

Actualization of Cultural Playground Educational Game Tools as Strengthening Love for The Country in Early Children

Ida Yeni Rahmawati^{1,a)}, Hadi Cahyono^{2,b)}, Wahyudi^{3,c)}

Author Affiliations

^{1,2,3}*Universitas Muhammadiyah Ponorogo, Jalan Budi Utomo 10, Ponorogo, Indonesia, 63471*

Author Emails

^{a)} Corresponding author: idayenir@umpo.ac.id

^{b)} hadicahyono@umpo.ac.id

^{c)} wahyudi@umpo.ac.id

Abstract. Educational game tools (APE) are play equipment that contains education that is used to stimulate imagination in the child's development process. APE in this Indonesian culture-based playground can foster a sense of love for the Indonesian homeland in children from an early age. The purpose of this study is to describe and explain various APEs in cultural playgrounds as strengthening love for the homeland in early childhood. This research is a qualitative descriptive study. Data collection techniques using observation techniques, in-depth interviews, and documentation. The data analysis technique used is an interactive data analysis model by Miles and Huberman, namely data reduction, data presentation, and conclusion drawing. This research was conducted at the Taman Kanak-Kanak (TK) Pembina Ponorogo. The results of this study indicate that the TK Negeri Pembina Ponorogo requires APE based on Indonesian culture to strengthen the love for the homeland from an early age. Therefore, APE that is appropriate and supports cultural playgrounds as a strengthening of love for the Indonesian homeland "egrang", bekel ball, "congkak", jump rope, "engklek", "bakiak", "rangku alu", "cublak cublak suweng", and "gasing". The APE is a representative learning media to be introduced to children because in each game there are cultural values from various regions in Indonesia. Playground, in this case, is the right vehicle to introduce these various games because of course all these games are very fun when played together outside the classroom. Thus, the existence of APE in this cultural playground can support the implementation of a cultural playground that can foster a sense of love for the Indonesian homeland in children from an early age with fun methods and media.

KEYWORD: APE, PLAYGROUND, CULTURE, LOVE THE COUNTRY

INTRODUCTION

The world of children is beautiful and meaningful. Children are small humans who have certain characteristics that are unique and different from adults [1]. However, many people treat children not according to their level of development it interferes with their growth and development [2]. Education at the level of early childhood is very fundamental in the development and formation of the basic knowledge, attitudes, and skills in children. The success of the educational process at the basic level is the key to the success of education at the next level. The early childhood education institutions in question include Play Groups, Child Care Parks, and Kindergartens. These institutions have a very important role in the success of children as the nation's next generation

In the process of learning and teaching, teachers should have a good understanding of the material presented to children. Presentation of interesting material, able to attract children to learn the material presented by the teacher. The world of children is the world of play which is a phenomenon that has attracted the attention of educators, philosophers, and psychologists of the past [3]. In these play activities, it is necessary to inculcate important aspects so that children's growth and development are according to their level. In addition, the game has a role as a means of self-socialization

(children) in the community [4]. Playing is also a means to express active activities in achieving pleasure from activities that have been carried out by children [5]. Through play activities, children can build confidence and challenge themselves to interact with other children and be able to master personal, physical, intellectual, and social challenges [6]. Therefore, it is important to balance activities in the classroom and outside the classroom to create a learning process that is integrated with games in a fun way.

Educational game tools or APE are one interesting learning resource for early childhood. Educational game tools are tools that are specifically designed to help learning activities and can optimize children's development according to their age and level of development [7]. Through this APE children's growth and development will develop optimally [8]. The developmental aspects in question include cognitive aspects, affective aspects, and motor aspects. Each of these aspects can certainly be developed through relevant educational game stimuli. APE is a teaching aid designed to develop children's development that has educational value. The value of education is certainly very much [9]. This research focuses on the application of inculcating the values of love for the homeland in children, to create a superior generation that has a high spirit of nationalism.

