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The Development of a Prototype Curriculum Based on Traditional Games of Skipping Rope

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ABSTRACT

Curriculum is a tool for achieving educational goals. Changes to a curriculum cannot be avoided. The prototype is a new curriculum issued by the government for the improvement of learning due to the COVID-19 pandemic. A lack of understanding of the benefits of traditional games makes the researchers explore how to develop a prototype curriculum based on local wisdom and physical motor skills through the use of traditional skipping rope games in early childhood. Thus, this reason becomes an essential aim of this research. This study uses a qualitative approach, and the research method used is Design-Based Research (DBR). Research instruments are researchers and participants. The steps involved in data analysis in this study are data reduction (organizing data), data display (making detailed descriptions), and conclusion drawing/verification (interpretation and conclusion). The expected result of this study is that it can assist the curriculum development process through the traditional game activity of skipping rope.

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1. INTRODUCTION

The curriculum is an important component for achieving educational goals, so it must be comprehensive, covering the characteristics of students, learning resources, and the intellectual conditions of students (Sahlberg, 2007). The curriculum designed and developed based on students' characteristics and local intellectual status is a form of contextual learning affecting the level of students' understanding of learning materials. Contextual learning that is suitable to be implemented in thematic learning can be achieved by implementing local intellectual values because local wisdom is an important asset in providing the skills, abilities, and qualities of the students to face the global world without deviating from their national identities (Yulianti and Indawati, 2013). Therefore, curriculum development can be conducted to adapt to local wisdom conditions, because, with the development of a local wisdom-based curriculum, children will easily understand the learning materials. After all, all the learning media are contextual. Furthermore, it is a form of effort to maintain local wisdom amid globalization which addresses an impact on the fading of local wisdom (Mudjid *et al*., 2022).

Knowledge Management is an effort to improve the knowledge that is useful in the organization, including familiarizing the culture of communication between personnel, providing opportunities to learn, and sharing knowledge. This endeavour will create and maintain the increase of value from the core business competencies by utilizing existing information technology (Susanto, 2016). PAUD educators play a crucial role in conducting their duties by planning lessons, engaging in learning activities, conducting assessments, and reporting to parents about child development. Early childhood learning is designed to stimulate all aspects of child development, including moral, religious, physical, motoric, cognitive, linguistic, social, and emotional values, including playing activities and habits (Rohmadheny *et al*., 2022).

The COVID-19 pandemic has impacted education in Indonesia causing serious problems because students and educators cannot conduct the teaching and learning process as usual. Looking at the detail from the external influences that are still in question, such as the role of the teacher as an educator in mastering Information Technology, students and their environment, as well as the government's mass panic in protecting the integrity of the people from being infected Covid-19, So the learning process is less effective (Suryadien *et al*., 2022).

The curriculum has changed currently to become a prototype curriculum. This is based on the COVID-19 pandemic in 2019, which has created a high-impact aspect of education. This is what made the initial curriculum development continue to use the 2013 curriculum (Pre-Pandemic), then the emergency curriculum (simplified 2013 Curriculum) (Pandemic 2020-2021), and the Prototype Curriculum as an option for all educational units (2022-2024). This goal is to recover learning due to the COVID-19 pandemic which has brought about changes in students' learning patterns based on the results of evaluations during the learning recovery period (Ministry of Education, Culture, Research and Technology, 2021).

This prototype curriculum is a new program launched by the Ministry of Education and Culture. It aims at recovering the learning due to the COVID-19 pandemic. It is the result of an assessment of the 2013 program roadmap used after the pedagogical program until the end of 2021. The assessment conducted by the Ministry of Education and Culture includes two elements of discussion, namely document review and implementation (Sadewa, 2022).

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Traditional games are known to have several advantages compared to today's modern games. Traditional games can bring, maintain and increase a sense of love for the country's cultural heritage and its noble values (Nurwahidah *et al*., 2021). In addition, to preserving culture, traditional games contribute to a feeling of joy for children which can provide a better progressive opportunity.

