

Play and Learn with Tradisional Local Wisdom Game in School

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<http://doi.org/10.33650/ijess.v1i1.3551>

Received: February 2022, Accepted: May 2022, Published: September 2022

Abstract:

In Indonesia, the number of online game addicted in children was experiencing a very dangerous development. One doctor predicted that the highers number of online game addicted was Asia. This is very ironic. Since the first, the Indonesian nation has had many traditional games that can be used in learning activities at school. This traditional game was very beneficial for the development of children's abilities, especially children's motoric skills. In the midst of the dangers of massive online games, the RA Nurul Ulum educational institution in Sumbersalak Village used traditional local wisdom game methods and media in every learning activity. This was done so that the students continue to love and preserve the educational games of traditional local wisdom. From this background, this study aims at describing the application of traditional games in improving the gross motoric skills of early childhood in RA. The research method used was a descriptive qualitative approach. The results of the research show that the traditional local wisdom games used are engklek and jumping rope games. The application of this game can improve gross motoric skills in early childhood, stimulated children in developing cooperation, make children more creative, active, adept at jumping, jumping and being responsible in a game. From the application of this traditional game, children's gross motoric skills developed more rapidly and children get to know traditional games and their types.

Key Words: Play, Learn, Traditional Game, Motoric Skills, Early Childhood

INTRODUCTION

In the 4.0 century, IT-based games are proliferating and potentially dangerous to early childhood development (Rymarczyk, 2020). This very rapid development of IT games does not only occur in urban areas but also spreads to rural areas (Anam, 2020; Ellitan, 2020; Tri, Hoang, & Dung, 2021). This massive development turned out to be very potential for early childhood development (Nurmiyanti & Candra, 2019). Many young children are addicted to IT-based games, especially online games (Firdausiah, 2021). The number of online game addicts in children is experiencing a hazardous development (Selvi & oşan, 2018). The number of online game addicts in childhood in Indonesia is the highest in Asia. This situation is hazardous for the development of children, especially in early childhood (Bali, 2019). Thus, the development of IT games

that will cause negative potential must be watched out by all elements, especially teachers and parents of early childhood.

While entertaining IT games, early childhood education institutions must be able to balance or even reduce IT games for young children. One way is that educational institutions must always exist to monitor IT developments (Hamedoğlu, 2019; Apriyanti et al., 2020). In addition, the Indonesian nation has always had many traditional local wisdom games that can be used in learning activities at school. This game is handy for developing children's abilities, especially motor skills, and for early childhood education institutions with limited learning facilities and infrastructure (Hasanah, 2019; Rozi et al., 2021). Traditional local wisdom games also have great potential to be used in learning; learning in schools is expected not only to be theoretical but also to be able to introduce learning media using this game because with traditional local wisdom games, children can understand the values of knowledge that the teacher should preserve. Hayati, 2019). Games based on traditional local wisdom can be in the form of *engklek*, jumping rope, soccer, *dakon*, *kelereng*, *bekel* ball, hide and seek, and others. This game will make them gain helpful knowledge in learning activities to achieve achievements in the future (Hakiki & Khotimah, 2020). Thus, the implementation of learning in the 4.0 century, full of developments, is perfect for using traditional local wisdom games because these games, in addition to improving children's physical motor skills, can also make children use objects around them (Masruroh, 2019).

Traditional local wisdom games as above are well implemented in the educational institution of RA Nurul Ulum, Summersalak Village. This institution uses traditional local wisdom game methods and media in every learning activity. This is done so that the students continue to love and preserve Indonesian culture through educative traditional local wisdom games. At RA Nurul Ulum Ledokombo, traditional local wisdom games are applied. Namely, the *engklek* game, jump rope, soccer, *dakon*, *kelereng*, *bekel* ball, hide and seek, and others to support the development of gross motor skills in early childhood. The most focused games are only the crank game and jumping rope because these games are outstanding in developing children's gross motor skills. Traditional local wisdom games are developed and played by children in the general public by absorbing all the wealth and wisdom of their environment (Hakiki & Khotimah, 2020). In the game of traditional local wisdom, you will be able to develop your potential, build relationships with fellow friends, and channel depressed feelings while preserving and loving the nation's culture. Traditional local wisdom games become a vehicle or medium of expression for children. Involvement in traditional local wisdom games will hone, sharpen, and develop children's brains, give birth to empathy, build social awareness, and emphasize individuality.

