted by

Danandjaja (2002), they divide traditional games into two major groups, namely games to play (play) and games to compete (game). Through traditional games, it is hoped that children will inherit the cultural values of the Indonesian nation. Traditional games contain values which in turn can be used as a reference in society. In other words, through traditional games, the child's character is formed in such a way that it fits the personality of the Indonesian nation.

In this case, the Al-Furqon early childhood education institution which has 60 students and 4 teachers is in the Medan Sunggal sub-district who plays traditional games at the school. The types of traditional games that are carried out are: a) Tali Merdeka is identical to the game for girls but boys can also play it and this way of playing is jumping over rubber which is concluded, b) Breaking the plate is a game that requires balls and stone slabs or equipment. shards of tiles or ceramic shards or wooden blocks that are relatively small in size, c) Stilt shell is a game of this type made from a coconut shell base with a hole in the middle and then given a plastic rope in the middle of the shell to play it. Based on the explanation above, the researcher is interested in discussing more deeply related to the types of traditional Indonesian games played at the Al-Furqon Early Childhood Education Institute, the learning materials contained in traditional games, and the values embedded in children through these traditional games.

II. Research Method

This study used qualitative research methods. According to Sugiyono (2012: 5) states that 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, data collection techniques are carried out by triangulation (combined), data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalizations. This study uses a phenomenological approach, namely research that is centered on getting an explanation of the apparent reality. The reason for this selection is based on the suitability of the character or qualitative nature with the research problem formulation. This research was conducted at the Al-Furqon Early Childhood Education Institute (PAUD), Sunggal District, Deli Serdang Regency.

Data collection techniques in this study were carried out using the methods of observation, interviews, and documentation. The type of observation applied in this study is non-participant observation. Observations were made to get a direct picture of how the implementation of traditional games in PAUD Al-Furqon, Sunggal District. Meanwhile, the interview used by the researcher was "semi-structured interview". The technique used in this interview is to ask a number of questions orally about the types of traditional games that are applied, the materials contained in these traditional games, and the values that are embedded in children through these traditional games, as well as the documentation obtained is a photo or video. pictures related to objective conditions in PAUD Al-Furqon Sunggal District, Deli Serdang Regency.

This study uses data analysis techniques Miles and Hubermans. Qualitative descriptive analysis method is carried out through three stages, namely: data reduction, data presentation, conclusions and data verification. Putra (2013: 337). Data reduction is choosing the focus, simplifying, and transforming the data that appears in field notes or transcriptions. At the stage of data presentation is a process that allows drawing conclusions and actions. The data in the form of writing is rearranged properly and accurately in order to obtain valid conclusions. While at the stage of verification and

drawing conclusions is to check the validity or correctness of the data. After that we can draw conclusions from the research that has been done. In this study, it means that the conclusions obtained are findings regarding the implementation of the traditional game of PAUD Al-Furqon, Sunggal District.

In this study, researchers used data/source triangulation and method triangulation. In triangulation of data/sources, researchers do not only use information from one informant, but also information from informants at the research site which include teachers and students. Meanwhile, in the triangulation method, the researcher checked the use of data collection methods to ensure that the information obtained by the interview method was the same as the observation method, or that the results of the observations matched the information provided when interviewed. The data that has been obtained are then compared with each other so that they are tested for truth or validity.

III. Result and Discussion

3.1 Types of Traditional Games in Al-Furqon

Al-Furqon Early Childhood Education Institution is one of the formal educational institutions located in Sunggal District. It has 60 students who routinely carry out traditional game activities every Saturday. This is done with the aim of preserving and introducing students to traditional Indonesian games around their homes. The types of traditional games performed at PAUD Al-Furqon are:

a. Freedom Rope

Free rope is a game that is played by jumping rope that is knotted lengthwise with a size of 3-4 meters and comes from Riau Province. The number of players in this free rope game is an even number, usually 4-10 people, then divided into 2 groups with the same number of members. The teacher at PAUD Al-Furqon has prepared this free rope game, the children just have to play with it.



Figure 1. Teacher is Organizing Free Rope Game

Researchers observed the children of PAUD Al-Furqon while playing this free rope game. The first time the teacher did before the game started was to count the number of players, at that time the number of players was 8 people. Second, the teacher divides the 8 people into 2 teams, namely team A and team B, each group consisting of 4 people. Third, the teacher chooses two players to determine the team that will be the team of players and the team that holds the rope with a suit. Finger suit is a way for two people to draw with the technique of pitting the fingers of the personals to determine the winners in a game competition. After the suit is made, the result is that team A as the team that wins the toss

will act as the jumper and team B as the team that loses the toss will act as the holder of the rubber rope. After that they made an additional agreement, namely to allow the use of a handspring to jump rope positions that are difficult to reach. Handspring is a movement that uses hand repulsion and relies on the strength of the hands to propel the body when it is on the ground or floor.



