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Indonesian Traditional Games: a Way to Implant Character Education on Children and Preserve Indonesian Local Wisdom

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ABSTRACT: Indonesia is a country that is rich in culture, one of which is reflected in a variety of traditional games. Traditional games are inherited from ancestors which are not only used for entertainment, but contain values and messages contained in them. At the end of this traditional game is not widely played or even unknown to children. This is because of the widespread use of gadgets and online games that have been played from an early age. In this short article, the author describes several traditional Indonesian games with the values contained therein. The author randomly chooses several traditional games to then describe them. This is done with the hope of promoting the return of traditional games for children, because in the game it is one way to instill the value of character education in children. In addition, by promoting traditional Indonesian games, Indonesia will also maintain local wisdom.

Indonesia adalah negara yang kaya akan budaya, salah satunya tercermin dengan berbagai macam permainan tradisional yang dimiliki. Permainan tradisional adalah merupakan warisan dari leluhur yang tidak hanya digunakan untuk hiburan, namun mengandung nilai dan pesan yang terkandung di dalamnya. Akhir kahir ini permainan tradisional tidak banyak dimainkan atau bahkan tidak dikenal oleh anak anak. Hal ini karena maraknya penggunaan gadget dan online games yang telah dimainkan mulai usia dini. Dalam tulisan singkat

ini, penulis mendeskripsikan beberapa permainan tradisional Indonesia dengan nilai-nilai yang terkandung di dalamnya. Penulis memilih beberapa permainan tradisional secara acak untuk kemudian mendeskripsikannya. Hal ini dilakukan dengan harapan digalakkannya kembali permainan tradisional untuk anak, karena dalam permainan tersebut menjadi salah satu cara untuk menanamkan nilai-nilai Pendidikan karakter pada anak. Di samping itu, dengan digalakkannya permainan tradisional Indonesia, juga akan menjaga local wisdom yang dimiliki Indonesia.

Keywords: *Indonesia, traditional games, character education, local wisdom.*

INTRODUCTION

Children are the nation's assets that must be protected because the nation's future will be in their hands. Thus, there needs to be a balance between intelligence and character development so that it will be a strong bull for children to face their future (Nuraini & Muhtarima, 2016). The problem of character education becomes very urgent because of the many cases of criminality involving children and adolescents, especially in Indonesia (Susanti, 2016). Crime trends involving children have increased every year. The Indonesian Child Protection Commission (KPAI) states that from 2011 to the end of 2018, there were 11,116 children involved in criminal cases. These crimes include motorcycle gang, theft, street crime, and murder. KPAI Commissioner Putu Elvina said that in 2011 there were 695 crimes involving children, while in 2018 it increased to 1,434 (Sindo News, 2019). It was also stated that children who entered the Special Prison for Children (LKPA) were 23.9 percent due to theft, 17.8 percent due to drug cases, 13.2 percent due to immoral cases and so forth. KPAI also mentioned that 1,885 cases had been handled during the first semester of 2018 with the dominance of cases in the form of drugs, theft, and immorality (Detik News, 2018). Some of the data above is one proof of the urgency of the problem of character education for Indonesia. Law Number 20 of 2020 Article 1 point 1 concerning the National Education System states that (Biantoro, 2019).

Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by

himself, society, nation and state (Tesalonika and Munawar, 2016). From what is mandated by the Act, it can be said that the so-called Education does not only stop to increase a child's intelligence, but also to guide children to have character or have character education. This is also stated by Hidayati (2019:5) that the purpose of education is not just to educate a child to be smart in the intellectual, but for having good moral education. Character education becomes very important to be implanted on children in order to become a strong "shield" to deal with technological developments and the times (Hidayati, 2019)

Implanting the character education must be done from an early age so that it will be embedded in them. In this case, the role of parents and educators or teachers in schools is very important because the child's time will be spent with them. Implanting the character education in children can be done in various ways or media, including playing. It is well known that the world of children is the world of play, so learning or investing in children can be done in this way. One form of play that can be done is by teaching Indonesian traditional games to children. Quoting from Tashadi's statement, a traditional game is a game that contains certain cultural values and has the function of training players to do things that will be important for their lives in the community, for example, train in numeracy, train thinking skills, not whiny, train courage, train being honest and sporty and so on (Tesalonika and Munawar, 2016). From this definition it can be seen that the traditional game itself is indeed intended to implant the noble values in children, for example to be honest and sporty as well as other good things.