This traditional local wisdom game makes early childhood feel happy and free to express themselves (Sahjat & Samad, 2018). With this game, children

feel free to do activities, have a sense of responsibility, are creative, and develop their gross motor development rapidly. Traditional local wisdom games as a play activity are believed to benefit children's physical and mental development.

RESEARCH METHODS

The research method applied in this study is a qualitative research approach. This type of research uses case studies. This approach and type of research seek to describe the conditions in RA Nurul Ulum regarding the application of traditional local wisdom games that can improve gross motor skills in early childhood. This study is determining whether the informants used a purposive sampling technique. The informants selected in this study were the principal of RA Nurul Ulum (Nur Saidah), the teacher of group B (Nanik Suryatin), and the teacher of group A (Maghfiroh), the student's guardian Farrohah and the student of RA Nurul Ulum.

Data collection methods in this study use interviews, observation, and documentation. The data analysis method uses condensation techniques (data condensation), display (data presentation), and making conclusions or verification. At the same time, the data validity method uses technical triangulation and source triangulation.

RESULTS AND DISCUSSION

The application of the traditional local wisdom game of engklek and jumping rope at RA Nurul Ulum has been carried out for the past three years; where in carrying out these games, the teacher does not let children play, but the teacher also prepares tools and materials and practices and gives direction to students before students start. Applying this traditional local wisdom game, games can provide many benefits for physical and mental development, especially in children's gross motor development. As stated by Nur Saidah, the RA Nurul Ulum school principal, implementing games is very important for early childhood; the games do not have to be modern and require money. Therefore, we apply traditional local wisdom games to our students. To support children's motor development, improve children's creativity, and build children's character and development. Therefore, teachers must be more creative in choosing exciting games that can stimulate children's physical development (Kistoro et al., 2021; Sop & Bişkin, 2021). One of them is the game of traditional local wisdom of engklek and jumping rope.

The interview above shows that games for early childhood are crucial; implementing games for children does not have to be expensive and modern; teachers must be creative in choosing games, especially games that can stimulate children's physical development, namely the game of crank and jump rope. The interview was strengthened by a statement from the homeroom teacher of class B, Mrs. Nanik Suryatin, who stated: The most important thing

for children is that children can get to know traditional local wisdom games which are now almost extinct in the community, one of which is the engklek and jumping rope games. Gross motor skills in children, children can also use natural materials such as wooden twigs to make an engklek field or objects around them, namely tile and ceramic shards that will be used as gacuk by children. Moreover, here in rural areas, natural materials are elementary to obtain.

The opinion above shows that the traditional local wisdom game of crank and jump rope, in addition to improving gross motor skills in children, also builds children's character and cognitive development (Shunhaji & Fadiyah, 2020; Nur et al., 2020). Children can also learn traditional local wisdom games and take advantage of natural materials and objects around the environment, such as wooden twigs and tile fragments. Maghfiroh said, "By applying the traditional local wisdom games of engklek and jumping rope, in addition to improving children's gross motor skills, children are also more creative because children make their gacuk from the broken tiles and weave their rubber bands that will be used to play jump rope. From the weaving results, we can see children's creativity."

The explanation above shows that traditional local wisdom games such as engklek and jumping rope can improve children's gross motor skills and can make children more creative, and children can use objects around them to be used as tools and materials when playing (Perdina et al., 2019; Israeli et al., 2020).

Based on the results of observations during the implementation of the traditional local wisdom game of engklek and jumping rope. Students of RA Nurul Ulum are very enthusiastic when they play crank and jump rope; they dare to jump, jump on one leg, and can maintain balance, they can also socialize with their peers, and they follow the rules of the game. They can also weave and form their tile and ceramic shards used as game tools or materials. This is what RA Nurul Ulum's teacher wants in choosing to apply traditional local wisdom games to their students because the game has many benefits for them.

The following is a documentation of when a child plays engklek in the schoolyard of RA Nurul Ulum.



Figure 1: Students of RA Nurul Ulum Playing with Engklek

In the picture above, when students play traditional engklek local wisdom games, the game can improve gross motor skills in early childhood. Because the game jumps over the fields with one leg and requires balance, the tools and materials are easy to obtain, such as wooden twigs to make an engklek field and tile fragments to be used as gacuk. In improving student-teacher gross motor skills, RA Nurul Ulum has its way, namely by applying traditional local wisdom games where that game is almost extinct in the community. This can be seen when researchers make observations during playing activities; students at RA Nurul Ulum group B are making an engklek field, some are forming tile fragments, while group B teachers are preparing an engklek playing assessment sheet. Then the teacher practices how to play the crank; the teacher tells the children to start the game by doing hompimpa first, the teacher gives directions to the students so that students understand the rules of the game, and the teacher observes the students playing the crank.