One of the government's efforts in realizing a generation of superior character and nationalists is to implement strengthening character education (PPK) which has been integrated with the National Mental Revolution Movement (GNRM), namely in the aspect of changing the way of thinking, acting, and acting for the better [10]. Character education functions (1) to develop the basic potential to be kind, think well, and behave well; (2) to strengthen and build the behavior of a multicultural nation; (3) to improve the nation's civilization that is competitive in world relations. Character education aims to form a nation that is competitive, resilient, dynamically developed, and oriented to science and technology, all of which are imbued with faith and piety to God Almighty based on Pancasila [11]. Early childhood is an integral part of the character education strengthening program. Pancasila in this case is one of the main foundations in the implementation of planting the value of love for the homeland in children. In Pancasila, there is a third principle, which reads "Unity of Indonesia". The meaning of the third principle is that Indonesian citizens should love and be proud to be Indonesian citizens by upholding cultural values that have existed since time immemorial as a nation's heritage that must be introduced to all citizens from an early age. This is intended so that these noble values do not fade or become extinct with time.

In this study, we focus on the educational aspect of the value of patriotism. Love for the homeland is behavior that shows a sense of caring, and appreciation based on the spirit of nationalism and being willing to sacrifice for the sake of the homeland and nation [12]. The forms of patriotic behavior include loving domestic products, diligently studying for the sake of the nation and state, loving the environment, carrying out a clean and healthy living, and knowing the territory of the homeland without regional fanaticism. The characteristics of love for the homeland include appreciating the services of national heroes, being willing to use domestic products, appreciating the natural beauty and culture of Indonesia, memorizing national anthems, and choosing to travel domestically [13]. In another sense, love for the homeland is a feeling that arises in the citizens of a country to serve, maintain, defend, and protect their homeland from all threats and disturbances [14]. Examples of love for the homeland include; (1) pride in Indonesian customs; (2) pride as an Indonesian citizen; (3) maintaining the good name of the nation; (4) spirit and personality by Pancasila. Thus, it can be concluded that to realize a sense of love for the homeland in early childhood, namely through the introduction of various types of educational game tools or APE from various regions in Indonesia, is one effective method. Childhood is a time of play, so it is through games that children can easily receive various information, knowledge, affective and psychomotor. This is reinforced by the opinion of [15] who states that APE is a game tool specifically designed for educational purposes. The characteristics of a good APE are (1) it can be used in various ways, purposes, benefits, and various forms, (2) it is intended primarily for preschool children to develop their intelligence and motor skills, and (3) aspects safety is greatly improved, both in the form and use of paint, (4) stimulates children to be active, (5) is constructive.

Thus, research on the actualization of cultural playgrounds to instill a sense of love for the homeland in children from an early age, can add to the scientific treasures, especially in early childhood education in realizing a superior generation with a nationalist spirit. The introduction of various types of cultural APE from various regions in Indonesia is believed to be able to stimulate children to start getting to know various Indonesian cultures. That way, a sense of pride and love for the homeland can be fostered in a fun but meaningful method.

METHODOLOGY

This research is a qualitative descriptive study. Qualitative descriptive research is a research method with a simple qualitative approach to the flow of the process of an event which the end can be concluded as a generalization that becomes a conclusion from the process that has been studied [16]. Research like this is more likely to be an analytical activity [17]. Thus, this is the research objective, namely to analyze culture-based APE on a cultural playground so that this APE can foster a sense of love for the Indonesian homeland. Data collection techniques in this study use observation techniques, in-depth interviews, and documentation. The data analysis technique used is the interactive data analysis of the Miles and Hubermann model, namely data reduction, data presentation, and conclusion drawing.

RESULT AND DISCUSSION

Based on an in-depth analysis of the use of cultural playground APEs that have been developed at Pembina State Kindergarten in Ponorogo, several APEs that support cultural playgrounds include “egrang”, bekel ball, “congak”, jump rope, engklek, “bakiak”, “rangku alu”, cublak cublak suweng, and gasing. The description of each culture-based APE that supports the cultural playground at the Pembina State Kindergarten is as follows.