There are many types of traditional Indonesian games that can be chosen, for example *hide and seek*, *jump rope*, *dakon*, *bola bekel*, *gobak sodor*, *kasti* and so forth. For example, in a *engklek* game, players are trained to have a sportsmanlike and honest attitude when playing. In this game, a player is not allowed to touch the lines in the boxes that have been made. In the game, it may be that other players do not know that the player is touching the line, but if the player is honest and sporty then it will be honest if he touches the line and does not continue the game.

Traditional games are not only physical training for children to move, but also have high moral values because traditional games save local wisdom from Indonesian people. By teaching traditional games to children is also an effort to keep local wisdom alive in Indonesia in the midst of exposure to online games that are increasingly loved by the current generation. It also sees a phenomenon that shows that children

spend more of their time so they do not do outdoor activities, for example by playing traditional games (Sidiq & Ikhwan, 2018). If this continues, the traditional game which is a legacy will be lost in the ages. It was mentioned from a study (Mutema, 2013) that 80% of the total 50 research subjects spent their time watching television. This information is supported by a report from the Daily Mail which states that gadgets are used by 29% of children and 70% are used by teenagers (junior high school).

LITERATURE REVIEW

Character Education on Children

Martin Luther King said that intelligence is not enough, and intelligence with character is the main goal of true education. The word character in the Indonesian Dictionary (KBBI) has the meaning of character, mental qualities, character that distinguishes one person from another, and character. Characters can also be interpreted as letters, numbers, spaces, special symbols that can be displayed on a layer with a keyboard.

Quoting from the Ministry of Education and Culture Page that Strengthening Character Education (PPK) is an educational policy that has the main objective to implement the President Joko Widodo - Jusuf Kalla Nawacita in the national education system. This PPK policy is integrated in the National Movement for Mental Revolution (GNRM), which is a change in the way of thinking, acting and acting for the better. The main values of PPK are religious, nationalist, independent, mutual cooperation, integrity. These values want to be inculcated and practiced through the national education system so that they are known, understood, and applied in all aspects of life in schools and in society.

PPK was born because of awareness of future challenges that are increasingly complex and uncertain, but at the same time see that there is a lot of hope for the nation's future. This requires educational institutions to prepare students in terms of science and personality, in the form of individuals who are strong in moral values, spiritual and scientific. Understanding PPK's background, urgency, and basic concepts is very important for principals to be able to apply them in accordance with the educational context in their respective regions.

The purpose of PPK is to develop and equip students as the golden generation of Indonesia in 2045 to face the dynamics of change in the future, develop a national education platform that places character education as the main soul by taking into account the diversity of Indonesian culture; and revitalizing and strengthening the

potential and competence of the education ecosystem. The concept of PPK is summarized in the following diagram:



Figure 1. Ministry of National Education of Indonesia

From the picture above, it can be seen that there are 5 main values that are promoted in an effort to grow the values of character, namely religiosity, nationalism, independence, mutual cooperation, and integrity. These five values are the actualization of Pancasila. The source of the five values is based on the philosophy of character education delivered by Ki Hajar Dewantara in the form of heart, will, exercise, mind and sport.

