

FOLK GAME AS AN ALTERNATIVE MODEL OF CREATIVE HISTORY LEARNING

YENI KURNIAWATI SUMANTRI

Department of History Education, FPIPS UPI

yeni.kurniawati@upi.edu

IING YULIANTI

Department of History Education, FPIPS UPI

iing.yulianti@upi.edu

Abstract

The development of edutainment-based historical learning models based on folk games is aimed to obtain a creative model that is implemented in the learning process in the classroom. This is based on the importance of the development of history teacher creativity in creating a fun learning which can facilitate the achievement of students' competencies. This paper seeks to examine and describe the edutainment-based History learning innovations carried out in secondary education schools. The study focused on observing the achievement of competencies expected in the curriculum through edutainment-based learning that is based on folk games. The competence of student achievement is not only based on cognitive abilities, but also the development of applicative skills. Through classroom action research, it is expected to obtain an educational model for senior secondary education that is able to develop creative and innovative historical learning.

Keywords: Edutainment Learning Model, Folk Game, Creative History Learning

INTRODUCTION

History learning is a subject that examines a variety of events in the past. This subject is very important in shaping the national character of students. According to Widja (1989, p.7) history as the basis for the development of national identity is one of the main capital in nation building, today and in the future. This is considered important

to foster the spirit of nationalism among the younger generation, as it emergences of awareness from history.

Historical awareness is built in the process of learning history. This process is not only a tool of instilling and understanding the past and its connection to our current time, but also fostering the development of the national community and the patriotism, pride as a nation, also emphasizing activities that can provide experience to foster a sense of nationhood and love for universal humanity.

At this time, learning history is considered as a boring lesson. This appears in the paradigm of students because in its implementation of learning history only tells stories, without honing their imagination. Students only listen, take notes and memorize the material. This happens because of the lack of use of media and varied methods in the classroom. History learning should prioritize imagination as a means to facilitate students in understanding historical events. Historical lessons for students will be interesting if it is packed with learning that is fun and can build students' imaginations. However, in reality the teacher still has difficulty in developing interesting learning and building student imagination.

The problems that arise in learning history need to be overcome by applying interesting teaching methods so that students can imagine and reconstruct a historical event. In this regard the researchers focused this study by using an edutainment model to develop students' historical imagination abilities in the process of learning history. The development of the edutainment model in question was developed from various folk games that developed in Indonesian society. Especially the game which is usually held on the celebration of the Republic of Indonesia's Independence Day. The development of edutainment based on folk games is expected to be an alternative in the development of creative history learning.

TRADITIONAL GAMES BASED ON INDONESIAN INDEPENDENCE CELEBRATION

Traditional games are nothing but activities that are governed by a game rule that is inherited from the previous generation by humans (children) with the aim of getting joy. Play activities carried out by children since ancient times with certain rules in order to obtain

excitement. Play is learning for children, because through playing, children can improve their abilities and develop themselves.

Traditional games that have been born for thousands of years are the result of ancient human cultural processes that are still thick with the values of local wisdom. Although it is very old, it turns out that traditional games have a very humane educational role for the learning process of an individual, especially children. It is said so, because naturally traditional games are able to stimulate various aspects of the child's development aspects, namely: motor, cognitive, emotion, language, social, spiritual, ecological, and moral values. Thus, the traditional game even though the name of the game differs between regions, but has similarities or similarities in how to play.

Misbach (2006), traditional games in the archipelago can stimulate various aspects of child development, such as:

1. Motor aspects : Train endurance, flexibility, sensorimotor, gross motor, and fine motor.
2. Cognitive aspects : Developing imagination, creativity, problem solving, strategy, anticipatory, contextual understanding.
3. Emotional aspects : Emotional catharsis, hone empathy, self-control
4. Language aspects : Understanding of value concepts
5. Social aspects : Establish relationships, collaborations, train social maturity with peers and lay the foundation to practice socialization skills practicing roles with older people / communities.
6. Spiritual aspects : Realizing connectedness with something that is Supreme (transcendental).
7. Ecological aspects : Understand the wise use of natural elements around.

8. Value / moral aspects : Living the moral values passed down from the older to the younger generation.

Traditional games that have been examined by the author are traditional games that are held in celebration of Indonesian independence. Each country has different ways and traditions to commemorate its independence day. However, commemoration of Independence Day will represent the cultural value that developed in his country. Likewise, also with the celebration of independence in Indonesia, which is marked by a public party in the form of a carnival in the form of a procession and various kinds of competitions held which all contain certain cultural values.

