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The Internalization of Local Cultur Literacy through Traditional Games in Elementary Textbooks

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Abstract: Traditional games are a cultural property of a community entity in a region. The threat of globalization has marginalized traditional games to the point where they can become extinct at any time, so the cultivation of cultural literacy through textbooks about textbooks is important to do in schools. This study aims to describe the internalization of local cultur literacy through traditional games in elementary textbooks. This research is qualitative with a library research design. Data obtained through library materials This is a qualitative study that employs a library research research design or library research. The research implementation used library materials to obtain research sources by limiting the process to library collections without requiring direct research in the field. The data sources used in this study were elementary school thematic textbooks and articles relevant to the research topic. Data collection in this study used the documentation method, namely the process of searching for library data related to the research topic. Data analysis techniques in this study used qualitative techniques with content analysis. This study produced the following descriptions of The Internalization of Local Cultur Literacy through Traditional Games in Elementary Textbooks : concepts, general descriptions, steps to play, and the values contained in traditional games. At least in one thematic book, there are at least 2-3 types of traditional games at each grade level.

Keywords: *literacy; traditional; games; elementary school; thematic*

A. INTRODUCTION

Progress in the era of technology Currently, it has developed very rapidly and brought many changes and ease of life for mankind. The many changes also have an impact on all lines of people's lives, including in terms of culture. Culture in development can basically be an inherent characteristic of

society and can be an enhancer of the positive identity of the progress of the community. Culture will survive and be maintained when the community is able to make it an important part that can be integrated in various aspects of life including in the realm of education (Zafi, 2018). Understanding the nation's own culture will



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have a positive impact on the preservation of national assets that must be preserved.

Culture is also able to provide a thick character because in culture there are many extraordinary ancestral values (Adi & Tristaningrat, 2018). The values contained in culture can become faded or even lost if the care is not carried out continuously. One form of cultural decay is marked by a shift in values and culture, and the influence of interaction and environmental influences that make children not passionate about playing various traditional (Husein MR, 2021) games and more interested in modern games, one of the interests in modern games, especially found in gadget applications is considered more exciting, challenging and does not require large energy energy. And this can trigger children not familiar with traditional games (Chasanah, 2021).

Indonesia is a country rich in culture in various forms. One of them is in terms of traditional games. Traditional game data that has been obtained is a number of 425 types (Dadan & Widodo, 2020). But there are great challenges that confront us if we are complacent and ignorant of the culture of this nation. We face threatening external traditions, one of which is brought through technology (Helmi Supriyatno, 2019). We also face a situation where the younger generation is less familiar with their culture, and may experience a cultural crisis. This lack of cultural literacy threatens cultural stability and even leads to the fading of knowledge of this nation's culture (Husein MR, 2021).

Traditional games are one of the important insights in this presentation to show that cultural literacy is important to be understood by all children of this nation. And one of the best places to develop and build a basic understanding of culture is at school. Through learning as well as available media it is possible to convey the transformation of ideas related to the many cultures that are increasingly faded and less known to today's young people. It requires collaboration and integration in educational activities that are expressed in important documents such as lesson planning and its application in schools (Safitri & Ramadan, 2022). Books as a learning resource that have been contained in it about regional cultural literacy such as traditional games will further strengthen children's understanding of regional and national cultural references. And education at the most basic level becomes a strategic locus for seeding cultural understanding that can be included in learning activities as well as in several subjects (S. Purwaningsih & Suharto, 2022).

B. METHODOLOGY

This research uses a qualitative approach with a literature study research design or library research. The implementation of research uses library materials to obtain research sources by limiting the process to library collections without requiring direct research in the field. The data sources used in this study were elementary school thematic textbooks, and articles relevant to the research topic. Data collection in this study uses documentation methods, namely the process of searching

for data on library materials related to the research topic. Data analysis techniques in this study use qualitative techniques with content analysis. . Data were obtained through thematic books from grade 2 to grade 6 of elementary school. The data obtained, studied and parsed and clarified with relevant sources so that analysis is obtained according to the focus of the study.

C. DISCUSS AND RESULT

Traditional games are one of the nation's assets that need to be introduced to the younger generation since childhood. In addition to having a dimension of cultural wealth, in this game is able to build distinctive educational values such as character education such as honesty, discipline, courage, hard work, and others (Syamsurrijal, 2020). There are also dimensions for physical, physical, motor, (Brata Susena et al., 2021). and language and social emotional development (Musyaddad & Sulthan Thaha Saifuddin Jambi, 2019) Traditional games not only contain the nuances of playing, but also show the wealth of this country in its culture. Cultural wealth is not only inherited without preservation, but integration and internalization are needed to this nation's generation from an early age, so that young people will have good cultural literacy (E. Purwaningsih, 2006) Understanding through cultural literacy becomes more strategic in the realm of education, one of which is through textbooks used at the elementary level.

Wilson, explained that learning resources are all equipment and tools used by educators and / or students to improve

the learning process. Good learning resources at least when used are able to relate and be in line with the learning objectives to be achieved. In relation to learning resources in the form of textbooks or thematic teaching modules in elementary school learning that are used need to be able to stimulate a number of senses in students, such as: sight, hearing, and taste. In addition, the learning resources used must also be easy to operate and can encourage students to achieve the learning goals set. Teaching resources in learning activities have a role as one of the media used in learning activities (Muhammad, 2018).