Basically, the implanting the character values promoted is a form of government efforts to prepare the young generation to meet the increasingly rapid development. The government states that children need to be equipped with 3 main things, consisting of character quality, basic literacy and competence to later build a golden generation in 2045. Character quality is summarized in the 5 core values mentioned earlier, then basic literacy includes language literacy, numeracy, science, digital, financial, cultural and citizenship. While competencies include critical thinking, creativity, communication and collaboration. This is summarized in the following picture:



Figure 2. Ministry of National Education of Indonesia

The National Association For The Education Of Young Children (NAEYC) states that early childhood is a child from birth until the age of eight, pre-school is a child between the ages of 1-3 years and the age of entering first grade is usually between the ages of 3-5 years, while toddler is a child who starts walking alone until the age of 3 years (Andriani, 2012). In the Guidelines for the Implementation of PAUD it is stated that the principles of PAUD are based on the following:

- a. Oriented to the needs of children. Learning activities must always be shown in meeting the development needs of each child as an individual.
- b. Learning activities carried out through play. With play that is fun can stimulate children to explore using objects that are around him, so that children find knowledge from the objects that they play.
- c. Stimulating the emergence of creativity and innovation. Creativity and innovation are reflected through activities that make children interested, focused, serious and focused.
- d. Provide an environment that supports the learning process. The environment must be created to be an interesting and enjoyable environment for children during their play.
- e. Develop children's life skills. Life skills are directed to help children become independent, disciplined, able to be oriented and have basic skills that are useful for later life.
- f. Using a variety of sources and learning media in the surrounding environment.
- g. Implemented in stages with reference to the principles of child development.

- h. Educational Stimulation covers all aspects of development. Educational stimuli are comprehensive which cover all aspects of development. When children do something, actually they are developing various aspects of their development/intelligence.
- i. According to the PAUD Directorate, the principles of child development are:
- j. Children will learn well if their physical needs are met and feel safe and comfortable in their environment.
- k. Children will learn continuously, starting from building an understanding of something, exploring the environment, rediscovering a concept to being able to make something valuable
- l. Children learn through social interaction both with adults and peers in their environment.
- m. Interest and perseverance will motivate children's learning
- n. Children's development and learning styles should be considered as individual differences
- o. Children learn from simple to complex, from concrete to abstract, from non-verbal to verbal, and from oneself to social

Implanting an Education or value should be done early, because we already know what is called the golden ages in which the child's brain absorbs something like a sponge. In addition, early age is a period where growth and development begin and are ongoing, both in the form of physiological, linguistic, cognitive and motoric development. Latif et al. (2014) states that development at an early age will determine the child's development at a later stage. The same thing was mentioned by Sugito (2010) in his writing which stated that the success of carrying out developmental tasks in a period will determine its success in the next developmental period. This point can be linked to several early childhood education goals, consisting of:

- a. So that children believe in God and are able to worship and love each other
- b. So that children are able to manage their bodily skills, including gross motor movements and fine motor skills and are able to receive motor stimulation
- c. Children are able to use language for passive language understanding and can communicate effectively so that it can be useful for thinking and learning
- d. Children are able to think logically, critically, give reasons, solve problems and find causal relationships

- e. Children are able to recognize the natural environment, social environment, the role of society, respect for social and cultural diversity and be able to develop positive self-concepts and self-control.
- f. Children have sensitivity to rhythm, tone, various sounds, and appreciate creative work

Indonesian Traditional Games

The world of children is a world of play. Jean-Jacques Rousseau mentions that "... our first teachers are our feet, our hands, and our eyes, to substitute books for all these ... is but to teach us to use the reasons of other ...". We also often hear the phrase that children's education is learning while playing and playing while learning. Suyanto (2005) said that the game is divided into several types, consisting of:

- a. Physical games, for example chase games use a lot of physical activity.
- b. Children's songs, usually sung while moving, dancing or pretending
- c. Puzzle, is a game to hone the child's ability to think logically and mathematically
- d. Playing with objects, it is games with objects such as water, sand, blocks that can help children to develop various aspects of development
- e. Role playing, which includes plays, plays or role plays and other types of games which play as other people.