There are no sources of records that clearly show us when the commemoration of the tradition of independence in Indonesia began. Historians estimate that the commemoration of independence in the form of competitions and carnivals began to emerge in the 1950s. This is possible because the condition of the Indonesian people is quite stable. The period 1945 to 1950 was the period of the independence revolution where Indonesia was still confronted with physical struggle and diplomacy in gaining recognition of the sovereignty of the international world especially the Dutch who still wanted to colonize Indonesia. The new Dutch gave recognition of sovereignty through agreement at the Round Table conference held in 1949. Thus the 1950s were the years when the Indonesian people began to truly be free from Dutch colonial rule. So it is very rational if the tradition of celebrating Independence Day starts in the 1950s.

Independence Day commemoration activities are activities that come from community initiatives. Thus the financing aspects also come from non-governmental organizations. The people themselves gave rise to the contests since the 5th anniversary of the Republic of Indonesia's Independence. The people at that time were very enthusiastic to enliven the celebration of the Independence Day of the Republic of Indonesia which was successfully fought for in a fun way. So that the celebration of independence is considered as a reflection of the spirit of nationalism and patriotism that has been shown by the national heroes. Likewise, the games that were held on the anniversary of Indonesia's independence were often seen as a reflection of the struggle of the nation's heroes in gaining independence.

Games or competitions held at the commemoration of Indonesian independence do show cultural symbols. It only needs to be traced back whether the game has relevance to the spirit of nationalism and patriotism. The following is the author's search based on research that has been published in the ISSEH proceeding (Kurniawati & Yulianti, 2018) on several competitions and carnivals held at the celebration of Indonesia's independence, as follows:

1. Sack race competition

Sack race competition reminds the people of Indonesia when Japan was having a hard time. When Indonesia was colonized by Japan, the majority of the people at that time were jute sacks. During the Japanese occupation, Indonesians were so poor that they could not afford to buy clothing. Burlap sacks are used instead. The meaning of this sack race is in the midst of difficult conditions, but we still need to be able to keep fighting to the finish line, namely independence from invaders.

2. *Enggrang* Contest

The competition has the meaning of insulting or mocking Dutch colonialism whose body height (tall). They play *engrang* to mock tall people (Dutch).

3. Crackers Eating Competition

The symbol of concern about the condition of the Indonesian people during the colonial era was also shown through the cracker eating competition which was used as a symbol of food. The contestants' hands were tied while trying to eat hanging crackers, illustrating the difficulty of food during the colonial period.

4. Tug-of-war competition

The tug of war contest is estimated to have existed during the Dutch colonial period and even this game was continued in the Japanese period. This game is held as a means of entertainment performed in mining areas. Nevertheless, tug of war also holds its own philosophy. This race is not just a power struggle. Without a compact team, victory is difficult to achieve. Tug of war teaches about mutual cooperation, togetherness, and solidarity.

5. Pinang Climbing Competition

Betel nut has been seen in pictures of the Dutch colonial period. Djawa Baroe's birthday - just as the Japanese arrived in March 1942 - was also celebrated with contests such as heavy drag or horse

racing. This competition is usually done since the Dutch occupation. In the past, areca climbing was held as entertainment during important Dutch celebrations on Indonesian soil, weddings, for example. At that time the natives also competed to get a prize that was hung on the pinnacle tree. Participants were indigenous people who fought for 'luxury goods' at that time, usually foodstuffs such as cheese, sugar, and shirt clothes. When the natives struggled to win the prize, the Dutch people watched while laughing. The procedures for this game have not changed long ago. You can imagine how the conditions of the Indonesian people during the colonial period. While most Indonesians went to great lengths to survive, the Dutch Colonialists lived happily.

6. Carnival or pageantry

The carnival celebration in Indonesia is identical to the birthday of Indonesia which falls on August 17th. Every year, in busy areas holding carnival celebrations, as an effort to commemorate the services and struggles of the heroes to achieve independence. With various expressions and skills during the carnival, the Indonesian people tried to show sympathy and form of gratitude to the heroes of independence. It is not yet known exactly when the carnival celebration was first part of the August 17 event. But until now, the carnival continues to be awaiting the majority of the Indonesian nation when it welcomes the anniversary of independence, of course, along with various other traditional competitions.

