



Sport Values in Traditional Games as Playing Activities for Children

Dody Tri Iwandana¹, Ardhika Falaahudin¹, Wildan Alfia Nugroho²

¹Mercu Buana University Yogyakarta

²Physical Education for Elementary School, Universitas Pendidikan Indonesia

Article Info

Article History:

Received : April 2021

Revised : April 2021

Accepted : April 2021

Available Online : May 2021

Keywords:

sport values, traditional games activities

Abstract

The purpose of this study was to determine the sport values in traditional games as playing activities for children. The natural activity of children is playing. The games that children play include team games and individual games. This research is a qualitative research employing a phenomenological approach method. The technique of selecting informants in this study used the Snowball Sampling technique. The subjects of this research were children, parents, and community leaders in Banjarnegara Regency understanding and knowing information about traditional games. Data collection techniques of this study consisted of observation, interview, and document analysis techniques. The data validity test used triangulation technique. Data analysis involved 4 stages, namely data collection, data reduction, data presentation, and conclusion drawing. The research results identified the sport values contained in traditional games, including cooperation, sportsmanship, honesty, struggling power, how to achieve victory, accept a defeat, self-esteem, trust, and self-confidence. Besides having positive impacts for health, traditional games can also train children to socialize with the surrounding community, know how to tolerate, help each other, and work together. Traditional games that can be found in Banjarnegara included *mandahan*, *ular naga*, marbles, *engklekan*, *congklak*, jumping rope, *cublak-cublak suweng*, stilts, *jamuran*, *bentengan*, and *gobak sodor*.

*Correspondence Address : Jl. Raya Wates-Jogjakarta, Karanglo, Argomulyo,
Kec. Sedayu, Bantul, Daerah Istimewa Yogyakarta 55752
E-mail : dodytriwandana@mercubuana-yogya.ac.id

INTRODUCTION

The rapid development of technology affects children's playing activities (Kamaludin et al., 2020). Children today more often play games on their gadgets that use technology. In particular, various online games are available on smartphones, tablets, computers, laptops, and others (Danu Iksan, Sahputra Rachmat, 2013). This can cause the children to be individualistic and lack direct communication with their friends (Aqobah et al., 2020).

Traditional games are one of the cultural heritages from our ancestors that have existed for a long time (Widodo & Lumintuarso, 2017). As a culturally rich country, Indonesia has a diverse traditional culture (Syahputra et al., 2017). Unfortunately, along with today's technological advances, traditional culture is getting more and more immersed (Suprayitno, 2014). The culture that also dims is traditional games. In fact, the implementation of traditional games can combine elements of community culture and fun children's games at once (Saputra & Ekawati, 2017). We can categorize an activity as a traditional game once we identify it as an element of tradition or custom in a particular community (Artobatama, 2019).

Traditional games are better for children's development compared to modern games (Apriliawati & Hartoto, 2016). Traditional games teach the process and values of wisdom that are educational and foster a sense of nationalism to the children (Adi et al., 2020). Further, traditional games are also simple and easy to play (Lingling et al., 2019). Though it looks simple, in traditional games, there are tremendous benefits, such as being able to train children in social life with peers, practicing dexterity, and developing children's motor skills (Hanief & Sugito, 2015).

Games using technology have several disadvantages, including the lack of experiencing the process of a game directly. The process in question is less able to feel how to work together, how to learn to tolerate, understand and forgive, and less able to stimulate the development of motor, cognitive (thinking), and affec-

tive (emotional) balance in children (Witasari & Wiyani, 2020). Various efforts have been made to raise the prestige of traditional games, including activities such as cultural festivals, traditional game festivals, and children's play or *dolanan anak* (Nurdiansyah, 2018).

Traditional games give children a sense of joy (Martínez-Santos et al., 2020). The cheerful and happy atmosphere built always creates a pleasant togetherness (Supeni et al., 2020). This is the initial seed in creating harmony and fostering a sense of togetherness in society. Traditional games are games that require togetherness. This makes children learn to organize, make, or run games with various agreed-upon rules and run together with their 'enemy' (Hayati et al., 2017).

In this study, the researcher wanted to discover the values of sports in various traditional games that are still actively used as children's play activities. We hope that this research can contribute insight and education to parents, the community, and the children themselves so that they do not abandon traditional games. Because every movement contains benefits not only physically but also mentally good for the development of the child.

