

TRADITIONAL GAMES FOR EARLY CHILDREN

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Abstract This study aims to develop a product in the form of a basic motion learning model based on traditional games for early childhood. This type of research is development, using Research and Development from Borg and Gall which consists of ten steps. These steps are (1) Research and Information collecting (2) Planning, compiling a research plan, which is motivated by an analysis of the needs of a traditional game-based basic motion learning model that does not conventionally dance, (3) Development of the preliminary From Of Product , carried out with material preparation, drafts and validated by experts, (4) Preliminary Field testing, the initial stage trials were carried out on 20 subjects. (5) Main product revision, first the preparation of the game from the level of difficulty, secondly optimization of execution time and safety, third the number of basic movements to 58 movements and 20 games that can be performed by children (6) Play field testing, carried out on 60 subjects (7) Operational product revision, based on suggestions and input on the main test results (8) Operational field testing, testing the effectiveness of the main product is done on 80 people (9) Final product revision. Data were collected through documentation, observation, interviews and basic motion tests. Data analysis was carried out descriptively, qualitatively and quantitatively. The results of the study were in the form of a manual for basic motion based on traditional games. The results of the research prove that: 1) the development of basic motion learning models based on traditional games for early childhood has been declared valid by motor learning experts, physical activity experts and early childhood education practitioners, 2) the basic motion learning model based on traditional games is proven to be 86%. improve basic mobility and build self-confidence and courage.

Keywords Traditional games, Model, Early children

1. Introduction

Nowadays it is a traditional game that has been favored by children, and is always played with great joy. Traditional game is one tool that can be used to play in early childhood education, this is by using the traditional game, because the game traditional will help shape the character of a child from an early age [1], the function of play for children is to stimulate growth, development and basic intelligence of a child. Playing is the main activity that young children live

every day. Through playing activities, many things can be developed from an individual child, namely motor nerves, both gross and fine, emotional attitudes, intelligence, social attitudes, behavior of working independently and working together, discipline, and others [2] comparing the influence of modern games with traditional games on children's character formation. Returning traditional children's games as children's games today can be an alternative to create a generation with superior character [3].

Its existence is now increasingly displaced by imported games that prioritize technology. Even now, many traditional games as local wisdom are rarely played by our children, they are not even heard from anymore. Most of them are already extinct, due to the introduction of games that prioritize technology, which are considered modern types of games.

Development of physical education sports (Physical Education) in early childhood through physical activity by promoting forms of play. Physical education uses physical media to develop the total well-being of everyone [4] beside that physical education is the meaning of education in this writing is an education that is carried out at every level of education starting from elementary school to middle school that uses activities or physical members to achieve health and physical fitness, childrens skills that result in the development of everyday abilities and intellectual abilities [5] like traditional games as local wisdom, it is given as a stimulus to help accelerate growth and physical and spiritual development in early childhood.

Teachers can actually do a lot and have more flexibility in using, utilizing, developing or even modifying the means to be used in teaching and learning activities. In the situation and conditions of Early Childhood Education or Kindergarten, where the space for children to move in physical development is decreasing, especially for sports activities, especially basic movements. development of a basic motion learning model, which is indispensable for early childhood that is more varied, creative, as well as equipped with clear visualization of motion, so that it can be understood and applied correctly without misconceptions, therefore, the results of this preliminary research, researchers have got the fact that there is a need to develop a variety of basic motion learning models for early childhood that are more innovative, one of which is by using assistance through traditional games.

Development of basic motion learning models based on traditional games. In an effort to introduce that traditional

games as a culture and local art created by the community, it will directly be able to encourage children's motor skills so that children move freely, actively and creatively to make movements that are beneficial to children's growth, both physical and mental growth. .