EGRANG

This game can train children's balance, and muscle strength, and can train the synchronization of children's hand and foot movements. Finally, this is a game that can develop children's gross motor skills [18]. The stilt game is one of the games that can improve or develop children's motor skills. This “egrang” game comes from South Sulawesi Province and is played by the Bugis tribe as Majjeka. However, this “egrang” game is also a traditional cultural game in Indonesia on the island of Java [19]. This “egrang” game can improve children's motor skills, namely balance, agility, and strength [20]. This traditional “egrang” game can also train children's enthusiasm and teach children to use the materials around them [21].

BEKEL BALL

That the traditional bekel ball game is a game that utilizes bekel balls and six grains or others. The bekel ball is made of rubber which produces a bounce when the ball is thrown [22]. The Bekel ball game is a traditional game that is influenced by Dutch culture. This can be seen from the word bekel which comes from the Dutch language, namely Bikkelspel or Bikkelen. Javanese traditional philosophy believes that this game is a symbol of the relationship between humans and God and humans with humans. Bekel ball game is very popular in Java. Thus, this bekel ball game originated on the island of Java [23].

CONGKAK

The “congak” game is a traditional game that is still preserved in Indonesia. This game has many different names from various regions in Indonesia. The name “congak” is a game originating from Sumatra [24]. While in Java the term cocky game is known as dhakon. This “congak” traditional game is one of the games that can satisfy the demands and needs of motoric, cognitive, affective, creativity, emotional, social, and social attitudes of early childhood. In addition, this game is also able to improve the language of early childhood by listening to their friends speak, understanding the commands given, imitating the sentences they hear, and so on [25].

JUMP ROPE

The jump rope game is a very easy game for children to play [26]. The jump rope game is also a traditional game that can develop children's gross motor skills. The jump rope game is a traditional game that needs to be preserved which is an effective and fun learning media for children. The benefits of this game are to train children in the spirit of hard work, train children's accuracy, the ability to estimate rope height and jumps that must be done, and develop

children's kinesthetic intelligence [27]. This jumping rope game can improve the kinesthetic intelligence of children at the age of 1-12 years [28]. Children's gross motor skills can be developed through jumping rope games this game was very popular around 1970 to 1980 and became a favorite game for children when they went out to play at school or after an afternoon at home [29].

ENKLEK

The engklek game is a traditional game that can improve children's motor skills. This game is played by two or more people and before the game starts, plots are usually made first that the child will step on when jumping. This game uses coins as a sign that the child has arrived at the number of tiles. This jump must not touch the tiles that contain coins [30]. The term engklek comes from the Javanese language and this is a traditional game by jumping on the come/plot field [31]. The mention of this engklek game in several regions in Indonesia has different names. In terms of how the game is played, it requires gross motor skills, especially, because, in this game, children need to jump from one plot to the next [32].

BAKIAK

The “bakiak” game is a game that involves gross motor skills such as stepping, walking, and maintaining balance so as not to fall. This traditional game of “bakiak” is also able to improve children's gross motor skills [33]. This game is one solution to improve the physical/gross motor skills of children at the age of five to six years which is carried out in groups. So that child in this game is fostered for cooperation between the members of the players [34]. In general, that traditional games play an important role in education, especially in developing and improving children's motor skills. One of the traditional games is the game of “bakiak” [35].

RANGKU ALU

The “rangku alu” game is one of the traditional games that requires bamboo as a playing tool. This game comes from East Nusa Tenggara, precisely the Manggarai community. Usually, these people play this game at plantation and agricultural harvest parties [36]. This “rangku alu” game is played by utilizing two pairs of bamboo sticks with movement and singing until the opponent's feet are squeezed between the bamboo [37] & [38]. This game was carried out in groups using bamboo as a medium and was played by women. The interesting thing is that the more agile the players, the rhythm of the bamboo beat also increases [39].