Figure 2. Child is playing the Free Rope

After that the children who played the role of rope holders took a squatting position and team A started to play the game. First, a series of rubber straps is placed at the ankles of the rope holders. Then the first child from team A made a jump and was followed by the second, third and fourth child. The children from team A played by following the rules, namely in this ankle-high jump, the players were not allowed to touch the rubber rope while jumping. Second, a series of rubber ropes are placed on the knees of the rope holders, then the first child from team A jumps and is followed by the second, third and fourth children. The children from team A played by following the rules, namely in this knee-high jump, the players were not allowed to touch the rubber rope while jumping. Third, a series of rubber ropes is placed on the waist of the rope holder, then the first child from team A jumps and is followed by the second, third and fourth children. The children from team A played by following the rules, namely in this waist-high jump, the players were not allowed to touch the rubber rope while jumping. Fourth, a series of rubber ropes is placed on the shoulder of the rope holder, then the first child from team A jumps and is followed by the second, third and fourth children.

Children from team A play by following the rules, namely in this shoulder-high jump, the players may hit the rope while jumping. Fifth, a series of rubber ropes is placed on the ears of the rope holders, then the first child from team A jumps and is followed by the second, third and fourth children. Children from team A play by following the rules, namely in this ear-high jump, the players may hit the rope while jumping. Sixth, a series of rubber ropes is placed on the head of the rope holder, then the first child from team A jumps and is followed by the second, third and fourth children. Children from team A play by following the rules, namely in this head-high jump, the players may hit the rope while jumping. Seventh, a series of rubber ropes is placed in the hands of the rope holder and is erected upwards. Children from team A play by following the rules, namely in jumping in this position, the players may hit the rope while jumping. The first and second children from team A do jumps as usual, but the third and fourth children have difficulty in jumping so they jump over the rubber by means of handspring, in accordance with the rules agreed upon from the start. And team A came out as the winner because they managed to jump over all the series of games well.

b. Broken Dishes

Breaking the plate is a game that is played in groups and uses balls and light materials to destroy. The plate breaking game originates from the PakPak, PakPak Bharat and Dairi districts of North Sumatra. In this case, the teacher at PAUD Al-Furqon has prepared this plate-breaking game, the children just have to play with it. Researchers observed Al-Furqon PAUD children while playing this plate-breaking game. The first time the teacher did before the game started was to count the number of players, at that time the number of players was six people. Second, the teacher divided the six people into two teams, namely team A and team B, each group consisting of three people. Third, the teacher chooses two players to determine the team that will be the throwing team and the guard team with a suit.



Figure 3. Child suit before starting the game

Finger suit is a way for two people to draw with the technique of pitting the fingers of the personals to determine the winners in a game competition. After the suit is made, the result is that team B as the team that wins the toss will act as the thrower and team A as the team that loses the toss will act as the guard. After that, the teacher arranges five wooden blocks into a tower and makes a circle around the arrangement. After that, the teacher makes a straight line as a marker of the throwing distance of the child and gives a plastic ball to team B, namely the throwing team.



Figure 4. Child is throwing to break a pile of small blocks

After that, team B took a position behind the line and team A took a position close to the wooden block tower arrangement and they started playing their game. Initially, the first child from team B threw the block tower arrangement but did not hit it, then continued with the second child and apparently did not hit the block tower arrangement. And

continued with the third child with the result that he was able to knock down the tower block structure. After collapsing, the task of team B is to reassemble it and the task of team A is to chase and throw the ball to all the players from team B. The first child from team B is hit by a ball from team A. When team A is busy chasing the third child, it turns out that the second child managed to reassemble tower that has collapsed to its original shape. And team B managed to come out as the winner.

c. Stilt Shell

The teacher at Al-Furqon PAUD has prepared this grang shell game tool, the children just have to play it. Researchers observed Al-Furqon PAUD children while playing this shell stilt game. The teacher explained that the children at PAUD Al-Furqon have been able to play the shell stilts and will do the shell stilt race. The first time the teacher does before the game starts is to line up the children into 2 rows. In the first row there are 4 children and in the second row there are 4 children, so the total number of children who will do this shell stilt race is 8 children. Al-Furqon has 2 pairs of shell stilts that are prepared to be used alternately by children.