Based on the thematic textbook documents used at the basic education level contained in the thematic books of grades 2 to grade 6, the following description is obtained:

Clas s	Tem a	Content literasi budaya	Substansi materi
Clas s 2	2	Play in My Environmen t	The name of the game, the characters expected to be formed, and the way/step of the game
Clas s 3	5	Traditional Indonesian Sports such as pencak silat,	Games, traditional in the form of sports activities

		introducing football, takraw	
Clas s 4	1	Tradition al games (Forts and Gobak sodor), Engklek	Game Name, steps to play it
Clas s 5	8	Traditional games (Dingklik Aglik and Parepet Jengkol)	Learning Tolerance from Traditional Games
Clas s 6	2	Traditional Games typical of the area of Jumping Rope, Petak Jongkok, Congklak and Rangku Alu	Unity in Differences , getting to know Indonesian tribes and getting richer with various Traditional Games

Based on the table above, it shows that the game has begun to be introduced to children in schools at the elementary level. In substance, judging from the potential of textbooks as a medium to introduce cultural literacy through integration in books as a teaching source is actually very good.

Referring to Prastowo's view which states that learning resources are essentially everything both objects, data, facts, ideas, people, and so on that can cause the

learning process. For example, textbooks, modules, LKS (student worksheets), models, markets, banks, museums, zoos, and markets, (Samsinar, 2019) learning resources can be divided into several categories, namely:

1. Print learning resources: books, magazines, encyclopedias, brochures, newspapers, posters, floor plans, etc.
2. Non-print learning resources: films, slides, videos, models, audio tapes, etc.
3. Learning resources in the form of activities: interviews, group work, observation, simulations, games, and others.
4. Learning resources in the form of environment: parks, museums, and others.

So teaching resources in learning in elementary schools have occupied the propriety in making textbooks as a medium to increase existing cultural literacy even though not all of them are included in textbooks. In the content aspect related to traditional games, as well as the importance of profit, introducing and adding cultural literacy provides significant added value. Based on the analysis of content in textbooks used in elementary schools shows that through traditional games children get to know many things, such as:

1. The dimensions of the cultural richness of the Indonesian nation are very diverse and one of them is through traditional games.
2. Children gain an understanding that playing requires sportsmanship, hard work, responsibility and cooperation.

3. The content in the textbook, not only introduces traditional types of games from how to play, but also teaches tolerance between tribes, cultures and religions.
4. Attractive packaging, although not using traditional game titles, but discussing and introducing other themes can be done through traditional games such as packaged in sports, and playing with the surrounding environment.

Textbook functions The learning resources used in elementary schools also show the educative role of education in supporting the development of local culture, this can be seen from:

1. Increase educational productivity by helping educators to use time better and effectively, increase the rate of learning fluency, and reduce the burden on educators in presenting information, so that more opportunities for coaching and developing passion for learning.
2. Providing the possibility of more individual education by reducing the rigid and traditional control function of educators, providing opportunities for students to develop according to their abilities and potential.
3. Provide more scientific learning basics by planning educational programs more systematically, developing learning materials through research efforts first.
4. Improve the strengthening of learning by improving human abilities with various communication media, and presenting information and data more easily, clearly and concretely.

This pattern of synergizing cultural understanding in the realm of education through traditional games provides great support for cultural resilience in the future as well as being able to increase learning productivity of both educators and students, provide motivation and interest in learning, and the use and utilization of multimedia in learning and there is a touch of concern with the surrounding environment. And also as a way that can be used to integrate learning objectives more easily, and also build character (Hidayati, 2020).

The disadvantage of cultural integration through traditional games in textbooks in elementary school is that more is still limited to theory whose practice is still not optimal. As the results of this study show, that in theory children have begun to recognize the types of games as one of the cultural richness of this nation. But the intensity in practicing it is still very little. The tendency of children who prefer modern games contained in gadgets today is allegedly a worrying threat. As the article that examines traditional games states that modern games presented in the form of applications on mobile phones are able to make children at the point of feeling "opium" and build habits to be lazy to move and enjoy playing while lying down without sweating and able to present their own satisfaction as rife in the news of the compass media, and other online media that call for concern about the phenomenon of children who prefer Play through devices instead of playing together with friends.

The synergy of education in the context of cultural development can be carried out

continuously in the future, so that the culture of this nation is not eroded by the times and even lost from the culture of this nation. The government also regulates its policies so that in the realm of education also integrates the culture of this nation as part of materials that can be developed in the realm of education. Through education, culture can be preserved by building awareness in all students of the importance of maintaining and preserving the wealth of this nation, especially in a cultural perspective, and one of them is by introducing traditional games that can be integrated as methods, media and learning strategies that are more interesting.

D. CONCLUSION

Traditional games introduced through textbooks in elementary school learning show a great response and support from educational institutions for safeguarding cultural property. Education becomes a cultural preserver as well as a window of knowledge for students. Textbooks, one of the media used in student learning activities. Through textbooks, many target not related to cultural integration, but target other dimensions, such as planting and building children's character which is indirectly carried out by students. Several types of games included in textbooks can be a gateway to increase the cultural literacy of this nation while providing cultural resilience for today's young generation.

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