CUBLAK-CUBLAK SUWENG

The “cublak-cublak suweng” game is a traditional game originating from Central Java. This game is very closely related to the song, namely the song “cublak-cublak suweng”. The creator of the song is Walisongo, a figure who spreads Islam on the island of Java. This game is a medium to develop children's moral abilities. The implicit meaning in this game is in looking for treasure, position, and position, not to be accompanied by lust but with a good conscience [40]. In particular, The “cublak-cublak suweng” game is a means to develop children's psychological aspects by instilling moral values in children from an early age, and in general, this game can provide moral teachings in the form of advice and mandates to the public about whether or not human behavior in everyday life [41].

GASING

The “gasing” game is a children's game made of wood which is played by wrapping a rope around the top of the “gasing” and then throwing it to the ground [42]. This “gasing” game is very good for children's physical motoric development [43]. Children's physical motoric development after playing the traditional game of “gasing” is that children can throw, jump, run, can practice accuracy, and are able to coordinate hand and eye abilities. This “gasing” game creates a sense of pleasure in children, improves children's physical and ptopsychoological health, balances must and gross motor skills, and develops a child's competitive attitude [44].

The results of teacher respondents at Pembina State Kindergarten Ponorogo relating to the need for culture-based APE on the cultural playground that has been developed at Pembina State Kindergarten Ponorogo are presented in Figure 1 below.

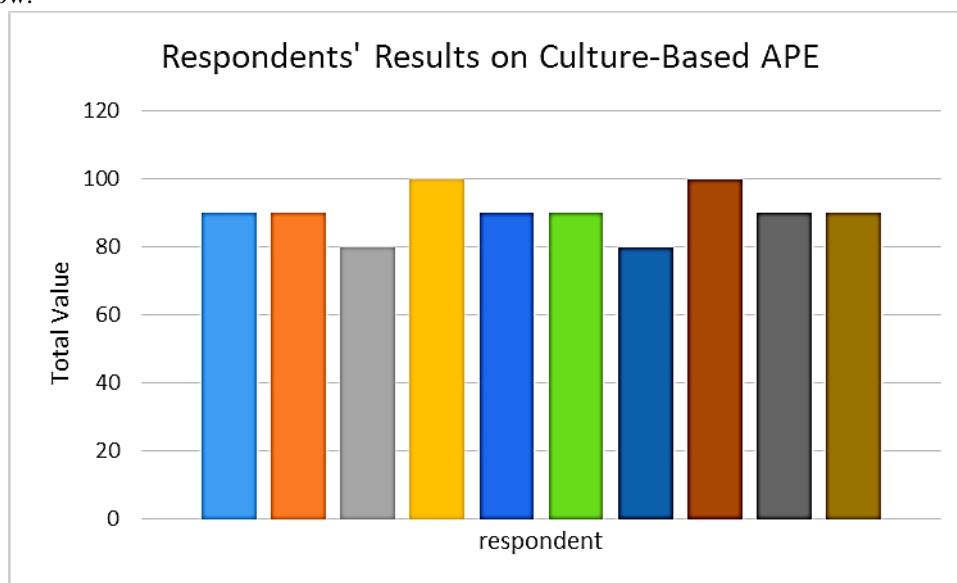


FIGURE 1. Respondents' Results on Culture-Based APE Needs at Cultural Playground

Figure 1 above shows that 90% of teacher respondents at the Pembina State Kindergarten in Ponorogo need cultural APE to support activities at the Cultural playground. Thus, cultural APE is also expected to be able to foster a sense of love for the Indonesian homeland in early childhood on the cultural playground at the TK Negeri Pembina Ponorogo. [45] The preservation of the existence of traditional Indonesian games has indirectly instilled positive character values, namely love for the homeland. [46] That traditional/cultural APE is very good for fostering a sense of love for the Indonesian homeland in early childhood.