METHOD

The type of this research is qualitative research with a phenomenological approach (Iwandana et al., 2018). Qualitative research is a natural setting to understand and interpret the phenomena seen. The informant retrieval technique used the Snowball Sampling technique. The subjects of this research were children, parents, and community leaders in Banjarnegara Regency who understood and knew information about traditional games. Informants were not limited in number since the nature was like snowballs in which the information seeking related to the research was widespread or enlarged depending on the phenomenon encountered in the field. Once it was enough to get the results of research that could answer the formulation of the problem, the researcher stopped. The data collection techniques employed in this

study were observation, interview, and document analysis.

The validity test of the data used triangulation techniques. Data analysis in this study used four stages, namely the data collection stage, the data reduction stage, the data display stage, and the conclusion verifying stage. The preparation of research instruments, especially interview guides, cannot be separated from the help of expert judgment to correct them. The questions grid in this study shows in Table 1.

Table 1. Instrument Guides

Variable	Subject	Indicator	Number	Amount
Sports values in children's play activities	Children	Type of game, moves performed	1 – 9	9
	Parents	The role of parents, the benefits of traditional games, the relationship between traditional games and	10 – 17	8
	Community Leaders	History of traditional games, philosophy of sports in traditional games	18 – 25	8
Amount				25

RESULTS AND DISCUSSION

The followings are some identifications from the data of the study results: First, traditional games use or utilize tools or facilities in the surrounding environment without having to buy them. So the children need high imagination and creativity to play games. Many game tools are made or used from plants, soil, tile (*genteng*), stone, or sand. Specifically, a dakon game uses stones, sapodilla (*sawo*) seeds, snake fruit (*salak*) seeds, shells, gravels, etc.

Second, the dominant traditional games involve relatively many players. So, it is not surprising that we see almost every traditional game played by many children. Besides the enjoyment factor,

because the children are with many friends, this game also has the aim of further training the interaction skills between players (developing interpersonal potential), such as hide and seek, *congklak*, and *gobak sodor*. The other games that are often played included *mandahan*, *ular naga*, marbles, *engklekan*, jumping rope, *cublak-cublak suweng*, stilts (*egrang*), *jamuran*, *benteng*, and *gobak sodor*.

Table 2. Research Results Notes

Variable	Subject	Indicator	Research Notes
Sports values in children's play activities	Children	Type of game, moves performed	From the results of interviews, observations and documentation got results related to indicators, namely: the game used or utilized tools or facilities in the surrounding environment, the types of games that were often played included <i>mandahan</i> , <i>ular naga</i> , marbles, <i>engklekan</i> , <i>congklak</i> , and jumping ropes, <i>cublak-cublak suweng</i> , stilts, <i>jamuran</i> , <i>bentengan</i> , <i>gobak sodor</i>
		Benefits of traditional games	Could train children to socialize with others, cooperate with team members, accept defeat and admit victory
	Public figures	Philosophy of sports values in traditional games	Traditional games possess noble values and certain moral messages such as the values of togetherness, honesty, responsibility, an open-minded attitude (if you lose), motivation for achievement, and obeying the rules.

Third, traditional games contain the wisdom values and moral values, such as the value of togetherness, honesty, responsibility, patience (if you lose), encouragement for achievement, and obeying the rules. All that could be obtained if the player really lives, enjoys, and understands the meaning of the game.

Fourth, many other benefits that can be taken from traditional games, for instance, socialization of children with others will get better. In starting and doing group games, they have to determine strategies, accept defeats, and recognize the victory of other groups, as well as communicate and cooperate with team members (such as in *engklek*, *congklak*, jumping rope, *encrak/entrengan*, *bola bekel* and others).

The world of children is the world of play. Through this traditional game, children are trained to develop skills and solve problems by trying various ways, by planning something, choosing, and determining the most appropriate way (Subekti et al., 2020). Playing can also help children's development intellectually, socially, and physically (Devrizal et al., 2019).

Play is an intrinsic motivation from within the child. In addition to being physically healthy, playing actively in traditional games can also train children to socialize with the surrounding community, know how to tolerate, help each other, appreciate others, and so on (Mudzakir, 2020).