Figure 5. Children Playing Shell Stilts

Initially the teacher determines the start & finish line in this game. After that, the teacher gave a pair of shell stilts to each of the children who were in the first row, namely Yasmin and Wahyu. Yasmin and Wahyu wore the shell stilts and prepared to wait for the teacher's signal. Then the teacher counts one to three and the race begins. Yasmin and Wahyu did a shell stilt race and Wahyu came out as the winner. After that, the shell stilts were given to Aufa and Hafiz. Aufa and Hafiz wore the shell stilts and prepared to wait for the teacher's signal. Then the teacher counts one to three and the race begins. Aufa and Hafiz did a shell stilt race and Aufa came out as the winner. Furthermore, the shell stilts were given to Aqila and Ridhan. Aqila and Ridhan wore the shell stilts and prepared to wait for the teacher's signal. Then the teacher counts one to three and the race begins. Aqila and Ridhan did a shell stilt race and Ridhan came out as the winner. And finally, the teacher gave a pair of shell stilts to each child who was in the first row, namely Rifaya and Gibran. Rifaya and Gibran wore the shell stilts and prepared to wait for the teacher's signal. Then the teacher counts one to three and the race begins. Rifaya and Gibran did a shell stilt race and Rifaya came out as the winner.

3.2 Materials and Values in Traditional Games

In traditional games performed at PAUD Al-Furqon such as free ropes, broken plates and shell stilts, the teacher conveys material in the form of games so that all children in PAUD Al-Furqon can easily understand and follow. This can be seen as follows:

a. Freedom Rope

The teaching material in this free rope game is psychomotor material, especially gross motor skills, children have the ability to move the body in a coordinated, balanced, and agile manner. Language material, the child can participate in conversations, use language in play situations. In science material, children have knowledge of the use of tools, how to use rubber, how to hold it and they can also recognize body parts. Know which ankles, knees, waist, and so on. Social material, children can work together, they can establish good communication, behave and speak politely, get to know various cultures and various diversity. Meanwhile, the values embedded in children through this free rope game according to the Al-Furqon PAUD teacher are the value of hard work, the value of agility, the value of accuracy, and the value of sportsmanship. In addition, there are moral values in the free rope game played by children, namely the value of togetherness, the value of simplicity, the value of responsibility, leadership and gracefulness. Paradisa (2017).

b. Broken Dishes

The teaching material in this plate breaking game is physical motor material, especially gross motor skills, that is, children have the ability to regulate body movements in a coordinated, balanced and agile manner. Language material, the child can participate in conversation using language in a play situation and which certainly adds to the child's vocabulary because this plate breaking game media uses wooden blocks which we write with several words, Material for social, children are able to get to know culture, various diversity, work together in good communication, manners and polite language. In mathematics, children are able to recognize shapes (geometry), rectangles and circles. Science material, children are able to have knowledge of crafts made from natural materials, the wooden blocks we use are made from tree trunks. Meanwhile, the values that are embedded in children through this plate breaking game according to the Al-Furqon PAUD teacher are the value of hard work, the value of obeying the rules, the value of dexterity, and the value of honesty. According to Nasution and Siregar (2013), the plate breaking game can stimulate children's interpersonal intelligence such as cooperation, team interaction, leadership and problem solving.

c. Stilt Shell

The teaching material in this shell stilt game is physical motor material, especially gross motor skills, children can have the ability to move their bodies in a coordinated, balanced and agile manner. Language material, children can participate in conversations using language in play situations. Social material, children can get to know culture, recognize various kinds of diversity, establish good communication, work together, behave and speak politely. In science material, children can have knowledge of the use of tools and they can know crafts made from natural materials. The shell is made of natural ingredients, namely coconut shell. Mathematical material, children are able to recognize geometry, direction, position and speed. They can race fast when playing shell stilts. Meanwhile, the values that are embedded in children through this shell stilt game according to the Al-Furqon PAUD teacher are the value of hard work, the value of tenacity, the value of independence, the value of mutual respect and the value of honesty.

IV. Conclusion

Traditional games played at PAUD Al-Furqon are held every Saturday with the aim of preserving traditional Indonesian games and training personal and group skills of children that will be useful in the future. In this case, there are three games performed at PAUD Al-Furqon, namely the independent dance, plate breaking, and shell stilts. The learning materials contained in the free rope game are physical, motor, language, scientific, and social, while the values embedded in children through the free rope game are the values of hard work, agility, accuracy, and sportsmanship. The learning materials contained in the plate breaking game are physical motor, language, social, math, and science while the values embedded in children through this plate breaking game are hard work, obeying the rules, dexterity, and honesty. The learning materials contained in the shell stilt game are physical motor, language, social, science and mathematics while the values embedded in children through this shell stilt game are hard work, tenacity, independence, mutual respect and honesty.

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