CONCLUSION

Based on the results and discussion above, it can be concluded that 90% of the respondents of the TK Negeri Pembina Ponorogo teachers need cultural APE to support the implementation of the cultural playground that has been developed at the TK Negeri Pembina Ponorogo. The existence of APE in this cultural playground can support the implementation of a cultural playground that can foster a sense of love for the Indonesian homeland in children from an early age by applying several appropriate methods and media.

REFERENCES

1. R. Pangastuti, *Edutainment PAUD*. Yogyakarta: Pustaka Pelajar, 2014.
2. M. Habibi, *Analisis Kebutuhan Anak Usia Dini (Buku Ajar SI PAUD)*. Yogyakarta: Deepublish, 2015.
3. Mansur, *Pendidikan Anak Usia Dini dalam Islam*. Yogyakarta: Pustaka Pelajar, 2009.
4. D. Mutiah, *Psikologi Bermain Anak Usia Dini*. Jakarta: Kencana, 2015.
5. M. Hasan, *Pendidikan Anak Usia Dini*. Jogjakarta: DIVA Press, 2013
6. D. Yulianti, *Bermain sambil Belajar Sains di Taman Kanak-kanak*. Jakarta: Indeks, 2010.
7. Suryadi, *Cara Efektif Memahami Perilaku Anak Usia Dini*. Jakarta: EDSA Mahkota, 2007.
8. M. S. Tedjasaputra, *Bermain, mainan dan permainan*. Grasindo, 2001.
9. I. Pratiwi, "Implementasi Penggunaan Alat Permainan Edukatif Di Sentra Kreativitas Kelompok TK B di TK Taqiyya Ngadirejo Kartasura Tahun pelajaran 2016/2017," in *Skripsi Pada Fakultas Ilmu Tarbiyah Dan Keguruan Institut Agama Islam Negeri Surakarta*, 2017.