Dharmamulya (2008) states that there are three types of traditional games. This category is based on the pattern of the game, which is playing and singing or dialogue, playing and thinking, and playing and competing. He also added that there are several benefits of this game, namely (1) practicing proficiency in counting; (2) practice thinking skills; (3) not whiny, practicing courage; (4) train to be honest and sporty. A similar thing was also mentioned by Misbach (2006) which states that there are several aspects of child development that can be stimulated by traditional games, namely (a) the motoric aspect of training endurance, flexural, sensorimotoric, gross motoric, fine motoric; (b) cognitive aspects that develop imagination, creativity, problem solving, strategy, anticipatory, contextual understanding; (c) emotional aspects of emotional catharsis, honing empathy, self-control; (d) aspects of language understanding of the concept of value concepts; (e) social aspects of establishing relationships, cooperation, training social maturity with peers and laying the foundation to practice socialization skills practicing roles with older people or the community; (f) the spiritual

aspect of realizing connection with something that is great; (g) the ecological aspect of the wise understanding of the use of surrounding natural elements; (h) aspects of moral values living the values inherited from previous generations to later generations.

Rogers & Sawyer's (1995) mentioned that there are several important values in play for children, consisting of:

- a. Improve the ability of problem solving in children
- b. Stimulates language development and verbal ability
- c. Develop social skills
- d. Is a container of expression of emotions

In addition, in Best Play (Iswinarti, 2010: 8) states that the role of play in children has an impact on a number of areas of children's lives, as follows:

- a. Playing has an important role in learning. In this case, playing can complement children's school activities, which can provide opportunities for children to understand, absorb, and give meaning to what they learn in formal education settings. Specifically, play becomes important, which helps children to get "not specific information, but a general mindset in problem solving".
- b. Playing can support physical development and good mental health. Play facilitates children in physical activities, including sports activities,
- c. which allows for increased coordination and balance of the body, as well as developing skills in child growth. The contribution to mental health is to help children to build and develop resilience (resistance) to stresses in life.
- d. Playing gives an opportunity to test the child in facing challenges and dangers.

Misbach (2006: 7) in his research shows that traditional games can stimulate various aspects of child development which can include the following:

- a. Motor aspects by training endurance, flexural power, motor sensory, gross motor, and fine motor skills.
- b. Cognitive aspects by developing imagination, creativity, problem solving, strategies, anticipatory abilities, and contextual understanding.
- c. Emotional aspects by becoming emotional cathartic media, can hone empathy and self-control.
- d. Aspects of language in the form of understanding the concepts of value.

- e. Social aspects by conditioning children to be able to establish relationships, work together, train social maturity with peers and lay the foundation to practice socialization skills by practicing roles with older people and society in general.
- f. Spiritual aspects, traditional games can bring children to realize the connection with something that is Supreme (transcendental).
- g. Ecological aspects by facilitating children to be able to understand the wise use of surrounding natural elements.
- h. Aspects of values/morals by facilitating children to be able to live up to the moral values passed on from the previous generation to the next generation.

Anne (as quoted by Andriani, 2012) mentioned that there were several influencers or benefits from doing traditional games on children's mental development, consisting of:

- a. Become more creative. Traditional games are usually made directly by the players. They use items or even plants that are around the players. This encourages them to be more creative in creating game tools
- b. Can be used as therapy for children. When playing children will release their emotions. They shouted, laughed and moved. This kind of activity can be used as therapy for children who need the condition.
- c. Developing multiple intelligences of children
- d. Developing children's natural intelligence
- e. Developing children's spatial intelligence
- f. Developing children's musical intelligence
- g. Developing children's spiritual

METHODS

This research is a type of qualitative research. The research process begins with collecting various types of traditional Indonesian games. By referring to various sources, researchers found 40 types of traditional games. Of the 40 traditional games, researchers randomly assigned Indonesian traditional games to be considered the most popular among others, *Gobak Sodor*, *hide and seek*, *kasti*, *dakon*, *jump rope*, *bola bekel*, *kelereng*, *balap karung*, *benteng-bentengan*, and *bentik*. After that, researchers describe each type of traditional game while identifying the values contained in the game through the way or rules of the game from the game. Next, the findings are analyzed and concluded.

FINDINGS AND DISCUSSION

Gobak Sodor

Gobak Sodor is a game that requires the involvement of many people. In the game, players are divided into two teams with a minimum of three members each. One team is tasked with guarding the area, while the other team is trying to penetrate the area guarded by the opposing team. The team that gets the task to attack must be able to pass through the area in the form of boxes that have been made by not being touched by team members on guard. If the attacking team is touched, the game ends and the two teams switch positions. Previously a team of attackers changed into a guard team. Points earned are calculated from the number of players who can penetrate the guard zone and return to the starting area.

