

Character Values Contained on Traditional Games of Hide and Seek in Inclusion School

by Ibnu Ibnu

Submission date: 19-Dec-2019 01:07PM (UTC+0700)

Submission ID: 1236893796

File name: ed_on_Traditional_Games_of_Hide_and_Seek_in_Inclusion_School.pdf (2.04M)

Word count: 2298

Character count: 12603

Character Values Contained in Traditional Games of Hide and Seek in Inclusion School

1 Mira Wahyuni
Yogyakarta State University
Yogyakarta, Indonesia
mirawahyuni.2017@student.uny.ac.id

1 Ibnu Syamsi
Yogyakarta State University
Yogyakarta, Indonesia
ibnu_syamsi@uny.ac.id

1 Ibnu Haryanto
Yogyakarta State University
Yogyakarta, Indonesia
haryanto@uny.ac.id

Abstract— Many traditional games that contain character values. Traditional games are now being abandoned by children. This is motivated by the existence of communities, which are increasingly being used that are modern using technology such as video games and online games. Accumulation, play of children and adolescents among children. Traditional games have communicative character values. Communicative values are people who feel like talking, hanging out, and hanging out with other people. This research method uses a qualitative descriptive design. The results obtained are explaining the communicative values in traditional hide and seek games and the benefits of traditional games for children.

Keywords— *character value, communicative, traditional games, hide and seek*

I. INTRODUCTION

Technological advances that are increasingly rapid also affect children's play activities. Now, children often play digital games such as video games, Playstation (PS), and online games. Children have started to leave traditional games. Traditional play has been around for thousands of years created by our ancestors. Traditional games have an important role in increasing character values in children. Traditional games are able to stimulate various aspects of child development, namely: motoric, cognitive, emotional, language, social, spiritual, ecological, and moral values [1].

There are various kinds of games that can enhance creativity, one of which is traditional games. Traditional games are a symbol of hereditary knowledge and have various functions or messages behind traditional games. Traditional games are cultural results that are of great value to children in the context of fantasizing, creating sports as well as a means of training for community life, skills, politeness and dexterity. Traditional games are one of the cultural assets that have the cultural characteristics of a nation, character education can be formed through traditional games from an early age. Because all this time character education has received less emphasis in the education system in our country. Ethnic education is only a theory without a reflection of education. As a result, children grow up to be humans who have no character, even more to behave in accordance with the times but without filters. One traditional game that contains character values is game hide and seek. The values contained include the value of communicative characters. Communicative values can develop the nature of

cooperation and associating with friends in school. An inclusive school environment can be a good place to foster communicative values in students. The value of communicative characters can lead to traits such as enjoyment, caring, cooperation, respect for differences, and mutual respect which is important to be invested in daily life, including in school. This is considered important with the reason that there are still some students who have not received differences in the school environment.

Schools as formal education institutions should be able to instill the value of the communicative character to students so that they are more respectful, caring, willing to cooperate, and tolerate the existing diversity. However, the reality in the practice of education in schools, teachers tend to prioritize the mastery of aspects of knowledge (hard skills) rather than aspects of skills and attitudes (soft skills), whereas the soft skills aspect is an element forming the character of students. This is in line with the opinion of which states that education in Indonesia focuses more on intellectual development alone, while non-academic aspects as the main element of character education have not been optimally considered.

The rest of this paper is organized as follow: Section II describes the proposed method. Section III describes the obtained results and following by discussion. Finally, Section IV concludes this work.

II. PROPOSED METHOD

This study uses a qualitative descriptive design. That is, the results of the study are presented to describe the quality. The source of data in this study is a traditional game. To get the data needed, the researcher uses the reading-note data announcement technique. The source of the data is read repeatedly in an intense and careful manner to obtain data that is in accordance with the research objectives. Then, the data that has been found is recorded in the form of a note. In searching for data, the researcher sets the instrument is the researcher himself. Meanwhile, the data analysis technique used in this study is content analysis techniques. That is, researchers analyze data that has been collected to find the meaning contained therein in accordance with the research objectives.

III. RESULTS AND DISCUSSION

This section presents the obtained results and following by discussion.

a) *Traditional Games*

Traditional games will directly or indirectly give rise to sensitivity to all inputs that enter the child. This has a great influence on growing the character of children. Efforts are made to develop children's potential to be able to think and behave. Traditional games are a driving force for children's development, besides this traditional game has local wisdom values that need to be protected, maintained and preserved. Like traditional games that can train agility, physical strength, agility, courage, skills, and so forth.

Jarahnita in Ulfatun states that children's traditional games are a genre or form of folklore in the form of children's games, which are circulated orally between certain collective members, in the traditional form inherited from generation to generation and many variations. Wahyuningsih stated that traditional games are games carried out by the community from generation to generation resulting from the excavation of local culture which contains many educational values and cultural values, as well as pleasing the heart who plays it.

Based on the nature of the game, Robert and Sutton Smith explained that traditional games can be divided into two groups, namely games to play and games to compete. The difference between the two is that games are more for free time, while games for competition have five special characteristics, such as (1) organized, (2) competition, (3) must be played by at least two players, (4) have criteria determine who wins and who loses, (5) has game rules that have been accepted by the participants.

