

The Role of Traditional Games in Growing Children's Character in Elementary School Students at SDN 1 Cilangkap, Gumelar District, Banyumas Regency

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Abstract

The benefits for children from traditional game activities are enormous. This is the basis for future research that, from an epistemological point of view, will investigate how classical games can serve as a medium for character development in elementary school students. Using a case study methodology, this study takes a qualitative approach. Primary school students who participate in a more conventional form of play are the focus of this study. Information is gathered through recording game actions, conducting in-depth interviews with instructors and students, and engaging in participatory observation. Social constructivist frameworks and character development approaches are used in data analysis. According to the findings, classical games play a major role in shaping children's personalities. In order to preserve traditional games and encourage character development in elementary school-age children, the program has introduced them to traditional games and increased their awareness of them. Of the fifty young people surveyed, only two expressed happiness—joy and fear. The interviews were conducted while the children were playing. Of the children surveyed, 45 reported feeling very happy, while only 5 reported feeling happy overall. The importance of classical games in character development is better understood as a result of this research. The findings of this study can be the backbone of educational initiatives that use traditional games as a powerful tool for education. Furthermore, this study emphasizes the need to establish a classroom environment that encourages students to be actively involved in their own education.

Keywords: traditional games, character development, elementary school students, social constructivism

1. Introduction

The nation's traditional games are a valuable part of its cultural history. Games that are deeply rooted in the culture of a society and have a reputation as the heirs of wise traditions are known as traditional games. To strengthen the nation's identity in this era of globalization, it is necessary to conduct a study of cultural values based on local wisdom. A nation that is strong in upholding the values of local wisdom in its region is a nation that is able to survive and develop in the face of globalization. In order to preserve the essence and promise of these ideals, it is important to assess the extent to which conventional games play a role. Our own culture has shaped traditional games (Purwaningsih, 2006: 43). Traditional games can be enhanced by incorporating Sukitman's (2016) twelve global values: Love, Peace, Respect, Responsibility, Cooperation, Freedom, Happiness, Honesty, Humility, Simplicity, Tolerance, and Unity. These principles are outlined in Living Values Education (LVP). Due to the significant use of natural ingredients in traditional play, children can absorb these qualities,

including a love of nature. Playing classic games is essential for maturing attitudes and fostering creativity and potential. Traditional game play activities have a great positive impact on children. Since traditional play uses all five senses (skin, tongue, nose, and ears/eyes), this study aims to give credence to the idea that these activities can help teach valuable character to children. In most cases, children can experience many advantages of traditional games firsthand. No special or expensive equipment is required for standard games. Exercising and playing can help you grow taller and stronger. Traditional games encompass these qualities, making them a potential tool for character development, particularly for young children learning through play. It is thought that children can develop their character through the fun that is usually experienced, and that traditional games can help instill in them the qualities of honesty and cooperation from an early age. Therefore, early family and parental support is essential in helping children develop their sense of self.

Children's lives are also affected and changed due to technological advancements, as well as adults and parents. Elementary school children used to play traditional games at all times, including during recess and lunch. Today's children, especially those in elementary school, do not know or even play conventional games. Nowadays, elementary school students are more used to playing online games, and they are usually addicted to playing them all the time. They stop interacting with others because they rely too much on technology. Lack of empathy for the environment and fellow gamers is one of the symptoms of video game addiction among young people. Because these games take children into a world that they find entertaining, they often do not pay attention to their surroundings (Huda, W. N. 2018). Furthermore, this addiction leads to a decline in manners. Children often ignore the person who talks to them while they are engrossed in playing. Since many players use abusive and unpleasant language, the age difference also leads to a decline in ethics. Because they are still easily affected, elementary school-age children are the most affected. If they hear inappropriate language frequently, they will get used to it and even imitate it. According to Nova Helvana's (2020) research on the influence of traditional games on children's character development, elementary school students must strive to realize national cultural values so that they can confidently face future challenges. A person's character is what makes him special and different from others. Games can help young people build their character because play is a big part of a child's world. Traditional games are games that help shape children's characters. Traditional games are suitable for the character development of elementary school students and can also introduce them to traditional culture. Conventional games show different aspects of a child's intelligence, covering their cognitive, spiritual, and affective domains. It is unlike any game that is currently being developed. Because the game requires direct interaction between the player and his opponents, it instills certain moral principles, such as the need to share with friends. (CHAPTER II MELINDA, t.t.)

