

TRADITIONAL GAMES AS AN EFFORT OF IMPLEMENTING MULTICULTURAL EDUCATION FOR PRIMARY SCHOOL STUDENT

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Abstract

This study aims to examine the internalization of multicultural education values for children at the primary schools through traditional games. This is motivated by the diversity of cultures, races, languages and religions in Indonesia. Traditional children's games or “*dolanan anak*” is one of the nation's cultural assets that should be preserved. The games not only provide value for recreation or pleasure it also contains element of cultural values that are identical to multicultural education. These values are cultural heritage, which is full of the meaning of goodness and is useful in developing community life among the children. This article is a study literature that describes the traditional games as an attempt to integrate the values of multicultural education and social capital of the games in internalizing it. This importance is given to children or students of primary schools age so they can understand the diversity of national cultures better and earlier as a medium to foster tolerance and respect in their living environment and the external environment that has a cultural diversity.

Keywords: Traditional games, Multicultural education, Primary school

INTRODUCTION

Childhood is often identified with the world of the play, a stage of great fun for children. Through play activities, a socialization process will be formed early on. Because in children's play activities learn to recognize cultural values and social norms that are reflected in each activity, rules that are needed as a guide for social interaction by the social roles they will later do. Through indirect play activities, children

can shape their mindset and personality (Andriani, 2014). Every child is unique, expressing his behavior which is relatively spontaneous, active and energetic, egocentric, strong curiosity, passionate about many things, explorative and adventurous, rich in fantasy, easily frustrated, and has short attention. Childhood is a potential learning period. Many games have been implemented by educators in the application of children's learning processes in Primary Schools. According to Lestarinigrum (2016) games refer to the development of six aspects (6 aspects), are religious and moral values, social-emotional, cognitive, language, physical motor, and art.

Traditional children's games or so-called "*dolanan anak*" is one of the national cultural assets that must be preserved (Purwaningsih, 2006). The purpose of preservation is to keep the traditional games of children alive, and it will be even better if traditional children's games can develop. This means that the traditional game of children will remain alive in society as a hereditary inheritance that is a condition of the philosophical values contained in it, as well as an effort to make the game not static, but can develop according to the times. The loss of traditional children's games in addition to the influence of globalization is also caused by several factors, are historical factors, policy factors in formal education, factors in the loss of infrastructure, and the urgency of traditional games with more modern games. Children today are more familiar with modern games because they are more interesting and challenging. Although modern games can stimulate children's cognitive abilities, this traditional shift to the modern is feared, it can foster an individualist and apathetic attitude to children. While education does not only prioritize cognitive or academic but in education, it is also expected to be able to apply attitudes about values of diversity, tolerance in understanding and respecting the existence of diverse cultures of culture, religion and diversity of languages.

The Indonesian nation is a nation rich in various cultures, races, languages and religions. In life, humans cannot be clean from the differences that exist, both between individuals and between social groups. From an early age, a child must be brave and able to face differences in social life in the community. Child capital to overcome this difference is social life skill (Lawhon, 2000). Social life skills, as part of life skills, are the basic capital to interact. The ability to cooperate with understanding, empathy and the ability to

communicate in two directions is part of a social life skill that is needed by someone in establishing a harmonious relationship.

Therefore, education is the main thing in delivering these values, especially if it starts from the age of the Primary Schools, it is hoped that it can be more meaningful for children in instilling the value of diversity. This concept of diversity is referred to as multicultural based education.

Multicultural education is education that pays attention to basic skills and knowledge for the citizens of the world, is important for all students penetrates all aspects of the education system, develops attitudes, knowledge and skills that enable students to work for social justice (Lestarinigrum, 2016). Look at the thinking reality about the importance of multicultural education, especially for the new generation or generation of Primary Schools age. Then the multicultural concept is not equated with the concept of ethnic diversity or ethnic culture which characterizes plural societies, because multicultural emphasizes culture in equality. The traditional game trying to raise cultural equality for the traditional game in every area even though they have different names, but the meaning and procedures of the game is one of those concepts have in common are adjusted to reflect the local culture and diversity.

Traditional games are also an alternative for educators in creative learning strategies that are applied in teaching and learning activities of children in Primary Schools. The implementation of education should be to organize education that provides the widest opportunity for students to grow and develop according to their potential, talents, interests. Traditional games are one of the cultural assets that have the characteristics of a nation's culture so that multicultural education can be formed through traditional games from an early age. When viewed from the various descriptions above the concept of the implementation of traditional games is an attempt to bring up the concept of multiculturalism in Primary Schools children, reappear traditional games that exist in the neighborhood where children live and explore the benefits and values contained in them.