Traditional sports are a legacy from the ancestors in terms of local culture. The conditions that must be met by traditional sports are the traditions and customs of the people of each generation of the region and country. Based on the motoric and traditional aspects, jumping is the movement of lifting the body from one area to another, propping the body with one leg, and landing while balancing the body with another leg. So, starting with the manner of running, you will get beneficial outcomes (Rahayu and Firmansyah, 2019). The instructor's goal in teaching jumping is to provide an introduction to basic movements expected to develop basic skills. Jump Motion Development is designed to teach children to jump forward (far) with the correct jumping motion posture: bending the knees, swinging the arms, and doing stretching movements (Pathurohman and Wibowo, 2017).

Skipping rope is a traditional game that was very popular with children in the 80s. The skipping rope game is played by 3-10 children together. It is a traditional game that has existed since the 80s, and this game is often played in the backyard by 3-10 children jumping as high as they can. This game is very fun and entertaining. There is no difference among children in playing this game (Anggraini *et al*., 2018).

Several researchers have investigated the effects of jumping using a skipping rope on health-related physical fitness in students with intellectual disabilities or mild visual, and jumping significantly improves balance, cardiovascular endurance, muscle strength, body composition, and flexibility (Pathurohman and Wibowo, 2017).

2. METHODS

This study uses a qualitative research approach. It is conducted in natural conditions and is a discovery. In qualitative research, the researcher is the key instrument. The method used in this study is Design-Based Research. It is relevant for educational practice (for education policy) because it aims at developing this design-based research solution to complex problems in educational practice (Plomp, 2010). Design-based research can be interpreted as a series of approaches used to produce new theories, artefacts, and practical models in explaining and potentially contributing an impact on learning in natural (naturalistic) conditions (Barab and Squire, 2004). It is shown in the **Figure 1** below:

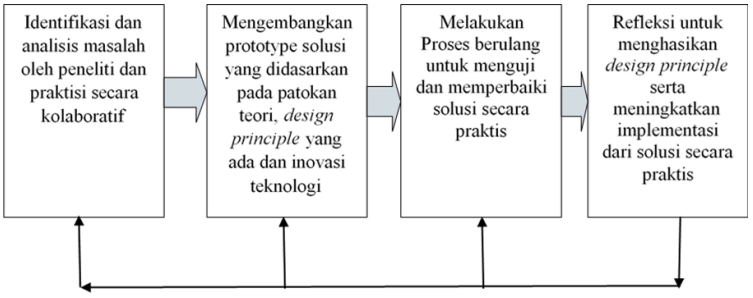

Figure 1. Design-Based Research (DBR).

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The research was conducted for 3 to 6 months at the UPI Percontohan Kindergarten Labschool, Tasikmalaya Campus. The participants involved in this study included the researchers as observers and the teachers of UPI Percontohan Kindergarten Labschool, Tasikmalaya Campus. The sampling technique used in this study is non-probability sampling by only selecting certain informants considered to have accurate and adequate information about the studied problems (Tansey, 2009).

In this study, the researcher used instruments in the form of observation sheets and interview guidelines given to the teachers. The description of data collection techniques is in the following:

(i) Observation
Qualitative observation is when the researchers go directly to the research field to observe the behaviour and activities of individuals at the research location. The activities observed were students doing traditional games to train and develop their fine and gross motor skills.

(ii) Interview
The researcher conducted face-to-face interviews with participants. The interviews were also conducted by telephone or engaged in focus group interviews (interviews in certain groups). Interviews were conducted to gain information regarding the curriculum of traditional games in the kindergarten.

(iii) Document
Documents are records of past events. They can be in the form of writing, pictures, or monumental works of a person. These documents are in the form of a traditional game curriculum at the Early Childhood Education level.

The researcher used the Miles and Huberman model in qualitative data analysis in this study. Activities in qualitative data analysis are conducted interactively and continuously until completed so that the data is saturated. The steps taken in the data analysis in this study were:

(i) Data Reduction
In the data collection process in the research field, the researchers obtain complex, complicated data and its amount is not small. Therefore, it is necessary to do data analysis through data reduction. It is conducted by selecting and collecting the necessary data and setting aside unnecessary data. Thus, the research data becomes more focused and directed.