Sukirman Dharmamulya argues that traditional games provide a number of cultural values, such as: a. fostering a culture of skilled work; b. fostering tenacity and perseverance; and c. fostering a divergent way of thinking (as the forerunner of the birth of creative people). d. cultivate a diligent work ethic e. foster a spirit of engagement that inspires the production of something fresh and unique f. foster fierce competition g. foster a strong sense of self-esteem. 2015 saw Pangastuti. Character values can be successfully taught to students in a variety of ways, such as using typical game tools that are familiar and close to children, or through learning media that can be made by the teacher by hand. In order for children to develop a love and appreciation for their own culture, it is appropriate to introduce traditional activities to them and incorporate them into their daily lives. So, traditional games that are passed down from generation to generation have many benefits. Traditional games help preserve culture as a national character, aid psychological development, increase creativity, build physical endurance, and support other sports, especially those that help children become more agile (Helvana & Hidayat, 2020).

Young people benefit a lot from playing; playing isn't just something they do for fun; Playing is a need that needs to be met. Children can learn about others, their surroundings, and themselves through play activities. Children usually go through sensitive phases when they begin to adopt different approaches to reach their full potential. During this time, it is ideal to lay the foundations for future development in the areas of motor skills, cognition, language, social and emotional development, self-concept, discipline, creativity, morality, and religion (SHELEMO, 2023).

In this regard, the purpose of this publication is to ensure the role of conventional games in character formation in early childhood. This is achieved by reviewing some of the relevant sources in this article. The first part discusses the basics of traditional games; the second part discusses the importance of teaching important character values in elementary schools; the third part provides examples of different traditional games and the values they contain; and the fourth section shows how to incorporate traditional games into the classroom. The findings of the needs analysis, supported by literature studies, highlight how important character education is to teach school-age children how to play traditional games. Conventional games not only provide moral lessons about local wisdom, but they are also made from safe and accessible materials and instruments that are ideal for use by young people. Children's understanding of the importance of adhering to social standards and values can

be improved through the use of traditional games (Hasanah, 2019; Hayati & Fitri, 2020). Teachers can use this realm of play, through traditional game programs, to instill character values in students. But as time goes by, conventional games become less and less used. As a result, maintaining traditional games requires significant community involvement and education. This is expected to help and prevent extinction.

2. Theoretical Studies

Traditional Games

Games that have strong cultural ties are considered traditional. As an artifact of a society's past, traditional games also maintain their uniqueness. Playing traditional games is not only a great way to pass the time, but it also helps people to stay connected with each other and feel at ease. Among the many benefits of traditional games that have been passed down from generation to generation are its preservation as a national character, psychological development, creativity, physical endurance, and support for other sports, especially in the development of children's agility (Helvana & Hidayat, 2020). Games that have been played by young people in a community for a long time are called traditional games according to Sukintaka. That said, this game has been inherited from generation to generation. Traditional games or folk games are games that develop over time to meet the needs of a particular society. In other words, this view makes it clear that traditional games can be interpreted as folk games initiated by children who come from certain communities and have been passed down from generation to generation (Pertiwi & Anggraeni Widayastuti, 2019).

Games that have been played for generations since ancient times are called traditional games. Traditional games use wood, bamboo, coconut shells, and other objects around as tools. Thus, traditional games do not cost much (Yulita, 2017). The games that children used to play in the past were called traditional games. Modern technology, including computers, robots, phones, and androids, is very far from this game. Children generally play traditional games in groups. Similar to children in the past who always played together outside the house (Supriyono, 2018). The basic elements of community culture also apply fully to traditional children's games, which are part of folk culture. Folklore from the past is usually the basis of traditional games (Asiva Noor Rachmayani, 2015).

Character

Everyone's character is a collection of his thoughts and deeds; Character is what makes them special and what binds them to their family, environment, city, nation, and country. A person's character can be defined as a value system that underlies his attitudes, thoughts, and actions (Siswanto et al., 2021).

The Great Indonesian Dictionary defines character as "mental traits, values, ethics that distinguish one person from another, disposition, and character" (Haryati, 2017).

The term "character" refers to a person's traits, psychological, moral, or way of life that sets them apart from others. In addition, character is defined by American psychologist Allport as a factor that determines an individual's identity (character is judged as personality). Character, on the other hand, is defined by Ahmad Tafsir as the capacity of humans to perform actions that are so essential to humans that they no longer require deliberate planning (Riadi, 2016).

3. Materials And Methods

The subjects of the study were elementary school students who were involved in traditional game activities. Data was collected through observations of games, interviews with teachers and students, and documentation of events that occurred. Social constructivist frameworks and character development viewpoints are used to analyze the data. Various school activities are seen and documented to make direct observations of these activities. In addition to observing children playing games, researchers also engage in traditional games themselves. This allows the author to delve deeper into the rules of the game, the disputes that occur during the activity, and the rewards that children get from the game. Open interviews with children are conducted while they play, in addition to direct observation, to learn more about how they feel after playing. This study uses a descriptive analytical method. Descriptive analysis is a style of problem-solving that relies on a researcher-led description, explanation, and analysis of the context and condition of an item supported by a literature study.