The model to be developed is expected to provide a reference for teachers about variations in basic motion. The teacher will apply the traditional game-based basic motion learning model in carrying out teaching and learning activities in early childhood. Teachers are expected to organize models in teaching and learning activities so that all children are willing to move or be active. In connection with the present phenomenon, we can see children doing more activities by sitting and playing games using only their fingers in silence. Activities like that, the child will directly experience a lack of physical movement including reducing social activities, to interact with their environment, including in the community.

The results showed that the use of role playing methods and educational play tools in Darul Arqom Kindergarten can influence and increase early childhood empathy. [6] , [7] the conclusion that can be found from research on traditional games as media is that there are five types of traditional games that can develop basic aspects of children's development, such as: physical, cognitive, social-emotional, and language, beside that in the other research a variety of traditional games can directly contribute to children, including in the form of physical formation that is healthy, fit, tough, superior and competitive, mental formation includes: sportsmanship, tolerance, discipline and democracy, moral formation to be more responsive, sensitive, honest and sincere, the formation of social abilities, namely being able to compete, cooperate, be disciplined, friendly, and have a nationality [8], from previous research, it can be concluded that traditional games have a good impact on early childhood development, so this study seeks to develop previous research that has not been developed before, namely traditional game models for early childhood learning.

This study aims to develop a basic motion learning model based on traditional games for early childhood.

2. Materials and Methods

The research is focused on developing a traditional game model for early childhood. The approach and method used in this research is mixed methods research, which combines qualitative and quantitative methods. This is intended to be able to reach or process all data or information so that a comprehensive explanation will be obtained, while the research method used in this research is the research and development method from Borg and Gall.

This research on the development of a basic motion learning model based on traditional early childhood games consists of various stages, with the described design steps being modified and aligned with the actual research objectives and conditions. The research and development

steps include: (1) the preliminary study stage; (2) the planning and model development stage; and (3) Model Validation, Evaluation and Revision. The data obtained during the needs analysis, expert validation, and testing in this development activity are in the form of qualitative data (observations and suggestions / input) and quantitative data (questionnaire results and effectiveness test results). Qualitative data is analyzed during data collection and after completing data collection within a certain period, by summarizing the data to select the main and important things, then presenting the data so that it is easy to understand what happened and planning for further work, then drawing conclusions and verification which is a new finding in the form of a description.

2.1. Result and Discussion

In research and development of a traditional game-based basic motion learning model for early childhood, the researcher conducted a preliminary research (needs analysis) which was carried out using direct observation techniques to children and teachers in three schools in Palembang.

The results of the observations were deepened by interviewing the teachers who were responsible for the implementation of motoric physical learning, especially physical activities. Kindergarten physical motor learning based on the results of observations and interviews, it is known that the two Kindergarten schools and those that carry out physical activities in the field. The implementation of traditional game activities is done by playing freely, unstructured, and without a pattern. Meanwhile, based on observations of movement activities carried out while in the field, the teacher only frees children to play alone. For that the children just walked and ran freely in all directions with the supervision of their parents and accompanying teachers.

The data collection stage is through needs analysis and model development planning, as well as making an initial draft of a basic motion learning model based on traditional games for early childhood, the next step is to do an expert test where the goal to be achieved is to get the feasibility or validity of the model made by direct assessment. from experts. The researcher presented 3 experts in assessing the feasibility of the basic motion learning model based on traditional games, namely; among motorists, physical activity specialists, and aquatic activity professionals. The traditional games developed are as follows: cat mouse, dragon snake, making friends, green black, playing with rope, fishing, gobag Sodor, ye-ye, hornbills, rabbit jumping, trains, dangerous holes, awaas there are crocodiles, and crank.

The first step that the researcher took in designing the draft was determining the variation of learning in traditional games developed from the basic movements of traditional games, namely: 1) locomotor, 2) non-locomotor, 3) manipulative, at first each indicator consists of eight to ten

games, so that At the beginning of the drafting, there were 34 movements with 15 traditional games. The results of the feasibility of validation from the expert tests carried out resulted in a suitable model for use for early childhood based on the opinions of these people.