LEARNING DEVELOPMENT BASED ON TRADITIONAL GAMES

History is one of the subjects that is applied in schools ranging from elementary to upper levels. The aim is none other than each student who can recognize the identity of his own people. By studying history, he can learn many things ranging from how these events can occur to the values contained in each historical event that has occurred. But in fact, the teacher in providing historical subjects often only focuses on cognitive aspects or understanding only. In addition, students more often feel bored when studying history. Because teachers who are accustomed to using lecture and discussion methods are considered less lively in the learning process. As a result, students do not pay attention to the teacher and history lessons are often considered boring

lessons because they only listen to the teacher tell stories and students are asked to memorize when and how the event occurred.

The teacher has a large role in creating active and conducive learning activities. Therefore, teachers should be able to use all means to improve learning activities that are considered always monotonous. One method that can be used by teachers to improve these conditions is by applying game methods. Because the elements contained in the game one of them is happy and not accompanied by pressure so that students will prefer things that are fun. According to Ismail A (2006, p. 119) the game method is a fun activity and is an educational tool or tool that can be useful in developing oneself completely. This means that educational games are a form of educational activities carried out using educational methods or tools that are educational in developing oneself completely. In addition, the game is not only used to find pleasure, but this game can be applied as a learning method that can later create an educational and fun learning process. Rahmawati and Mujib (2011, p. 31) explained that the main key to a game can be said to be educative is if the game has a use value, effectiveness, and efficiency that directs the process of educating positively.

According to Eko Susanto (2009, p. 19) games in terms of games mean. In mentoring activities, games usually function as a warming up (warming up), relieving boredom in exhausting material, supporting mentoring participants to be more active and responding, and there are still many strategic functions of a game even though the form is very simple. Learning through games can be seen from the form of the game, whether the game is individual, solitary or cooperative. In the process, the player is carried away in the atmosphere of the game so that he used to feel, experience and appreciate everything that happens in the game. The development of a game atmosphere conducive to learning needs to be considered further because the game is a real phenomenon / phenomenon that is focused on the development of the atmosphere. The urge to play is an impetus to appreciate the atmosphere of play. The purpose of a child's play is not intended for certain achievements, but he plays to enjoy the atmosphere of the game (Kartono, 1990).

Many different types of traditional games developed in Indonesia. One of the games that was developed in this study is a game that is usually played in celebrating Indonesia's independence anniversary. These games can be played individually and also in groups. In this

context, the game developed in this study focuses on activities that occur indoors. So we chose one type of game, the game of climbing areca nut. The principle of the game of areca climbing was adopted from the game of snakes and ladders. Why the snake and ladder game? Because the principle developed in the areca climbing competition uses a principle similar to snakes and ladders, namely the opportunity to go up or down. If the group / team can answer or challenge, then it can be continued to move, if you get a box with the symbol going up, it will continue to move forward. But on the contrary if faced with a sign down box then he must start from a lower point or even from the beginning. This is exactly the same as the pinnag climbing game. So we modified this game of areca climbing with the snake and ladder game.

Snakes and ladders game is one of the games that can eliminate boredom during the learning process. Snakes and ladders game is a game played by two or more people. In the snake ladder game there are small boxes and some boxes have a number of ladders and snakes that connect with other boxes. This game can be used for all subjects and all grade levels, because in it only contains various forms of questions that must be answered by students through the game in accordance with class levels and certain subjects.

Snakes and ladders game can be used as a fun learning for students and can increase the learning activities of students according to (Suyadi, 2009 p. 36) play while learning is involving the activeness of students in learning because through the game invites every student to try things that are new and through this learning can also explore the creativity of students in learning. So, the learning process that is packaged in the form of games methods can attract students' interest during the learning process. Students will tend to be interested in paying attention to the delivery delivered by the teacher in the delivery of material, increasing the concentration of students because in the snake ladder game is not only a game that answers the question then get a turn to progress to the finish line but in the snake ladder game there are variations that make the snake game ladder more challenges faced by students. In this case, the teacher acts as a facilitator for students. Students who are active in the snake and ladder game can find out for themselves the concepts of the material being studied. Snakes and ladders game in learning must be adapted to the material being studied so that students are more active and motivated in the learning

process. According to Arief S. Sadiman (2011, pp. 78-80) in the game has several advantages, as stated below:

- a. Games are something fun to do and something entertaining.
- b. The game allows the active participation of students to learn.
- c. The game can provide immediate feedback.
- d. The game is flexible.
- e. The game can be easily created and reproduced.