10. A. Andiarini, S. E., & Nurabadi, "Implementasi program penguatan pendidikan karakter melalui kegiatan pembiasaan dalam peningkatan mutu sekolah. JAMP: Jurnal Administrasi dan Manajemen Pendidikan," Universitas Negeri Malang., 2018.
11. S. D. Daryanto, *Implementasi Pendidikan Karakter di Sekolah*. Yogyakarta: Penerbit Gava Media, 2013.
12. T. Atika and E. All, "Pelaksanaan Penguatan Pendidikan Karakter Membentuk Karakter Cinta Tanah Air," *J. Mimb. Ilmu*, vol. 24, no. 1, 2019.
13. M. Mohamad, *Nilai Karakter Refleksi Untuk Pendidikan*. Depok: PT Rajagrafindo Persada, 2017.
14. D. Sriwilujeng, *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*. Jakarta: Esensi, 2017.
15. A. Hasanah, A. S. Lestari, A. Y. Rahman, and Y. I. Daniel, "Analisis aktivitas belajar daring mahasiswa pada pandemi Covid-19." 2020.
16. W. Yuliani, "Metode penelitian deskriptif kualitatif dalam perspektif bimbingan dan konseling," *Quanta*, vol. 2, no. 2, pp. 83–91, 2018.
17. M. Ramadhan, *Metode Penelitian*. Cipta Media Nusantara, 2021.
18. W. Erlina, "Pengembangan Permainan Tradisional Egrang Batok Kelapa Untuk Meningkatkan Kemampuan Motorik Kasar Anak Usia 5-6 Tahun di TK Negeri Pembina Ampenan Tahun Ajaran 2017/2018." 2018.
19. R. Alustika and M. A. Subandji, "Upaya Meningkatkan Motorik Kasar Dengan Permainan Egrang Batok Kelapa Kelompok A di BA Aisyiyah Dalem 1 Kec." 2020.
20. M. Mustikawati, "Penggunaan Alat Permainan Edukatif Egrang Bathok Untuk Meningkatkan Pengembangan Motorik Kasar Anak di Raudhatul Athfal B Al-Athmar Muaro Jambi," Doctoral dissertation, UIN Sulthan Thaha Saifuddin Jambi, 2018.
21. P. Pebriani and Z. A. Jamil, "Meningkatkan Kemampuan Motorik Kasar Anak Melalui Permainan Tradisional Egrang Batok di Taman Kanak-Kanak Miftahul Jannah Kabupaten Indragiri Hilir Riau." 2021.
22. Y. R. Al Ningsih, "Manfaat Permainan Tradisional Bola Bekel terhadap Perkembangan Anak Usia Dini," *J. Penelit. Dan Pengemb. Pendidik. Anak Usia Dini*, vol. 8, no. 1, 2021.
23. Y. Nurfalah and W. Fauzia, "Panduan kegiatan permainan tradisional bagi guru dan orang tua: permainan bola bekel." 2020.
24. R. Rosramadhana, S. Sudirman, and Z. Zulaini, "Pemberdayaan Remaja Melalui Inovasi Pembuatan Permainan Congkak Berbasis Digital Pada Komunitas Permainan Tradisional Di Desa Tanjung Rejo Kecamatan Percut Sei Tuan Kabupaten Deli Serdang," *JATI EMAS (Jurnal Apl. Tek. dan Pengabd. Masy.)*, vol. 4, no. 2, pp. 169–174, 2020.
25. H. Cendana and D. Suryana, "Pengembangan permainan tradisional untuk meningkatkan kemampuan bahasa anak usia dini," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 6, no. 2, pp. 771–778, 2022.
26. O. M. Putri, Z. Qalbi, D. Delrefi, and R. F. Putera, "Pengaruh Permainan Lompat Tali Terhadap Perkembangan Motorik Kasar Anak Usia 5-6 Tahun," *J. Ilm. Pesona PAUD*, vol. 8, no. 1, pp. 46–55, 2021.
27. K. A. Mu'mala and N. Nadlifah, "Optimalisasi Permainan Lompat Tali dalam Mengembangkan Motorik Kasar Anak," *Golden Age J. Ilm. Tumbuh Kembang Anak Usia Dini*, vol. 4, no. 1, pp. 57–68, 2021.
28. E. D. Rahayu and G. Firmansyah, "Pengembangan Permainan Tradisional Lompat Tali Untuk Meningkatkan Kinesthetic Intelligence Pada Anak Usia 11-12 Tahun," *Jendela Olahraga*, vol. 4, no. 2, pp. 8–12, 2019.
29. E. Febriani, "Upaya Meningkatkan Pengembangan Motorik Kasar (Melompat) Anak Melalui Permainan Lompat Tali Pada Kelompok B TK Al-Hidayah Plaosan Tahun Pelajaran 2015-2016," *Pros. Ilmu Pendidik.*, vol. 1, no. 2, 2016.
30. D. A. Wiranti and D. A. Mawarti, "Keefektifan Permainan Engklek Dalam Mengembangkan Kemampuan Motorik Kasar Anak Usia Dini," *Refleks. Edukatika J. Ilm. Kependidikan*, vol. 9, no. 1, 2018.
31. S. Rozana and A. Bantali, *Stimulasi Perkembangan Anak Usia Dini: Melalui Permainan Tradisional Engklek*. Edu publisher, 2020.
32. D. A. Pertiwi, S. F. Fitroh, and D. Mayangsari, "Pengaruh permainan tradisional engklek terhadap perkembangan kognitif anak usia 5-6 tahun," *J. PG-PAUD Trunojoyo J. Pendidik. dan Pembelajaran Anak Usia Dini*, vol. 5, no. 2, pp. 86–100, 2018.
33. F. Hayati, "Peningkatan Kemampuan Motorik Kasar Melalui Permainan Bakiak Di Kelompok B Tk Raudhatul Ilmi Tijue Kecamatan Pidie Kabupaten Pidie," *J. Buah Hati*, vol. 6, no. 1, pp. 53–61, 2019.
34. M. Thamrin and D. Miranda, "Peningkatan Kemampuan Motorik Kasar Melalui Permainan Bakiak Pada Anak Usia 5-6 Tahun," *J. Pendidik. dan Pembelajaran Khatulistiwa*, vol. 3, no. 9, 2014.
35. K. Laely and D. Yudi, "Pengaruh Permainan Bakiak Terhadap Peningkatan Kecerdasan Motorik Kasar Anak Usia Dini," *URECOL*, pp. 251–258, 2017.
36. N. Nuryati, "Kreativitas Guru Dalam Menciptakan Permainan Kreatif untuk Anak Usia Dini," in *Prosiding*