Gobak Sodor game can train dexterity, alertness, speed, and cooperation. Therefore, if children have often played this game, that is a positive thing. Preparation for playing is not too complicated, just an empty land measuring 20 x 10 meters and at least 6 people can play the game. In addition to practicing dexterity, speed, as well as vigilance which is an exercise to strengthen physicality in children, *Gobak Sodor* games indirectly instill moral values in children, such as sportsmanship, honesty, respect for others, teamwork, responsibility, respecting other people's differences because of the game this is a team game.

Hide and seek

Hide and seek is a game that is very easy to do. The principle of this game is to find people who are hiding. The hiding person who is first found is the person who will take turns to be the seeker or often referred to as the post guard. If a guard cannot find all the players and declares surrender, he is declared defeated. This game can be done by at least two people. However, the game will be more exciting when more and more players are involved because with so many players, the place to hide becomes limited and the possibility of being found becomes even greater. Therefore, this game sharpens the creativity and sensitivity of the players. For the rules of the game, a player will be a guard by being chosen through a suit or according to agreement. Next the guards closed their eyes for a specified time, between 10-100 seconds. In that time span, other players have the opportunity to immediately find the safest hiding place. After the count is complete, whether or not the guard will look for another player and the person who is first found will be a guard.

Hide and Seek Game teaches children to be honest, for example when guarding a post, he must be honest not to open his eyes when his

friends or other players are running to hide. In addition, sportsmanship is also indirectly implanted in this game. For example, when the post guard can find his hiding place, he must be willing to guard the post.

Engklek

Engklek or *Angkling* game is a game that is done by walking on one foot in square boxes drawn on the ground. There are various types of game plots in *Angkling* or *Engklek*, it is the shape of mountains, windmills, the letter L, and others. The rule of play of *Angkling* or *Engklek* is that the player tosses coins or tile chips on boxes that have been drawn on the ground in sequence, from the plot closest to the thrower. In boxes marked with coins or critical chips, players cannot step on them and must pass through these plots. When returning to the starting line, the player must retrieve the critical tile and continue throwing to the next box. This game can be done with a minimum number of players two people. In addition to practicing dexterity, this game also trains balance and concentration.

In the previous paragraph it was mentioned that the game of cricket can train dexterity, balance and concentration. In addition, this game also teaches to respect differences, gender equality because it can be played by boys and girls, sportsmanship, as well as honesty. In this game, the player is not allowed to touch the boundary line when playing. If he touches the line he honestly acknowledges and must stop playing.

Dakon

Dakon or *congklak* is a popular traditional game in Indonesia. There is even a game of *congklak* that can be played on smartphones, on the Hago application as an example. This *dakon* or *congklak* game is actually not original from Indonesia. *Dakon* is believed by some historians as a game brought by Arab traders who came to Indonesia. The rules of playing the *dakon* game are not too difficult. The game area of the *dakon* is an oval container made of plastic, wood, or earth made of holes with a total of 12 holes. The holes are filled with *kecik* (*sawo seeds*) or gravel. Players will take *kecik* from one hole and share them one by one in addition to the opponent's 'savings' hole in sequence. The last *kecik* that fell in the hole whose contents had to be collected again and spread again. This game can only be done by two players. Usually, players who like to play *dakon* are women, although there aren't any boys who play this game either. Many benefits can be obtained from this game, it is training intelligence because to win this game requires the right strategy.

The *dakon* game not only trains a child's strategy in playing, but also teaches moral values to have a sporty and honest nature. In addition, there is no difference when this game is played by men or women, although there are some who say that this game is more often played by women. With this, children will learn to respect each other between men and women.