4. Results And Discussion

By encouraging children to play local traditional games together, the game has evolved into an effort to preserve traditional regional games on a small scale. Children in primary school have benefited from traditional game movements by developing values including honesty, perseverance, good sportsmanship in the game, and teamwork. Socialization of traditional game values and movement for fun group games are two components of this traditional game movement program. Parents at school are very supportive of these events. Children are taught the values of preserving classic games, which are currently on the verge of extinction and replaced by online games on computers/gadgets. Additionally, playing traditional games can help children build their moral character. Children are rewarded for integrity, fair play, accountability, and collaboration through these experiences. Children have gathered a lot while playing traditional games, which helps them become better communicators and also helps them become more physically fit. cooperation at school with students' parents. Using Traditional Toys Table 1 presents findings from character development and observations of children's play.

Table 1. Character Formation through Playing Traditional Games.

It	Traditional Game Names	Number of Players	Developed characters
1	Dragon snake	8 children	Discipline: children obey the rules of the game - Respect and manners: children's ability to cooperate when playing - Humility: children can accept defeat when playing, a sense of caring for sharing.
2	Wooden Car	4 people	- Discipline: children obey the rules of the game - Responsibility: children can clean up the game after using it - Humble: children are willing to accept defeat in the game - sportive: do not cheat.
3	Jump rope	4 or more people	Discipline: children obey the rules of play - Responsibility: the child's willingness to clean up the toys used to play - Hard work: to jump -Humble: children are willing to accept defeat - Respect and politeness: children's ability to interact with each other while playing
4	Marbles	Individual	- Honesty: children play without cheating - Hard work: children are careful when aiming for marbles - Responsibility: after playing with the toy, children keep it.
5	Congklak	2 people	principles of integrity, self-control, thoroughness, effort, imagination, autonomy, dialogue, accountability, and recognition of achievements.
6	Gobag sodor	8 people	- excellence in teamwork, perseverance, optimism, accountability, caring, and sportsmanship
7	Engklek	2-4 people	Sincerity: dare to admit mistakes - Self-mastery: obey the rules of the game - Confidence: at the beginning of the game - Conscientious: clean yourself after playing - Humility: accept defeat and not be arrogant when winning - Peace-loving: appreciate when playing
8	Hide and seek	Group	Be honest: Admit your mistake when you catch a child playing. - Self-control: stick to the set playtime limit and help a friend who plays with you if he falls.

This activity involves the play of a number of classic games, such as hide and seek, engklek, rubber rope jumping, gobak sodor, marbles, and snakes and ladders. The children fully participated in the first activity in this collaborative play activity, which was to prepare equipment to play the usual games. Teachers have helped students' social development by introducing them to the game, discussing the rules with them, and then providing an evaluation by asking what students feel and what value they gain from playing the game. Teachers engage in this ancient game with elementary school students, in addition to instructing them on the related rules. In this situation, the teacher is aware of the communication that occurs between the children and the disputes that arise while playing. Figures 1 to 8 illustrate this play activity.

1. Dragon snake drawing



One way the dragon snake game encourages cooperation is by letting players pretend to be giants or dragons. Only six out of eight children exhibit affectionate behavior, with the fifth and sixth children being exceptions. Of the six children, two wanted to help their friends when they fell while playing, while the other three just wanted to observe. be more careful when playing the game, and most importantly, be able to play honestly and not take advantage of your opponents. The dragon snake game can show altruistic responses, such as sharing.

2. Wooden Car Game Pictures



Children who play the Wooden Car game learn about self-control, sportsmanship, caution, and the importance of cleaning themselves and using eco-friendly products. Conventional wooden car games can also serve as an educational tool.

3. Jump rope image



This game can be played alone or in groups. When playing in groups, two children hold rubber ropes at both ends, so that other children can wait for their turn to play and jump over the rope. If children play alone, a rubber rope can be tied to a pole. Good sportsmanship is something that children can learn from this game, said Nafisah (2016). This game has the potential to be used as a tool to teach sports education

4. Picture of marble game



A game that can be played both individually and in groups, is marbles. Kids can play competitive, educational, and entertaining games with marbles.

Game Name: Marbles

Number of Players: individual/group

Character Rating:

Honest: children play without cheating

Aiming for marbles is a challenging activity; Children should be careful when doing so. Young players must clean up the game after finishing playing.

5. Picture of Congklak Game



Children learn to cooperate with friends, patience when waiting for their turn, increased caution when putting pebbles in the hole and counting the number of pebbles obtained, and most importantly, honesty in playing and not taking unfair advantage of opponents through congklak games (Merpina, 2014). Math lessons can also be given through the classic congklak game. If the congklak game is used as a tool for teaching mathematics, it contains nine character values. The nine character values are accountability, communication, independence, creativity, independence, hard work, honesty, discipline, and appreciation for achievement. Zafirah (2018).