Seminar Nasional PG PAUD Untirta 2019, 2019, pp. 293–304.

37. F. Arlinkasari, D. F. Cushing, and E. Miller, “Forget Your Gadget, Let’s Play Outside!’: Traditional Play in Jakarta, Indonesia,” in *Making Smart Cities More Playable*, Singapore: Springer, 2020, pp. 319–352.
38. R. F. Rahmat, R. Ramadhan, D. Arisandi, M. F. Syahputra, and O. Sheta, “Rangku Alu—A Traditional East Nusa Tenggara Game in Android Platform,” *J. Phys. Conf. Ser.*, vol. 978, no. 1, p. 12103, 2018.
39. B. N. Y. Astuti, E. T. S. Sujatna, and M. S. D. Hadian, “Peran Sanggar Compang Toé Dalam Mendukung Terwujudnya Destinasi Wisata Budaya di Manggarai Barat,” *J. Inov. Penelit.*, vol. 2, no. 9, pp. 3059–3070, 2022.
40. I. Haris, *Kearifan lokal permainan tradisional cublak-cublak suweng sebagai media untuk mengembangkan kemampuan sosial dan moral anak usia dini*. Jurnal AUDI: Jurnal Ilmiah Kajian Ilmu Anak dan Media Informasi PAUD, 2016.
41. F. W. Ariesta, “Nilai Moral dalam Lirik Dolanan Cublak-Cublak Suweng,” *J. Ilmu Budaya*, vol. 7, no. 2, pp. 188–192, 2019.
42. N. P. Adi and V. I. A. Faisal, “Analisis Kelayakan Materi Piau Science Learning Media (PSLM) Berbasis Wonosobo Local Wisdom,” *J. Golden Age*, vol. 4, no. 01, pp. 59–68, 2020.
43. D. Haryanti and A. Faruq, “Perkembangan Fisik Motorik Anak Usia Dini Melalui Permainan Tradisional Gasing Ambung Kelapa,” *Madaniyah*, vol. 11, no. 1, pp. 63–78, 2021.
44. R. H. Hasibuan, “Permainan Lari Kelereng: Pembentukan Motorik Kasar Anak Usia Dini,” *Pratama Widya J. Pendidik. Anak Usia Dini*, vol. 7, no. 1, pp. 50–58, 2022.
45. F. Suffah and R. N. Setyowati, “Strategi Komunitas Bermain Tanoker dalam Membangun Karakter Cinta Tanah Air melalui Permainan Tradisional Egrang di Kecamatan Ledokombo Jember Jawa Timur,” *Kaji. Moral dan Kewarganegaraan*, vol. 3, no. 3, pp. 1324–1338, 2015.
46. N. Fauziyah and A. Tabiâ, “Pengembangan Alat Permainan Edukatif Kotak Budaya Untuk Meningkatkan Karakter Cinta Tanah Air di Raudlatul Athfal,” *Asghar J. Child. Stud.*, vol. 1, no. 1, pp. 40–51, 2021.