Jump rope

The jump rope game is a game that exercises dexterity, concentration, and agility. This game is done by a minimum of three people, two people as a rope holder and one person as a jump rope. The rope used is made of a rubber band that is connected by a certain knot. However, there are also those who directly use the rope in this game. The game rules of this game are two people holding the rope set the height of the rope to knee height, then the jumper must successfully jump over the rope. If successful, then the height of the rope is raised to the chest, ears, head, and finally at the height of the hand raised above the head (the term 'freedom'). If the player fails to jump over the rope, he must take turns being the holder of the rope.

Basically, this game is an individual game, although it is played at least 3 children. This is because players who jump have individual tasks to be able to cross the rope with a certain height. Jump rope games can be done by anyone, both men and women. Thus, this game how to respect and respect each other, be sporty and honest.

Bekel Ball

Almost similar to *gatheng*, *bekel ball* game also has a rule must take a few *kecik* when throwing a ball. The difference between the two is in the *bekel ball*, the ball does not have to be captured immediately, but allowed to bounce once before being captured. Equipment for this game is a rubber ball and at least four *kecik* which are usually made of plastic or metal. How to play, players bounce rubber balls and take *kecik* one-on-one, then two, two, and so on. After that, *kecik* back and forth with a certain position. This must be done in a maximum of one reflection of a rubber ball. If a player fails to take a *kecik* or the ball bounces more than once, he is declared a failure and passed on by another player.

Bekel ball game is quite popular among children, where this game is played by at least two children who complain their dexterity in playing *bekel ball* and *kecik*. Honesty and sportsmanship are taught once in this game, because there are many possibilities for someone playing cheats so that he reaches the goal ahead of his opponent if the

opponent does not know that the *kecik* has fallen or was nudged. This is, because sometimes the opponent does not catch a glimpse of when his opponent is playing. Accuracy is also taught in this game.

Marbles

There are various kinds of games that can be done with marbles, depending on what is understood by children in certain areas. One game with marbles is the player draws a track box on the ground. After that, players will alternate their marbles at the opponent's marbles. If it hits the marbles and leaves the track, the marbles belong to them. Another game done with marbles is the player makes a basin in the ground as deep as 5 cm. Then, from a certain distance they threw their marbles toward the basin. The player who is closest to the hollow is entitled to get the first turn. Players must insert marbles into the basin to target the opponent's marbles. When marbles are hit, he dies and who can survive until the end he wins.

The game of marbles teaches children to be creative and clever in strategy so as to win the game and get marbles from the opponent. Usually this game is not only played by two people, but several people, although it can also be played by only two players.

Bakiak

Bakiak or *teklek* is a game that requires teamwork. *Bakiak* shape like sandals but extends with 4 or 5 places for footrests. One group consists of 3 to 5 people and each will race quickly to get to the finish line. The group that comes first wins. While the group that falls in the middle of the road must return from the starting line.

Like the type of game that consists of several people or a team game, clogs require the cohesiveness of each member so that they can reach the finish line. Team play does not look at who is the best in the team but how everyone strives together to achieve a common goal. This is because the fall of one person will bring down all the team members, so that cohesiveness is most important, not the greed of one person to appear alone and show that he is the greatest.

Kasti

Like the *benteng-bentengan*, *kasti* is also one of the games that is sometimes included in the school curriculum in sports subjects. *Kasti* needs 12 people as players, divided into 2 teams, they are the guard team and the play team. The guard team acts as a pitcher, guarding the player who hits the ball, and the rest spreads to get ready to catch the ball that was hit. For the playing team, their job is to try to hit the ball

as far as possible and run through several posts and return to their home or home. If the guard team catches the ball and touches the ball to the playing team that hits before he enters the post, the playing team becomes the guard team and the guard team immediately becomes the playing team.

The game of baseball is a group game. So that teaches the children who play it to be a great team. Great teams will only form if they respect each other. Cohesiveness is also an important value that is taught, that winning is a team victory not an individual victory in this case.

Balap Karung

If you hear the term Independence Day, you will definitely have a *balap karung*. Apparently, the *balap karung* game was very in his day. The sack used in this game is free, it can be a sack of wheat, a sack of rice, or a gunny sack. How to play *balap karung* is quite easy. The point is that the participant must compete quickly to reach the finish line with half of his body wrapped in a sack. Therefore, the only way to go is to jump. This is what causes it in some areas to call it sack jumping.