As explained by Nanik Suryatin as, the teacher of group B who stated that: When playing games, I gave them freedom, accompanied them and gave directions to them on how to play the right engklek, about the rules of the game so that they have a sense of responsibility, sense of empathy for fellow friends, and have a sense of courage. I also observed them while playing, preparing observation sheets for children's assessments; the aim was to find out their gross motor development.

Mrs. Maghfiroh also conveyed the same thing as the teacher of group A; she said that a child's imagination would develop well if the child is given freedom when playing; when the child jumps over the ankle with one leg, some children use their left feet, others use their feet. Right, that is the uniqueness and creativity of children. I have seen a lot of students' gross motoric development, I can see from the way they jump, jump on one leg, and the child can maintain their body balance.

Here is a picture of a child weaving rubber bands to play jump rope:



Figure 2: Students Weaving Rubber Bands With Various Variations

The picture above shows a child's creativity when weaving or weaving rubber bands; they weave with various variations; some are attached to their big toe, and some ask for help from their friends. After the students finish the

rubber mat, the child immediately plays jump rope and remains under the teacher's supervision. The game is played in groups and still follows the game's rules. As explained by Mrs. Nur Saidah, who said: "Weaving or weaving rubber bands that will be used to play jump rope, I let them weave themselves, they have various ways of weaving, that is why we see their creativity."

The following is a picture of students playing jump rope in the school yard of RA Nurul Ulum:



Figure 3: Students Playing Jump Rope

This jumping rope game is not much different from the engklek game; this jump rope game also improves children's gross motor skills and can reduce obesity in children. In addition, children's emotions are also trained, namely the courage to make jumps that are increasingly challenging.

Based on the results of interviews and observations made by researchers, the application of traditional local wisdom games such as engklek and jumping rope applied at RA Nurul Ulum can improve children's gross motor skills; children are given the freedom to play, children are given freedom when weaving rubber bands so that children are more creative. When playing, the teacher observes and prepares a child's assessment observation sheet so that the teacher knows the child's development. As stated by Nanik Suryatin who stated that: "In assessing, I did not only assess the level of development, I also assessed the child's sense of responsibility while playing, the sense of socialization with their peers, after the implementation of the hopscotch and jumping rope games, the teacher asked about the child's feelings while playing."

On another occasion, the researcher interviewed one of the students of RA Nurul Ulum, Ananda Salsa, who is a student of group B; he stated, "I enjoy weaving rubber bands and playing jump rope because I like to jump. The researcher also interviewed Mrs. Faroh as the guardian of ananda Salsa; she said: "My child has been happy since he moved up to group B. I think there is a development in his gross motor skills, which used to be afraid of jumping, now he dares to jump and even jump on one leg.

Based on the data obtained from interviews, observations, and documentation above, it is clear that when applying the traditional local

wisdom game of engklek and jumping rope, children can jump on one leg, children can weave with various variations, and children have a sense of responsibility. Children use tools and materials around, the teacher gives freedom when playing, the teacher gives an assessment, and the teacher asks questions after playing.

The game of traditional local wisdom has been implemented well by RA Nurul Ulum. This institution maintains this traditional game to preserve the noble culture in the area and becomes a medium and method for developing the potential possessed by early childhood. Traditional games are developed and played by children in the general community by absorbing all the wealth and wisdom of their environment (Sahidun, 2018; Anggraini et al., 2020; Wulandari et al., 2020). Traditional local wisdom games are often played in the past (Izatusholihah et al., 2021; Nopiyanto & Pujiyanto, 2022). At that time, children were thrilled to play outside with their friends because traditional local wisdom games demanded much interaction with other people. Traditional games are one element of the nation's culture scattered in various parts of the archipelago (Qurrotaini et al., 2021). However, the traditional local wisdom game has been gradually becoming extinct, especially for those living in urban areas, even those living in urban areas. Some people are no longer familiar with the origin of traditional local wisdom games. Traditional local culture as a form of play activities is believed to benefit children's physical and mental development. Games with rules play involve loyalty and commitment to existing and mutually agreed game rules (Marklund & Alklind Taylor, 2016; Selvi & oşan, 2018; Czauderna & Guardiola, 2019; Rozi & Firdausiah, 2021; Rahman et al., 2018).