Parekh (2010, p.6) suggests that multicultural education is not a pragmatic political doctrine, but rather a way of looking at human life. It can be said that the fundamental essence of multiculturalism is mutual understanding and mutual understanding among fellow

humans. The process for building understanding and understanding can be started from the creation of social cohesiveness and inclusion in the form of knowledge transfer by building effective communication with individuals and groups with different backgrounds through activities in traditional games. Therefore, traditional games are important as a vehicle to instill multicultural values contained in them. According to Murtiningsih (2012) multicultural education can be pursued through informal channels, the process of acquiring social experiences and social interactions carried out by someone such as activities and activities for children.

METHOD

This article is a literature research study using descriptive qualitative methods. The data used in this article is of secondary data from various literature such as books, proceedings and scientific periodical articles relating to multicultural education and education in Primary Schools. Data and information were analyzed using qualitative descriptive approach. The process of compiling articles done by identifying problems, analyzing the source of the problem, and then determine the problem-solving solution with the comparative study of the data used. The final stage of this paper is to close the discussion.

FINDING AND DISCUSSION

The discussion in this study consisted of four parts, are, traditional games, multicultural education, characteristics of Primary School students, forms of multicultural education in traditional games.

Traditional Game

Traditional games, according to Mulyani (2016, p.47) are a game of inheritance from ancestors that is mandatory and needs to be preserved because it contains local wisdom values. According to Marzoon, et. al, (2017, p.46) states that "the form of traditional games is an activity carried out voluntarily and creates pleasure for the perpetrators and is governed by rules of the game which are carried out based on hereditary traditions as a nation's inheritance". This is by the statement (Serhati, 2011, p.40) that "traditional games are games that are played from generation to generation that are of value to a

culture and are usually played using language and characteristics of a particular region".

Based on various opinions above, it can be concluded that traditional games are cultural results (creativity, taste and intention) by people who have grown and lived up to now, traditional games are voluntary relics carried out where the game is played using language and characteristics typical of certain regions or each of which must be preserved in order to strengthen the national identity and repertoire of Indonesian culture. Playing for children is an exciting thing, especially by using traditional games that have many benefits for children.

Benefits of traditional games according to Subagiyo (in Mulyani, 2016, p.49) include: (1) children become more creative; (2) can be used as therapy for children; (3) develop children's intellectual intelligence; (4) develop children's interpersonal emotional intelligence; (5) developing children's logical intelligence; (6) developing children's kinesthetic intelligence; (7) developing children's natural intelligence; (8) developing children's spatial intelligence; (9) developing children's musical intelligence; and (10) developing children's spiritual intelligence. Traditional games are usually the rules used are made directly and agreed upon by the players, with traditional games, children can explore the multicultural insight into the diverse knowledge that is in the game. Traditional games also introduce the concept of winning and losing so that when playing children will release their emotions and learn to respect each other. This is in line with the opinion of Yidiwinata (2014) that traditional games have several benefits for children, are social benefits, discipline benefits, and cultural benefits. Every form of activity in playing or playing for children has a positive value towards its development.

According to Lestarinigrum (2016) traditional games have elements of cultural values contained therein (1) the value of pleasure or joy; (2) the value of freedom; (3) feeling of friendship; (4) the value of democracy; (5) the value of leadership; (6) a sense of responsibility; (7) the value of togetherness and mutual assistance; (8) the value of compliance; (9) training competently in counting; and (10) the value of honesty and sportsmanship. Based on the opinion above, it can be concluded that traditional games have positive values that can be instilled in children. These values are cultural heritage, which is full of

the meaning of goodness and is useful in developing community life in children. Traditional games can also help children in establishing social relationships so that children can socialize with family, school, and community environments so that it can be interpreted indirectly as an internalization of multicultural education in traditional games. This is because traditional games are an Indonesian heritage that has a variety of forms and types that are born of the cultural values of each region. The form of traditional games has a wealth of values that can develop various aspects of a child's development. According to the results of Seriaty's research (2011, p.41) there are 57 traditional games in Central Java and Yogyakarta that have been identified and grouped into 3 game domains are: 1) song play; 2) motion or physical play; and 3) motion and song play (motion accompanied by songs). Following is the classification of traditional game groups in table 1.