Traditional games that are quite diverse in Indonesia need to be explored and developed because they contain wisdom values, such as honesty, sportsmanship, persistence, and cooperation (Dwijayanthi, 2020). By practicing traditional games, children can train their concentration, knowledge, attitude, skills, and dexterity (Huda, 2018). To illustrate, traditional games can develop several aspects, including moral, spiritual, social, language, and motor function development (Nugrahastuti et al., 2012). There are several forms of traditional games that can be found in Banjarnegara, namely: *mandahan*, *ular naga*, marbles, *engklekan*, *congklak*, jumping rope, *cublak-cublak suweng*, stilts (*egrang*), *jamuran*, *benteng*, and *gobak sodor*.

CONCLUSION

The game will not only affect the development of children, but can also shape the characteristics of children in the future. Our role is to take part in preserving and introducing traditional games to

today's generation of Indonesian children so that they are not inferior to modern technology games. Playing, moving, and exploring the potential of children are necessary for the child development. The more choices of games and opportunities for children to actively play and explore, the richer the children will be with their experience. In principle, children must continue to move and must play actively so that all aspects of their development can develop optimally.

From the results of the study, the sport values in traditional games include cooperation, sportsmanship, honesty, struggling power, how to achieve victory, how to accept a defeat, self-esteem, trust, honesty, and self-confidence. Besides being healthy for the body, traditional games can also train children to socialize with the surrounding community, know how to tolerate, help each other, and work together. There are several forms of traditional games that can be found in Banjarnegara, including *mandahan*, *ular naga*, marbles, *engklekan*, *congklak*, jumping rope, *cublak-cublak suweng*, stilts (*egrang*), *jamuran*, *benteng*, and *gobak sodor*.

REFERENCE

- Adi, B. S., Sudaryanti, S., & Muthmainah, M. (2020). Implementasi permainan tradisional dalam pembelajaran anak usia dini sebagai pembentuk karakter bangsa. *Jurnal Pendidikan Anak*, 9(1), 33–39. <https://doi.org/10.21831/jpa.v9i1.31375>
- Apriliawati, andika tiyas, & Hartoto, S. (2016). Penerapan Permainan Tradisional Dalam Pembelajaran Pendidikan. *Jurnal Pendidikan Olahraga Dan Kesehatan*, 4(1), 522–528.
- Aqobah, Q. J., Ali, M., Decheline, G., & Raharja, A. T. (2020). Penanaman Perilaku Kerjasama Anak Usia Dini melalui Permainan Tradisional. *Jurnal Eksistensi Pendidikan Luar Sekolah*, 5(2), 134–142.
- Artobatama, I. (2019). Pembelajaran Stem Berbasis Outbound Permainan Tradisional. *Indonesian Journal of Primary Education*, 2(2), 40. <https://doi.org/10.17509/ijpe.v2i2.15099>
- Danu Iksan, Sahputra Rachmat, W. (2013). Upaya Meningkatkan Teknik Dasar Passing Pada Futsal Dengan Metode Permainan Tradisional Kucing Bola Untuk Siswa Kelas Xi Ips Sma Muhammadiyah Nanga Pinoh. *Jurnal Pendidikan Jasmani Kesehatan Dan Rekreasi*, 1(1), 59–63.
- Devrizal, Rini, R., & Fatmawati, N. (2019). Per-