Snakes and ladders game also has weaknesses in the process of the game but in the game of snakes and ladders in learning must be in accordance with the learning objectives. According to Arief S. Sadiman (2011, pp. 80-81). The game has several weaknesses, namely:

- a. Because too fun or because they do not know the rules or techniques of implementing the game.
- b. In simulating a game situation, it tends to over-simplify its social context so that it is not impossible for students to actually get the wrong impression.
- c. Most games only involve a few students even though the involvement of all students as learning citizens.

According to Rahman Faizal (2012) there are some rules in the use of snakes and ladders games, namely:

- a. All players start the game starting from square number 1.
- b. There are several numbers of snakes and ladders in certain plots on the game board.
- c. There are two dice and several pieces. The number of pieces used is in accordance with the number of players.
- d. Snake lengths and stairs vary; some are long or short.
- e. At his turn, the player rolls the dice and can advance a few slots according to the number of the dice.
- f. If the player's piece ends on a plot containing the ladder, then the piece has the right to advance several plots to the plot designated by the top of the ladder.
- g. If the player's piece ends at a plot containing the snake's tail, the piece must go down or back down on the plot indicated by the snake's head.
- h. The winner of this game is the player who first made it to the finish box.

Based on the description above, the game of snakes and ladders is the interaction between players through the board game of

snakes and ladders using pawns and dice in accordance with predetermined rules, answering questions that have been prepared by the teacher to be thrown to each group, providing challenges in the game of snakes stairs to see cooperation from each group in following the games that have been prepared, then see the activities of students when learning and playing take place, and in practice the teacher prepares carefully to achieve certain learning goals.

According to Hamalik (in Arsyad, 2007, p. 9) that "the use of instructional media in the teaching and learning process can generate motivation and stimulus for learning activities". The selection of media must also be considered by students, that the process of making learning media must be adjusted to the mindset of students so that the learning process does not overwhelm students, facilitate the learning process takes place and can increase the learning activities of students during the learning process. Therefore, the ladder snake media developed by researchers in improving student learning activities through edutainment models namely:

- a. In the first cycle, the snake ladder banner game consists of 16 boxes, three ladders and four shotguns.
- b. If pawns step on the ladder, the pawn is required to sing songs with the movement "up and down to the finish line" while when stepping on the rifle it is required to sing songs with the movement "back and forth, step back, step back".
- c. In the second cycle, the snake ladder banner game consists of 49 boxes, four ladders, three snakes, and three boxes marked exclamation.
- d. If the piece stepped on a ladder or snake, then it remains the same rules as the first cycle that is singing a predetermined song as in the first cycle by using movements.
- e. Then, before answering the questions given the researchers added challenges in the form of puzzle games. If successful in preparing the puzzle, the winning group will be able to answer the questions that have been read and the representative of the pieces can roll the dice to advance to the finish line.
- f. If the piece stepped on the box marked exclamation in the second cycle then the piece is required to choose one of the

coded papers a, b, c, d in which can be a question or sing a folk song.

- g. In the third cycle, the snake ladder banner game is still 49 boxes but there is a change in the box marked exclamation.
- h. If the piece stepped on the box marked exclamation in the third cycle then the piece will get the lottery that has been prepared, the contents of the lottery can make a three-step pawn forward or download three steps.
- i. Then, before answering the questions given in the third cycle the researchers added challenges in the form of a guessing game. If there is a group that quickly answers the clue that has been presented and the group succeeds in answering guessing pictures that have been prepared, then the group can answer the questions that have been read and the pieces can roll the dice to advance to the finish line.
- j. After successfully answering the questions that have been read, the pawns can roll the dice to be able to advance to the finish line.