Table 1. Classification of Traditional Games in Central Java and Yogyakarta

| No. | Game Group | Total | Name Game |
|-----|---------------------------|-------|--|
| 1. | Involving Songs | 7 | (1) <i>Gedang gepeng</i> ; (2) <i>Risirisan tela</i> ; (3) <i>Hanacaraka</i> ; (4) <i>Kubuk</i> ; (5) <i>Lir-ilir</i> ; ;(6) <i>Kursi Jebol</i> ; (7) <i>Sinten nunggang sepur</i> |
| 2. | Involving Motion | 18 | (1) <i>Balapan sempol</i> ; (2) <i>Gendiran</i> ; (3) <i>Pathon</i> ; (4) <i>Kuncingan</i> ; (5) <i>Kasti</i> ; (6) <i>Benthik</i> ; (7) <i>Sundamanda/engklek</i> ; (8) <i>Gamparan</i> ; (9) <i>Gobak sodor</i> ; (10) <i>Dakon</i> ; (11) <i>Lurah-lurahan</i> ; (12) <i>Jentungan/Dehlikan</i> ; (13) <i>Obar-abir</i> ; (14) <i>Simbar Suru</i> ; (15) <i>Tumbaran</i> ; (16) <i>Obrog Batu</i> ; (17) <i>Ambah-ambah lemah</i> ; (18) <i>Sobyung</i> . |
| 3. | Involving Motion and Song | 32 | (1) <i>Cungkup milang kondhe</i> ; (2) <i>Gula Ganti</i> ; (3) <i>Lepetan</i> ; (4) <i>Menthog-menthog</i> ; (5) <i>Buta-buta galak</i> ; (6) <i>Gotri</i> ; (7) <i>Kacang goreng</i> ; (8) <i>Sluku-sluku bathok</i> ; (9) <i>Siji loro telu</i> ; (10) <i>Cublak-cublak suweng</i> ; (11); |

Jamuran; (12) Gundhul-gundhul pacul; (13) Jaranan; (14) Baris rampak; (15) Uler keket; (16) Kidang talun; (17) Bedhekan; (18) Petak-petik; (19) Man Dhoblang; (20) Bangbang wus rahina; (21) Tuku Kluwih; (22) Pitik walik jambul; (23) Kupu kuwi; (24) Iwak emas; (25) Dhempo; (26) Bethet thing thong; (27) Blarak-blarak sempal; (28) Jo pra kanca; (29) Cah dolan; (30) Aku duwe pitik; (31) Kembang jagung; (32) Sepuran

Multicultural Education

Multicultural education consists of two terms, are education and multicultural. Education is interpreted as a process of developing attitudes and behaviors of individuals or groups of individuals to achieve maturity through teaching, training, process and educational methods (Hanum, 2010). The multicultural means a plurality of cultures or cultures of a nation. Whereas in terminology, multicultural education is defined as the process of developing human potential that respects plurality, diversity is a consequence of ethnic, religious, racial and class diversity (Mahfud, 2016, p.19).

Multicultural education can also be interpreted as a cultural diversity education or an education to foster children's attitudes in order to respect and appreciate cultural diversity (Sunarto, 2004). Azyumardi Azra (in Budimansyah and Suryadi, 2008, p.31) views that the formation of a multicultural society in a healthy Indonesia cannot be taken for granted or trial and error. It must be pursued systematically, programmatically, integrated and continuously. One important strategy is multicultural education that can take place in formal or informal education settings, directly or indirectly. Multicultural education is in line with the social facts that already exist in Indonesia, are Unity in Diversity.

Multiculturalism and Unity in Diversity share the same spirit, are: unity in diversity rather than uniformity in diversity. So, the necessity of planting multiculturalism values that are in line with Unity

in Diversity can be done through many things, including through formal, non-formal and informal education. Multicultural education is very important given to children or students with the hope that children can understand that in their environment and the environment on the outside, there is cultural diversity. The cultural diversity influences behavior, attitudes, human mindset, so that humans have ways (usage), habits (flok ways), rules (mores), even customs (customers) that are different from each other (Hanum, 2010).