(ii) Data Display
After conducting data reduction, the researchers then presented the data. In qualitative research data, the presentation can be in the form of narrative texts, charts, and correlations among flowchart categories. However, what is most often used by researchers is narrative text descriptions.

(iii) Conclusion Drawing/Verification
The third step is concluding and verifying the data obtained.

3. RESULTS AND DISCUSSION

3.1. Result

Traditional games are those that are inherited, contain great values, and are beneficial for children's development. Traditional games are classified as safe and qualified for children. They have been inherited hereditary by our ancestors and to the nation's children today.

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Therefore, apart from being a medium to play, traditional games are also full of meaning and national cultural values.

Traditional games are types of games holding cultural values, which are essentially ancestral heritage that must be preserved. Traditional games develop from certain communities' habits, which then become games and sports activities (Muslihin *et al*., 2021).

One of the traditional games is the skipping rope. This game is played by four or more people. Two people become holders and other players become jumpers. This game uses rubber stretched to be long. Each game round has a level where the rubber is saved on the knees, stomach, chest, head, and above the head. With the development of the curriculum introduced in the sub-themes, the traditional skipping rope game can be implemented.

In the Daily Learning Implementation Plan, the development of a prototype curriculum based on the traditional skipping rope game only requires one tool and material, namely a rubber band. The core activities of learning are divided into several parts, including: (1) Counting the number of rubbers; (2) Mention the various colours of rubbers; (3) Arranging rubbers into a letter; (4) Arranging rubbers into a rope; and (5) Playing skipping rope. All learning activities are by the aspects of the Standards for Child Development Achievement Levels in which one aspect is the physical motor.

Skipping rope can stimulate the motoric aspects, such as training endurance, flexibility, sensorimotor, gross motor (the ability to move the body using large muscles, part, or all the body's limbs), and fine motoric (an activity using small muscles) (Al Ningsih, 2021).

Other benefits of skipping rope games are first to bring joy to children; second, to train the child's mind to work hard by jumping at various levels of rope height; and third, the child's ability to estimate the height of the rope. The skipping made to jump rope (especially in a high position) will play an essential role in the success of skipping rope, thereby training children's accuracy; fourth, to train children's gross motor skills, which are very helpful in building stiff muscles, becoming physically strong and healthy, and developing children's kinesthetic sensations.

Skipping rope games also helps prevent children from getting obese; fifth, it improves children's courage and decision-making ability. It takes courage to jump over a rope at a certain height. The children also need to decide whether to jump or not; sixth, creating positive emotions for children. Children move, scream, and laugh while jumping the rope. Movement, laughter, and shouting are very helpful in creating a positive emotion for children; seventh, to be involved in being with and a part of other people. Children learn to be patient, wait for rules, empathize, and place themselves among their peers; eighth, to learn athletic performance when you need to change the position of the rope holder (Mu'mala and Nadlifah, 2019).

3.2. Discussion

The curriculum can provide an overview of what learning experiences children will get (Hasbullah, 2016). The curriculum contains many descriptions of experiences, skills, and abilities that students will follow (Ndeot, 2019). The curriculum as a written program includes components consisting of objectives, materials, learning experiences, and evaluation (Maspupah, 2018). The curriculum is dynamic. It is necessary to develop it so that it can keep up with the developments and challenges of the times. Curriculum development must be carried out systematically and directed, have a clear vision and mission, and can be used as a pattern of thought.

The scope of the PAUD curriculum includes:

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(i) Program of behaviour formation activities including moral and religious development, social and emotional development, and life skills;
(ii) Basic ability development activity programs include cognitive, language, motor, and artistic development (Hasbullah, 2016).

There have been several attempts to make traditional games (based on local wisdom) able to be developed in the PAUD curriculum including: (1) Placing traditional games into activities in the themes or sub-themes that are already available; (2) Placing special sub-themes of traditional games (Suryana and Hijriani, 2022).

4. CONCLUSION

The development of a prototype curriculum based on traditional skipping rope games is very much needed in Early Childhood Education. By implementing each traditional game, you can participate in preserving this.

Children can improve their physical motor skills with the traditional game of skipping rope. The skipping rope game is only one of the traditional games, and many other traditional games need to be developed for curriculum development, especially the prototype curriculum.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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