ANALYSIS OF TRADITIONAL SPORTS GAMES IN DEVELOPING COOPERATIVE CHARACTERS IN EARLY CHILDREN

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ABSTRACT

The research aims to identify a number of data related to the process of developing symbols and the cultural values created. Traditional sports games in the current era are increasingly being replaced by digital games. The type of research used is descriptive research. Researchers conducted open interviews which initially carried out in-depth observations in order to see the problem. It can be seen that the problem is that many students at SDN Tanipah school are influenced by gadgets and often play gadgets, namely games in them, so that it is influenced in the formation of the students' character in controlling themselves to communicative, work together and be responsible in it. The research results obtained in the acceptance of traditional sports games in school are because in modern developments these games are able to become an alternative to digital games which influence the character of students. These traditional sports games are able to become a forum for character building for students at an early age today.

Keywords: Traditional Sports Games; Collaborative Character; Early Childhood

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INTRODUCTION

Games are one of the activities that children like, various types of games that children often play in the form of modern and traditional games (Melinda, 2017). Traditional games are a nation’s cultural heritage which is gradually fading due to globalization, which has given rise to modern games. (Birri et al., 2020) traditional games are activites that contain local wisdom and must be maintained. Yunus Saputra, 2018) traditional sports are used as games that have been passed down from generation to generation which contain various elements and are beneficial for those who play them. Traditional games of cuk cuk bimbi, hide and seek, crank, dragon snake, jump rope, cat and mouse and tug of war. This game is often played in the research area taken.

According to Rosdiana (2012: 108) The growth in traditional games has been passed down from generation to generation through the next generation. These traditional sports are not just games but contain the noble values and culture of the are. Characteristic of a movement culture in the area. This sports needs to be improved to maintain the nation’s culture. Culture is a noble value for the Indonesian nation today and in the future(Suryawan, 2020). Traditional games are games that adhere to community culture which are related to the educational context, this is defined in terms of the importance of improving physical fitness conditionals and interactions therein and has its own morals. One of them is able to improve children’s psychomotor skills through traditional sports.

As times continue to develop, this game is increasingly being displaced, where nowadays children play more games or gadgets and prefer to play indoors. This affects traditional games that are rarely played by today’s children. Like the game engrang and the petak, as time progress and technology becomes more advanced, these
games are increasingly difficult to find nowadays. Children are starting to switch to things that can be accessed on their devices such as online games, social media and other features. (Prameswari & Susanti, 2021) That the negative impact of using gadgets on children who experience difficulties in communicating in the real world with their peers, affects the function of the PFC in the brain in controlling emotions and then controlling themselves and carrying out their responsibilities in making decisions and moral values therein, and children also tend to become an introvert. So, the results of the three studies above have outlined the negative impacts of excessive use of gadgets by children. The negative impacts that have been described in the three studies have a common discussion, namely changes in personality traits in children.

Children who live in the alpha generation are in the years 2011-2023. This generation is a continuation of generation Z, which includes millennial children who live in 4.0 era. This is also the development of games among children, namely the creation of various digital games with visible negative and positive impacts in them. However, this has negative impacts in the form of difficulty in interacting and lack of sensitivity to the surrounding environment. It can be seen from the survey (KPAI, 2020) that 71.3% of students have gadgets and playing with them takes a long time and 55% of the spend their time playing on cellphones, namely online and offline games. Seen in the following data:

![Figure 1. : Level of engagement with games across generations. | Source:Newzoo](source)

Containing 76% of the total internet users are gamers. Of the total gamers include, 60% are mobile gamers, while the number of PC gamers is 33%, and 32% are console players. In the last 12 months, 54% of netizens viewed gaming content and 27% viewed esports viewers (51%).

The object of research is Tanipah State Elementary School students who have creative and innovative learning models in introducing learning models to children that contain art in them, then improving learning to be cooperative in it. This means that the school is able to shape character through traditional games.