Multicultural education is also an educational transformation to make people aware of the importance of understanding cultural relativism (Sunarto, 2004). According to Gorski (2010) there are three objectives of multicultural education, are eliminating discrimination in education, ensuring students can achieve academic achievement by their potential, and making students aware that they are part of the local, national, and world (cosmopolitan) community. According to James Banks (2002) there are four objectives of the multicultural movement, are: First "to help individuals gain greater self-understanding by viewing themselves from the perspective of other culture", "to provide student with ethnic, cultural alternatives", Third, "to reduce because of their unique racial, physical, and cultural characteristics ", fourth," to help students to master essential reading, writing, and math skills ".

Characteristics of Primary Schools Students

Primary School is the most basic level informal education in Indonesia. According to Haryono (2014, p.5) Primary Schools age is the age of children who end up from the age of 6 years to 12 years of age. According to Supriyadi (2008, p.80) explains that Primary Schools-age children have different characteristics with younger children, they prefer to play, love to move, like working in groups and like to feel or do something directly It can be concluded that the characteristics of students in Primary Schools in general, especially in the lower classes they prefer to move, play, try new things, like to work in groups and like to do things directly. Primary Schools age children are very easy to receive new knowledge taught by the teacher; in this case, students need to be given directions so that the potential possessed by students can develop widely. Not only that a teacher must play a role in the

development of learning because a teacher is modelling or example that will be emulated by students.

Hamalik (2002, p.144) explains that the emotional development of children aged 6-8 years, among others, children have been able to express reactions to others, have been able to control emotions, have been able to part with parents and have begun to learn about right and wrong. The development of Primary Schools children's intelligence is shown by their ability to do serialization, group objects, be interested in numbers and writing, increase vocabulary, enjoy talking, understand cause and effect and develop an understanding of space and time. The use of the environment will produce learning processes and outcomes that are more meaningful and valuable because students are faced with events and conditions that are, more factual, more meaningful, and the truth is more accountable.

Characteristics of Primary Schools age children are stages in the behavior of children who like to play, love to move, love to work in groups, and like to feel/do something directly. Therefore, teachers should develop learning that contains elements of the game, allowing students to move or move and work or study in groups, and provide opportunities for students to be directly involved in learning. Playing about education is a vehicle for learning in describing messages, atmosphere, developing knowledge and skills and is valuable for children to gain certain learning experiences.

According to Havighurst (1985) the task of developing Primary Schools age children is as follows: 1) mastering the physical skills needed in games and physical activity; 2) building a healthy life about oneself and the environment; 3) learning to get along and work in peer groups; 4) learning to carry out social roles according to gender; 5) developing basic skills in reading, writing and counting in order to be able to participate in society; 6) developing necessary life concepts in life; 7) developing conscience, morals, and values as behavioral guidelines; 8) achieving personal independence.

Multicultural Education in Traditional Games

Traditional games are one of the elements of national culture that are widely spread in various regions throughout Indonesia. Traditional games are mostly grouped, which are played by at least two children, using game tools that are relatively simple and easy to find,

and reflect the personality of the nation itself. Traditional games are the result of extracting from our own culture (Yidiwinata, 2014).

If we study more deeply, that the traditional game contains many elements of cultural values that are identical to multicultural education. The forms of cultural values contained in traditional games are often unthinkable to us, but, when we observe and feel, it turns out that in traditional games there are many elements of cultural values that are generally positive so that they can shape children's personality to be a generation a virtuous nation. Traditional children's games can train children to be able to master themselves, appreciate or acknowledge the strength of others, practice to get around or be right and wise (Saputra, 2017). Thus, traditional games have an important role in providing an understanding of multicultural education. This is important given to children of age or elementary school students with the hope that children can understand that national cultural diversity is a vehicle to foster tolerance and respect in the environment where they live as well as outside environments that have cultural diversity.

CONCLUSION

The diversity of Indonesian society that is different is the natural things that can be used as a cultural heritage. Multicultural education must be formed and instilled in a pluralistic society. The main purpose of multicultural education is to change the learning approach towards giving equal opportunities to every child. Differences in students who must be recognized in multicultural education include the ethnic and racial minority population, religious groups, sexes, economic conditions, regions/origins, physical and mental disabilities, age groups, etc. Characteristics of elementary school age children are stages in the behavior of children who like to play, love to move, love to work in groups, and like to feel/do something directly. Traditional games must be restored as Indonesian children's games. Traditional games not only provide recreational value or just have fun. More than that, traditional games also contain or contain elements of cultural values that are identical to multicultural education. Therefore, traditional games are important as a vehicle for children's games to integrate the values of multicultural education contained in them.

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