Trial stage in small groups with a sample of 20 children. Based on the results of the small group trial recapitulation (n = 20) above, it can be concluded that the overall basic motion learning model based on traditional games for early childhood can be applied because they can all implement it accompanied by the teacher. It can be seen from the following table:

Table 1. Recapitulation of Small Group Trial Results (n = 20)

No	Indicator	score	%	Information
1	Convenience	26	92%	Valid
2	Clarity	21	75%	Valid
3	Interest	26	92%	Valid
4	Safety	28	96%	Valid
5	Tools	18	64%	Valid
	Avarage		84%	Valid

These results indicate that it can be done at the small group trial stage, although there are still some games that are still having difficulty playing, because the children are new to the games. After the small group trials, revisions were made based on input from the teacher and observations of children during the implementation of the model in the field. The revision focuses on: (1) improving teacher instructions during implementation and giving examples, using commands and (2) the number of teachers / assistants during implementation (3) optimizing the implementation time which does not exceed 35 minutes maximum in the game process.

The results of the product development of the basic motion learning model based on traditional games for early childhood were tested on a small scale and have been revised, then the next stage is to do large group trials. Based on the results of limited trials in small group trials that have been evaluated by experts, then the researcher revised the initial product and obtained 38 basic movements and 14 basic motion learning models based on traditional games for early childhood.

The main trial (field testing) was carried out by the TK Arimbi teacher. The number of subjects used in the broad-scale trial was 60 children. The subjects used differ from the previous subjects in the small-scale test. After testing in large groups, data analysis is carried out based on the results of the main trial (field testing), with the following results:

Table 2. Indicators of Main Trial Results

No	Indicator	score	%	Information
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1	Convenience	26	92%	Valid
2	Clarity	21	78%	Valid
3	Interest	26	95%	Valid
4	Safety	28	96%	Valid
5	Tools	18	71%	Valid
	Avarage		86%	Valid

For the large group trial stage, there were no significant obstacles when learning basic movements through traditional games. The things that need to be considered during learning are the conditioning of the child and the number of assistants when mentoring and supervising learning when learning takes place, because in early childhood learning the safety and security factors of children are very important. According to the opinion of experts on the development of a traditional game-based basic motion learning model for early childhood that has been tested in the main trial (field testing), it turns out that the use of the model that has been developed does not need to be revised because all aspects have met the standards.

[9] after receiving learning treatment through playing blocks, the results of pre-test and post test (p-value) <0, 05), the test results indicate that there are significant differences in the increase in creativity and cognitive development of early childhood in kindergarten, [10] the results of the study showed that there were thirteen (13) traditional game designs that are appropriate to the age of early childhood, and three (3) of them required guidance from adults / parents while in the process. The basic skills developed by traditional games are kinesthetic intelligence, linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, musical intelligence, natural intelligence, interpersonal intelligence, Intrapersonal Intelligence, Spiritual Intelligence, on other research through playing aspects of motoric, social, emotional development, children's language will develop if early childhood play activities are supported by three types of play, namely: sensorimotor play, role playing, constructive play, [11], beside that research of [12] conclusion of this research is the learning model with the Traditional Engglek Games effective for the Early Childhood Stimulation, and the findings results of the post-test have positive results with a very strong difference compared to the results of the pre-test so that traditional games can be used for physical education learning materials in kindergarten children [13] based on the results of previous studies on traditional games and early childhood, it turns out to have a good impact on early childhood learning so that traditional games are very suitable for use in early childhood learning.

3. Conclusion

Based on the results of field trials and discussion of the

results of research on the basic motion learning model based on traditional games for early childhood, it is obtained from the percentage of 86% that the development of the model is suitable for use, so it can be concluded that the traditional game model is feasible or valid to be used for early childhood learning. The findings of this study are that the traditional game model is suitable for use in early childhood learning and the traditional games can be used in learning.

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