6. Gobag Sodor game image



In the classic game of gobak sodor, teams race by blocking the opponent's path through each line. A square with a center line is required for this 0–10–20–30–40–50 game, and one child on each line will protect the defense gate and prevent the opposing group from entering. Since each of the two groups will have the same number of players, the game requires a minimum of eight children per group. Character traits including a high level of sportsmanship, responsibility, optimism, persistence, and cooperation can be developed in children through this game.

7. Picture of Engklek Game



A traditional children's game known as "engklek" is a game of throwing pebbles into boxes and then jumping from one box to another using only one foot (Angraini & Pujiastuti, 2020). This game helps the development of children's characters. The goal of the game is to use a stone to throw it into a square box while lifting one leg. An octagonal line shaped like an airplane is required for this game. These games can help children develop good sportsmanship, responsibility, and honesty. The game also requires a lot of focus and balance.

8. Pictures of the game Hide and seek



Hide and seek games that are usually played outdoors with a minimum of two players are called hide and seek. The game has many names depending on the location. The game is meant to be fun, but it also teaches kids how to count and how to work as a team with their friends.

First: Hide and Seek

There are children who play this game in groups.

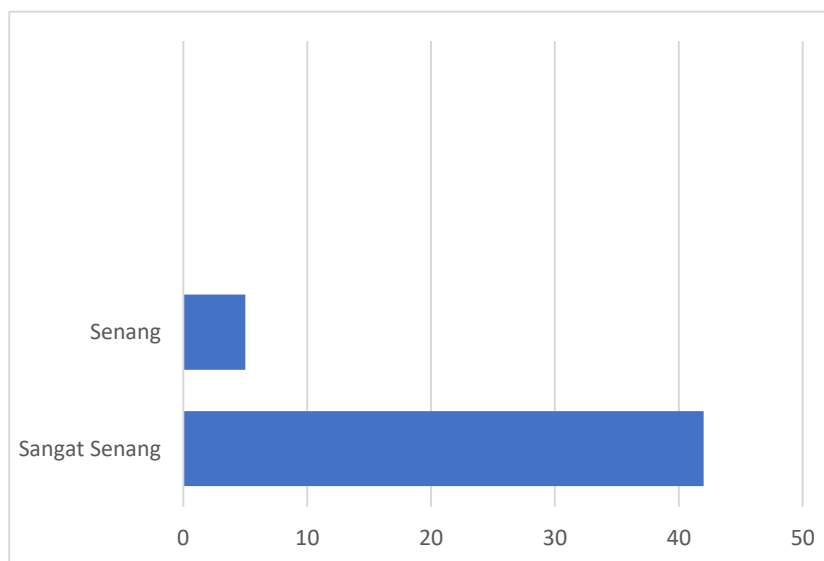
Character Values: Brave and confident

Be honest: let your child make mistakes when they are caught playing.

Discipline: play by the rules and be on the lookout for each other when they see their friends stumbling and falling.

Through the Traditional Games Program, elementary school students are more aware of the value of traditional games and begin to get used to playing them as a means of character development and preservation. The first step in developing children's character is to instill moral principles that are easy to understand (Witasari & Wiyani, 2020). Children are influenced by the practice of playing together in a variety of ways such as a sense of community, joy, sportsmanship, and the development of friendship and communication. During open interviews with the children as they played, only two emotions—overwhelmingly excited and happy—were chosen by the fifty children. Fifty-five children chose the feeling of cheerfulness, while forty-five children chose the feeling of being very happy. Of the 50 children, only two emotions were selected—very happy and joyful—during an open conversation with them about how they felt while using traditional toys that gave a complete picture of the children's emotions. Fifty-five children chose the feeling of cheerfulness, while forty-five children chose the feeling of being very happy. Figure 6 shows complete data on children's emotions when using traditional toys.

Figure 6. Expressions of children's feelings when playing with traditional toys.



5. Conclusions And Suggestions

This research came to the conclusion that classical games are very important for the character development of elementary school students. Character values that may be able to be further developed as long as traditional games are maintained are found in various forms of traditional games. It is believed that by conducting this research, children will grow up to prefer playing classic games rather than electronic games in the future. Traditional games may play an important role in character education, and this research helps fill in some of the gaps in our knowledge. The findings of this study can be used as a guide when creating educational programs that use classical games as a useful tool. The research also highlights the importance of developing a classroom atmosphere that promotes engaged students, particularly through the integration of classical games in the curriculum. The researcher's proposal for further research is that there are researchers who conduct research using quantitative methodologies so that fresh, more thorough, and more valuable conclusions can be made for readers.

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