Initial observations made by researchers were students at the Tanipah State Elementary School, where the school also introduced traditional games to its students because these games were able to be a means of obtaining motor and character development for the students. (Anggita, 2019). This game requires physical movement from the student. Strengthened by Yudiwinata and Handayono, traditional games are able to reach improvement and character development more quickly (Yudiwinata & Handayono, 2014. Traditional games are one of the games that train children physically and mentally. This allows the child to play traditional games, namely training the child’s creativity and then training his character. Traditional games are related to the 90s era, where children grew up without technology. This in terms of character development is still relatively simple. Traditional games are able to form a child’s character values, which by playing in the open and playing with peers unconsciously slowly trains the child. The character values in traditional games are honesty, cooperation, good communication and responsibility.
This research is different from previous research, where in the previous research the children played traditional games in a closed room, whereas in the current study the children played their traditional games in an open area. What this research has in common is that it both examines the formation of children’s character based on traditional games. Traditional games can be a forum for improving a child’s character by controlling his emotions and training the child to work well with his peers.

The alpha generation lives in the 4.0 era, where development are increasingly sophisticated, so games have also become more modern, namely digital games. This makes research examine the role of traditional games for children in the era of technological development, one of which is the cooperative aspect, then there is the interaction aspect, then there is the togetherness aspect.

The formation of a child's character must start from an early age. The aim of character building from an early age is to shape a child's good personality so that when they grow up they will become good individuals with noble character who can provide benefits to fellow humans and their environment. Character building is one of national education purposes. Article 1 of Law Number 20 of 2003 concerning the National Education System states that the aim of national education is to develop the potential of students to have intelligence, personality and noble morals. (Hakim, 2016) The mandate of this law aims to ensure that education not only forms intelligent Indonesian people, but also personality or character, so that a generation of people will be born who will grow and develop with the noble values of national character. The formation of children's character must use methods that are adapted to current developments in accordance with scientific means and methods that are easy to apply by parents and educators from various social strata. The willingness of parents and educators to develop children's character can be seen from the way they treat and pay attention to their children. If they pay attention and treat their children with full attention and affection then one way of forming children's character has been implemented.

METHOD

Researchers use this type of research in the form of qualitative descriptive. This research describes a condition that needs to be observed directly in the field specifically and in depth. (Berlian & Awaluddin, 2022). In the procedures for collecting data produced through written words based on certain phenomena and behavior. The research approach carried out by researchers is directed at individuals in a natural and holistic manner where the individual is based on variables/hypotheses (Tobing et al., 2016).

Data collected by researchers through direct observation and specific interviewers. The population in the study was 131 students Tanipah State Elementary School, then the research sample was 16 students from class 6. The researcher used data collection techniques include interviewers and observation, for observation with 16 student were taken from class 6 as well as for his interview with class 6 homeroom teacher, and Physical Education teacher at that school. The interview technique was carried out during breaks and directly observing the students’ activities at school. The data analysis technique for this research is using the Miles And Huberman models which contain reduction and then presenting the data and drawing conclusions.
With their unique characteristics, learning methods for the Alpha generation need to be adapted to suit their unique needs and potential. Using the play while learning method is an activity carried out by an early age child which is carried out with a feeling of enjoyment, without coercion, but has patterns that are expected to be able to create results for good development for the child.

RESULTS AND DISCUSSIONS

Related to interview data and observations, namely the traditional games played by Tanipah State Elementary School students are the traditional games of cuk cuk bimbi, hide and seek, crank, dragon snake, jump rope, cat and mouse and tug of war. The traditional games played by Tanipah State Elementary School students are played every day during break time when they play. Then the researcher conducted interviews with homeroom teacher and Physical Education teacher Tanipah State Elementary School to identify more deeply how Tanipah State Elementary School students do in their daily lives at the school. Then the researchers conducted observations for 1 month on Tanipah State Elementary School students who played their games on Fridays and Saturdays during break time after religious activities and gymnastics. Researchers carried out observations to directly observe how Tanipah State Elementary School students played the game.