In this game teaches that our limitations should not be an obstacle for us to achieve goals or goals. Sack racing game makes the players feet cannot jump freely, from here the player must try harder so as not to fall by maintaining balance. Creativity is also indirectly taught so that players can win the game. Of course, sportsmanship and honesty are also taught that victory should be obtained according to applicable rules, not by cheating by bringing down other players.

Benteng-Bentengan

The *benteng-bentengan* game can be said to be more special than the previous game. This is because *benteng-bentengan* games have been included in the curriculum in sports lessons. The game requires a lot of players and is divided into two groups. Each group has a pole as a post and fortress. The target of this game is to master the opponent's castle. With all his creativity, the player will advance to the opponent's territory and try to touch the opponent. If the opponent has been touched outside the safe zone, he is declared a prisoner. To make it easier to control an opponent's fortress, many must be made prisoners. The group that succeeded in occupying the opponent's fort was declared the winner.

This game is a group game so it certainly trains how children work in a team consisting of various characters of people. With this game, children will be trained to respect someone because of their different

abilities. Some children may have the ability to be nimble in running, but some other children are not nimble in running but are good at playing strategy so that he is able to direct his teammates to win. So, indirectly, this game brings children to learn teamwork and how to respect others, and train themselves to be clever in solving a problem.

Bentik

Bentik games are done with a small broken branch or tree branch. Players will compete to find the best wood and are believed to bring victory. There are even some players who blow it as if by doing that, their wood will bring good luck. Before the game starts, players make a lot to get the first turn. The game begins by pushing a stick that is mounted transversely in a hole. Players call it the movement of "to say". If the stick bounces and the opposing player can catch it, he will get points. The player with the highest points wins.

This game teaches creativity to children, where simple objects around us can be used to achieve a victory with our creativity. Broken tree or wood branches chosen by each child will make children creative and selective in choosing something so that later it will be useful for themselves. In addition, this game also teaches that victory can be achieved with a variety of hard efforts, ranging from choosing branches to be *bentik* to collecting points to win.

DISCUSSION

As mentioned earlier that with the rapid development of technology, there is a significant impact on the attitudes and habits of children in living their day. When looking in the past where gadgets have not become daily toys, playing in the river, jumping rope, hide and seek, playing marbles, *gobak sodor*, *dakon*, and other traditional games are the choices of children to fill their time outside of school and study. However, at present, the use of gadgets that are unusually large both among adults, adolescents and even young children or children in the golden ages. So, it can be said that there is something that is increasingly lost in the midst of technological developments that are very fast at this time, it is the attitude of children who are not familiar with traditional games or even not familiar with traditional games, where this will result in the loss of ancestral heritage. Then, traditional games contain moral values that are indirectly implanted in children, but because of the abandonment of this game, then one of the processes of internalizing values in children indirectly begins to disappear, even though with the development of the times, children must be armed with values moral values so that the stock he gets is

strong enough to fortify himself from bad actions, for example insulting or harassing groups, ethnicities, religions or other beliefs, extremists, radicalism, drugs, liquor, and other criminal acts (Ikhwan, Oktio Frenki, & Rohmad, 2019).

Related to criminal acts involving children, the Indonesian Child Protection Commission (KPAI) states that from 2011 to the end of 2018, there were 11,116 children involved in criminal cases. These crimes include motorcycle gang, theft, street crime, and murder. KPAI Commissioner Putu Elvina said that in 2011 there were 695 crimes involving children, while in 2018 it increased to 1,434 (Sindo News, 2019). It was also stated that children who entered the Special Prison for Children (LKPA) were 23.9 percent due to theft, 17.8 percent due to drug cases, 13.2 percent due to immoral cases and so forth. KPAI also mentioned that 1,885 cases had been handled during the first semester of 2018 with the dominance of cases in the form of drugs, theft, and immorality (Detik News, 2018)

Then, if it is associated with the use or opiate of children in gadgets, it is mentioned from a study that 80% of the total 50 research subjects spent their time watching television. This information is supported by a report from the Daily Mail which states that gadgets are used by 29% of children and 70% are used by teenagers (junior high school). In fact, children at an early age should get input that supports their development both the development of cognition, language, social emotional and others and this can be improved by playing because the child's world is indeed the world of play.