The learning steps are as follows:

Table 1.
The Coherences between Edutainment Model and Snakes and Ladders Game

Edutainment Model using Snakes and Ladders Game	
Teacher	student
The teacher divides students into four large groups, each group consisting of 7-8 students.	Students gather with their respective groups
The teacher explains the technical game of snakes and ladders to each group.	Students pay attention to the explanation of the rules of the snake and ladder game delivered by the teacher
The teacher will give questions to two students and answer questions to two students to read to all groups	One student from each group representative comes forward to get the role prepared by the teacher

The teacher tells all groups to pay attention to the questions read by their peers	Students will read the questions that have been made by the teacher and each entire group pay attention to the questions read by his friends
The teacher sees and points to the group who first raises their hands and can answer questions that have been read by their friends	Each group prepares to raise their hands first to be able to answer questions raised by their friends
The teacher will confirm in advance to the representative of the group that holds the answer key to the question, whether the answer mentioned is true or false	If one of the groups has been chosen by the teacher to answer a question that has been read by his friend, the group representative answers the question and if the answer is correct then the pawn representative can move forward by throwing the dice prepared by the teacher if wrong then the question will be thrown to the other group with fighting system
If one of the pawns steps on a "ladder" or "snake" then the teacher will instruct the pawn with the group to sing a song while moving the limbs prepared by the teacher to "go up to the finish line" and that is "back and forth, Step back! Step down! "	If the answer is correct then the group is welcome to roll the dice and the pawn can advance according to the numbers obtained from throwing the dice
The teacher will give a challenge to the whole group if you get a box marked exclamation	Pawn will draw the lottery that has been prepared by the teacher. If you get a folk song, the pawn will lead the song while dancing with his group colleagues. And a lottery that contains a bonus to go three

	steps forward or step back three steps forward.
The teacher prepares a puzzle game and guesses the picture before answering the questions that have been read	Each group will get a puzzle piece, then the group arranges the puzzle pieces intact and can answer questions that have been read. In the guessing game the picture will be given to each group scrambling by answering one clue first, if the group is correct in answering the first clue then the group has the right to continue to answer the next clue until it is correct and has the right to answer questions about the matter read
After finishing playing snakes and ladders. The teacher will ask one of the students to conclude today's lesson with the snakes and ladders game and provide a worksheet that must be filled out by each group	Students are invited to present the conclusions of today's learning and each group fills in the worksheets given by the teacher.

CONCLUSION

The use of traditional games as the development of learning practices is a creative innovation that can be applied by educators to develop character and cultural values in education in schools. Utilization of traditional games, applied in 3 aspects, namely the delivery of subjects, school culture and personal development programs. Through the use of traditional games as a learning medium, it is hoped that the character of the nation's children will be better built, while preserving the nation's culture. Character values embedded in children such as cooperation, togetherness, creativity, responsibility, democracy, confidence, commitment, and so on. So that through this traditional game the soul and character of students can develop properly. At the same time, it can also develop a learning process that is fun and creative.

REFERENCES

- Arsyad, A. (2007). *Media Pembelajaran*. Jakarta: PT Grafindo Persada.
- Faizal, Rahman. (2012). *Permainan Ular Tangga. Makalah Politeknik*. Bandung: Tidak diterbitkan.
- Kartono, K. (1990). *Psikologi Anak: Psikologi Perkembangan*. Bandung: Mandar Maju.
- Kurniawati, Yeni & Yulianti, Ing. (2018). Measuring Patriotism and Nationalism of People' Commemoration on 17th's of August. Proceedings of the International Symposium on Social Sciences Education and Humanities (ISSEH 2018)
- Rachmawati, A. (2010). *Penerapan Media Video Dokumenter Untuk Meningkatkan Pemahaman Kesejarahan Siswa Dalam Pembelajaran Sejarah (Penelitian Tindakan Kelas Pada Siswa Kelas XI IPS 2 SMAN 13 Bandung)*. (Skripsi). Bandung: Universitas Pendidikan Indonesia
- Sadiman, A. S. (2011). *Media Pendidikan: Pengertian, Pengembangan dan Pemanfaatannya*. Jakarta: PT Raja GrafindoPersada
- Susanto, Eko. (2009) *60 Games Untuk Mengajar. Pembuka dan Penutup Kelas*. Yogyakarta: Lumbung Kita.
- Suyadi. (2009). *Permainan Edukatif yang Mencerdaskan*. Yogyakarta: Power Books
- Widja, I G. (1989). *Dasar-dasar pengembangan strategi serta metode pengajaran sejarah*. Jakarta: Depdikbud.