Table 1 Results of interviews with the homeroom teacher at Tanipah State Elementary School

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Respondent</th>
<th>Interview result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>How do Tanipah State Elementary School students accept traditional games?</td>
<td>Class 6 homeroom teacher and Physical Education teacher Tanipah State Elementary School</td>
<td>The traditional games introduced by the teachers at the Tanipah State Elementary School were very enthusiastic and accepted by the Tanipah State Elementary School students. There are several examples of traditional games introduced by teachers at the Tanipah State Elementary School, namely Cuk Cuk Bimbi, Petak and Seek, Engklek, Dragon Snake, Jump Rope, Cat and Mouse and Badakuan, etc. The students were very happy and excited when the teachers introduced the game.</td>
</tr>
<tr>
<td>2.</td>
<td>Can traditional games develop children's character in being responsible and mutual?</td>
<td>Class 6 homeroom teacher and Physical Education teacher Tanipah State Elementary School</td>
<td>Yes, Very responsible and helpful to each other. In every traditional game, students work together to bring the game tools, which before playing the game they place in accordance with the rules of the game. After they finished playing, they returned to work together to clean up the traditional playing</td>
</tr>
</tbody>
</table>

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equipment. Those who didn't play and those who didn't understand how to play, also happily participated in helping to clean up the game equipment.

3. What about the communication of Tanipah State Elementary School students and student interaction in playing traditional games?

Class 6 homeroom teacher and Physical Education teacher Tanipah State Elementary School

The teachers at the Tanipah State Elementary School explained how to play traditional types of games, although some of the students already knew and there were also some who did not understand how to play these traditional games. When female students play traditional games, communication and interaction between students is established smoothly, where students who don't understand are helped by friends who already understand how to play these traditional games.

4. What about the sense of togetherness Tanipah State Elementary School students playing traditional games?

Class 6 homeroom teacher and Physical Education teacher Tanipah State Elementary School

The sense of togetherness and family at Tanipah State Elementary School is closely intertwined. When playing traditional games where they work together and help each other. Disputes and misunderstandings rarely occur, even if there is a small commotion, there are people who are angry and emotional, but they can resolve it well without violence.

Source: results of interviews with respondents

Regarding the results of interviews conducted by researchers, students admitted to the school were classified as the alpha generation, this generation was able to play traditional games when the teacher introduced them well. Nowadays, children often play with their gadgets because their gadgets contain digital games which are fun to play, but these games cannot develop the child’s character to be independent and control the emotions within him. Therefore, traditional games can be a solution to develop a child’s character to be better in terms of emotions and character.
Based on the results of interviews, traditional games are able to develop the child’s character so that they can blend in and work together with their peers, this in accordance with research conducted by researchers. For example, children at the Tanipah State Elementary School are able to put their toys back together even though some children do not participate in playing the toy. The conclusion from the explanation above is that traditional games are able to develop the child’s character.

Regarding the results of the data in the interview, there was student interaction when playing traditional games, which was seen by students interacting with their peers at the Tanipah State Elementary School which was quite good. However, there are some students who don’t know the game and how to play it, but for students who already know the game and how to play it, it has an effect on creating good interactions. The interview include traditional games which improved his character and communication. In this case, good characters cannot be found in digital games where the gadget does not interact directly.

Regarding interview data, when playing traditional games, children are influenced by their communication with peers, they become communicative and then work together and take responsibility for each other. When there is a dispute, these students are able to resolve it well. It can be seen that students are able to control their emotions so that traditional games can improve the character formation of student in today’s modern era.

CONCLUSION

The purpose of the analysis is to identify more deeply the development process in changing symbols and the cultural values created therein, traditional sports games in the development of technology, it has become easier because of digital games. Based on interview data, this problem falls into the alpha generation category, where this generation of students is able to accept well and play with pleasure the traditional games at the Tanipah State Elementary School. This generation lives in a modern era so that in developing its character in depth, traditional games can be the solution.

REFERENCE