It is undeniable that gadgets also offer a lot of game play in it. However, in the use of gadgets, there is no interaction of children with other children in their environment, or interaction of children with the natural surroundings. Even children do not move to train physically and motorically because when playing gadgets, children tend to stay in the house or room and are busy with the gadgets they hold. Thus, some developmental points are missed for hours every day to stare at the gadget layer. In fact, if children are accustomed to playing outside the home, for example by improving traditional games such as hide and seek, *dakon*, marbles, *gobak sodor* or other games many aspects are developed, whether physical, motoric, emotional, language. Not to mention the values that are indirectly internalized through the game. This as stated by Misbach (2006: 7) in his research shows that traditional games can stimulate various aspects of child development which can include the following: a) Motoric aspects by training endurance, flexibility, motor sensory, gross motor skills, and fine motor skills. b) cognitive aspects by developing imagination, creativity,

problem solving, strategies, anticipatory abilities, and contextual understanding. c) The emotional aspect of being an emotional cathartic media, can hone empathy and self-control. d) Aspects of language in the form of understanding the concepts of value. e) Social aspects by conditioning children to be able to establish relationships, work together, train social maturity with peers and lay the foundation to practice socialization skills by practicing roles with older people and society in general. f) Spiritual aspects, traditional games can bring children to realize the connection with something that is Supreme (transcendental). g) Ecological aspects by facilitating children to be able to understand the wise use of surrounding natural elements. h) The aspect of values/morals by facilitating children to be able to live up to the moral values passed down from the previous generation to the next generation.

The world of children is a world of play. Therefore, the learning process in children both to develop socio-emotional, physical motoric, cognition as well as language can be internalized through existing games. In addition to making children happy, playing also provides several benefits, for example games offer role-play which will later provide self-affirmation and self-acknowledgment, dynamic games can also help develop motor skills and develop intellectual reactions to solve problems, games also provide humor and create a good mood in children. Then, more specifically traditional games are played for various reasons, namely traditional games can be played anywhere both at school and at home, traditional games usually include role-playing where children will be motivated to play other people or other characters, traditional games include an element of physical activity that requires collaboration and intellectual involvement (Petrovska, Sivevska & Cackov, 2013); (Hakim, et al., 2019). Traditional games also teach children to be active in many situations and seasons, for example children can play in nature, on grass, in the forest and elsewhere. In addition, children are also taught to be responsible and take care of what they have and understand and accept the rules that have been agreed upon together.

With the growing popularity of gadgets used by children today, the level of desire of children to play outdoors and get to know the traditional game play in the area. When this continues, it may be that in future generations traditional games will be forgotten and unknown again. In fact, traditional games contain many elements that are inherited from our ancestors, for example, the values of sportsmanship that are Sodor's Wagon, mutual respect that there are group games such as jumping rope, Sodor's cart, Cricket and others. Then, *Dakon* also

teaches for gender equality where both boys and girls can play it. Traditional games are also a reflection of the values and environment of a society. How to play also shows the value that can indirectly be internalized to children.

CONCLUSION

Based on the previous findings and discussion, it could be stated that Indonesia is a rich country in which it has many kinds of cultures inherited from the ancestors. One of them is traditional games. Traditional games are not merely games, but they bring some values taught by the ancestor through them, such as respect, spirit, cooperation, and others. Unfortunately, those games are only played and known by the previous generation, but today's generation has not played it since the online games are more popular among the children. From this paper, the author suggests to the government, school teachers, even the parents to introduce those games to their children and students so that they will know and play it in the daily life. It is because traditional games bring much benefit to the children. One of them is implanting the character education which is indirectly learned by the children when they play it. If the traditional games are known by all of children in this country, it will help to preserve the inheritance of our ancestors, in the form of traditional games.

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