The application of traditional local wisdom games at RA Nurul Ulum supports children's gross motor development. Of the many traditional local wisdom games, RA Nurul Ulum only focuses on two games: the engklek game and jumping rope. This is because the game is perfect and can support gross motor development in early childhood; the game tools are straightforward to get around the child's environment, such as wooden twigs and tile fragments. Similarly, the materials used in the jump rope game are very affordable and easy to obtain, namely rubber bands.

The steps in the traditional local wisdom game of engklek and jumping rope are straightforward to do. In the engklek game, children make pictures of boxes and then jump with one foot from one box to the next, after throwing gacuk (shards of tiles and tiles that have been formed). The game, which has the name Sunda Manda is usually played by children, with 2-5 participants. According to Sempuck Hur Gronje, the engklek game originated in Hindustan, this game spread during the Dutch colonial era with the background story of fighting over a plot of rice fields. The benefits of the engklek game can train children's physical abilities. In addition, the engklek game also trains the ability to communicate and socialize with their peers and teaches togetherness.

Children's creativity can be seen in the plots made for games; children can also take advantage of objects around them. For example, tile fragments, ceramic shards, and wooden twigs to draw plots on the ground.

While in the jump rope game, the steps must be taken to tie a rubber band first; then, the child determines his group of friends. Novi Mulyani explained that the jump rope game would physically train the child's leg muscles to become more robust and agile because the way to play is to jump over the rubber woven from the position of the feet to head height. In addition, the jump rope game also has the benefit of developing children's emotional and intellectual abilities because it is played in groups, thus providing opportunities to socialize; children can also learn to empathize, take turns, obey the rules, etc. children's leg muscles, making them denser, fuller and more robust to prevent and reduce obesity in children.

All the steps of traditional games that are applied at the educational institution of RA Nurul Ulum can develop the potential of children, especially the gross motoric aspects of children. The teacher provides opportunities for children to play with the traditional equipment that has been provided. In addition, teacher RA Nurul Ulum also introduced the traditional game tools provided. This activity is aimed at helping them improve their motor skills, namely: 1) giving children opportunities to play and activities (Pelfrey, 2017; Nizrina et al., 2019; Habibah & Wahyono, 2020). So that children are motivated to act creatively, play can train the mastery of gross motor skills; 2) provide equipment and an environment that allows children to practice their motor skills. The main thing is to provide a large enough land/area for children to be able to move freely, run, jump and roll around; 3) introduce and train children with as many motor skills as possible because of the success of children when mastering a skill; 4) do not emphasize the child's strength and speed, but pay attention to the correct movement and posture in carrying out these motor activities; 5) be patient in dealing with children because of the development of a motor skill, also depending on the time and desire of the child to master it; and 6) every child is unique (Widayati et al., 2018; Kamelia, 2019; Suharyani et al., 2021). Therefore, do not compare a child's motor skills with other children his age.

CONCLUSION

The game of traditional local wisdom is one of the elements of the nation's culture that is spread throughout the archipelago. Traditional local wisdom games as a play activity are believed to benefit children's physical and mental development and greatly support children's gross motor development. Of the many games of traditional local wisdom, RA Nurul Ulum only focuses on two games, namely the crank game and jumping rope, because besides these games are very good and can support children's gross motor development, the game tools are straightforward to get around the child's environment, such as

twigs. Wood and tiles. Likewise, the materials used in the jump rope game are very affordable and easy to obtain, namely rubber bands. The steps of the engklek game at RA Nurul Ulum are as follows. The game begins by making box-shaped lines that will be used as a foothold in the child's jump. Then make a gacuk from shards of tile or ceramic that will be used as a marker on the box.

The way to play it is that the child will throw a gacuk at the box, then jump over the available boxes. Whoever reaches the finish line first is the winner. This game can be played individually or in groups. This ankle game can train the leg muscles. The steps of the jump rope game are first to tie the rope from the rubber band to it lengthwise. This game must be played in groups. The way to play it is that two groups will determine who will play first by making a suit. The losing group will hold the rope on each side, and the winning group will jump over the rope. This jump rope game is handy for training children's social and emotional and is very useful in preventing obesity in children.

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