- mainan Tradisional Meningkatkan Kemampuan Motorik Kasar Anak di PAUD Cahaya Kartini Bandar Lampung. *JPA - Jurnal Pendidikan Anak*, 5(2), 1–10.
- Dwijayanthi, N. M. A. (2020). Revitalisasi Permainan Tradisional Bali Sebagai Pengembangan Karakter Anak Usia Dini. *Widya Kumara Jurnal Pendidikan Anak Usia Dini*, 1(1), 89–97.
- Hanief, Y. N., & Sugito, S. (2015). Membentuk Gerak Dasar Pada Siswa Sekolah Dasar Melalui Permainan Tradisional. *Jurnal SPOR-TIF : Jurnal Penelitian Pembelajaran*, 1(1), 60–73. https://doi.org/10.29407/js_unpgr.v1i1.575
- Hayati, H. S., Myrnawati, C., & Asmawi, M. (2017). Effect of traditional games, learning motivation and learning style on childhoods gross motor skills. *International Journal of Education and Research*, 5(7), 53–66.
- Huda, W. N. (2018). Pembentukan Karakter Pada Siswa Sekolah Dasar Melalui Permainan Tradisional. In *Prosiding Seminar Nasional "Penguatan Pendidikan Karakter Pada Siswa dalam Menghadapi Tantangan Global* (pp. 243–247).
- Iwandana, D. T., Sugiyanto, & Hidayatullah, M. F. (2018). Traditional Games to Form Children's Characters In Dieng Plateau Banjarnegara Central Java Indonesia. *Journal of Education, Health and Sport*, 8(11), 407–415.
- Kamaludin, Ngadiman, Festiawan, R., Kusuma, I. J., & Febriani, A. R. (2020). Pengembangan Permainan Pecah Piring Sintren : Pemanfaatan Olahraga Tradisional Pada Pembelajaran untuk Meningkatkan Kemampuan Motorik Kasar Anak. *TEGAR: Journal of Teaching Physical Education in Elementary School* *Journal of Teaching Physical Education in Elementary School*, 3(5), 37–45.
- Lingling, L. U. W., Rusmana, R., Komarudin, D., & Gunawan, G. (2019). Peran Permainan Olahraga Tradisional Hadang Terhadap Tingkat Kebugaran Jasmani Siswa. *JURNAL SEGAR*, 58(12), 7250–7257.
- Martínez-Santos, R., Founaud, M. P., Aracama, A., & Oiarbide, A. (2020). Sports Teaching, Traditional Games, and Understanding in Physical Education: A Tale of Two Stories. *Frontiers in Psychology*, 11(1), 21–29. <https://doi.org/10.3389/fpsyg.2020.581721>
- Mudzakir, D. O. (2020). Pengaruh Permainan Olahraga Tradisional Penjas Di Sekolah Dasar. *Jurnal Pendidikan Jasmani Kesehatan Dan Rekreasi*, 10(1), 44–49.
- Nugrahastuti, E., Puspitaningtyas, E., & Puspitasari, M. (2012). Nilai-Nilai Karakter Pada Permainan Tradisional. In *Prosiding Seminar Nasional Inovasi Pendidikan Inovasi Pembelajaran Berbasis Karakter dalam Menghadapi Masyarakat Ekonomi ASEAN* (pp. 243–247).
- Nurdiansyah, D. (2018). Pengaruh Permainan Tradisional Hadang Terhadap Agility. *JUARA : Jurnal Olahraga*, 3(2), 77. <https://doi.org/10.33222/juara.v3i2.238>
- Saputra, N. E., & Ekawati, Y. N. (2017). Permainan Tradisional Meningkatkan Kemampuan Dasar Anak. *Jurnal Psikologi Jambi*, 2(2), 48–53.
- Subekti, N., Juhrocin, J., & Mulyadi, A. (2020). Permainan Tradisional Dalam Pembelajaran Pendidikan Jasmani untuk Meningkatkan Kebugaran dan Motivasi Belajar. *Journal of Sport Coaching and Physical Education*, 5(1), 55–62. <https://doi.org/10.15294/jsce.v5i1.38560>
- Supeni, S., Ersta, L., Handini, O., & Yusuf. (2020). Moral values of the javanese traditional game songs to strengthen character education at elementary schools in Surakarta. *International Journal of Innovation, Creativity and Change*, 12(11), 57–70.
- Suprayitno. (2014). Peran Permainan Tradisional dalam Membantu Pertumbuhan dan Perkembangan Gerak Anak Secara menyeluruh. *Jurnal Ilmu Keolahragaan*, 13(2), 7–15.
- Syahputra, R., Saifuddin, S., & Ifwandi, I. (2017). Pengaruh Latihan Olahraga Hadang Terhadap Peningkatan Kebugaran Jasmani Pada Siswa Kelas V SD Negeri 1 Pagar Air. *Jurnal Ilmiah Mahasiswa Pendidikan Jasmani, Kesehatan Dan Rekreasi*, 3(3), 210–217.
- Widodo, P., & Lumintuarso, R. (2017). Pengembangan model permainan tradisional untuk membangun karakter pada siswa SD kelas atas. *Jurnal Keolahragaan*, 5(2), 183. <https://doi.org/10.21831/jk.v5i2.7215>
- Witasari, O., & Wiyani, N. A. (2020). Permainan Tradisional untuk Membentuk Karakter Anak Usia Dini. *JECED : Journal of Early Childhood Education and Development*, 2(1), 52–63. <https://doi.org/10.15642/jeced.v2i1.567>