Traditional Game "Petite Plots" The hide and seek map is one of the most popular active games in Indonesia. Javanese children often call lithungan. This game is often played by children from various parts of the archipelago so the names of hide and seek in each region vary. The game of hide and seek is played by a minimum of two people, but if the game is performed by more than two players, the game will be more enjoyable. Hide and seek games are very popular compared to other traditional games. Hide and seek games do not require tools in the game, but only use the environment to hide.

b) *Traditional Game "Hide and Seek"*

The hide and seek map is one of the most popular active games in Indonesia. Javanese children often call lithungan. This game is often played by children from various parts of the archipelago so the names of hide and seek in each region vary. The game of hide and seek is played by a minimum of two people, but if the game is performed by more than two players, the game will be more enjoyable. Hide and seek games are very popular compared to other traditional games. Hide and seek games do not require tools in the game, but only use the environment to hide.

Before starting hide and seek all players are obliged to do hompipa and suit to determine which party loses and is obliged to be a guard. The guards must turn a blind eye to the designated post or fortress. Then the guards count according to the agreement. This count is a player's opportunity to determine a location to hide. After the count is over, the guard surrounds to find players who are hiding while keeping the castle or its post untouched by the player.

The player who is first determined by the guard is the next guard candidate with the record that all players can be found by the guard.

Through this game children learn to understand and obey simple rules. Children will enjoy the game together. Children also learn to anticipate what others will do next. In this game, the pain lies in playing it, not playing it.

c) *Value Contained in the Game of Hide and seek*

Education and character have a relationship that is closely related to building the nation's culture and morals. The nation's culture and morals depend on the character developed in the education system of a country and Indonesia becomes one of the countries that develops the character of the self in its education system. The communicative character is one of 18 characters that have been formulated by the government that will be invested in students as an effort to build the character of the nation. Listyarti in [2] said communicative attitudes are actions that show pleasure in talking, associating, and collaborating with others.

Communicative characters can be developed by creating a comfortable social environment, an inviting situation, and an attractive environment. In addition, it also requires various activities that involve several people or groups to help each other and work together in completing tasks given. Communicative characters have indicators that are useful to facilitate observation and compilation of communicative questionnaires.

The purpose of planting communicative characters in students is to create a comfortable social atmosphere, an inviting situation, and an attractive environment especially during the learning process, so that there is interaction between students and teachers and students with other students. In addition, students can share activities that involve several people or groups to help each other and work together in completing the tasks given. Communicative characters can also be developed through discussion forums by solving various actual problems in society.

One of the character education that needs to be inculcated in students in inclusive elementary schools is communicative attitudes, this attitude is an attitude that shows the existence of interventions towards others so that the creation of a pleasant environment in mixing with others.

Communicative attitudes will grow and develop when the communicative potential is honed or accustomed during the learning process. Education and character have a relationship that is closely related to building the nation's culture and morals. The nation's culture and morals depend on the character developed in their education system. Yaumi in [3] communicative character is a character that can lead a person to build good relationships among others regardless of ethnic background, race, religion, regional origin, or other background that is primordial. Students are expected to have communicative characters, whose characteristics are as follows:

- Happy to learn together with others

- The more interacting with other people, the more happy and motivated to learn.
- Demonstrate extraordinary development when learning through cooperative and collaborative approaches
- Organizing is the best way to self-actualize
- Engaging in various activities that involve other people
- Having concern in various social issues and issues.

- [3] Yaumi, M. (2014). *Pendidikan Karakter: Landasan, Pilar dan Implementasi*. Jakarta: Prenadamedia Group.
- [4] Cahyono, B. Y., & Widiati, U. (2011). *The teaching of English as a foreign language in Indonesia*. State University of Malang Press.

d) Benefits of Traditional Games

Cahyono and Widiati in [4] suggests a number of characters possessed by traditional games that can form positive characters in children as follows:

First, traditional games tend to use or utilize tools or facilities in the environment without having to buy them so that they need high power and creativity. Many game tools are made or used from plants, soil, tiles, stones, or sand. For example, cars made of bali orange peel, engrang made of bamboo, rock games that use stones, telephones using used cans and nylon threads and so on.

Second, traditional children's games involve relatively many players. Not surprisingly, if we look, almost every game of the people has so many members. Because, in addition to prioritizing shared pleasure factors, this game also has more purpose in deepening the ability of interaction between players (interpersonal potential), such as hide and seek, congklak, and gobak sodor.

Third, traditional games view noble values and certain moral messages such as values of togetherness, honesty, responsibility, openness (if you lose), encouragement to achieve, and obey the rules. All that is obtained if the player really lives, enjoys, and understands the essence of the game.

IV. CONCLUSION

Based on the results of the study and discussion in this study it can be concluded that traditional hide and seek games have character values, namely communicative values. This is because in the traditional game of hide and seek, the nature of feeling like talking, hanging out, and collaborating with others. The character value found in hide-and-seek traditional games is the value of communicative characters. Communicative values can improve the nature of collaboration between regular students and students with special needs. Communicative value also plays an important role in communication between regular students and students with special needs, because with good collaboration and communication between students, it can create harmony between students and reflect no difference between regular students and students with special needs in inclusive schools.

REFERENCES

- [1] Misbach, I. H. (2006). *Peran Permainan Tradisional yang Bermuatan Edukatif dalam Menyumbang Pembentukan Karakter dan Identitas Bangsa*.
- [2] Listyarti, R. (2012). *Pendidikan Karakter dalam Metode Aktif, Inovatif, dan Kreatif*. Jakarta: Penerbit Erlangga.

Character Values Contained on Traditional Games of Hide and Seek in Inclusion School

ORIGINALITY REPORT

6%

SIMILARITY INDEX

4%

INTERNET SOURCES

2%

PUBLICATIONS

6%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to Program Pascasarjana Universitas
Negeri Yogyakarta

Student Paper

6%

Exclude quotes On

Exclude matches < 2%

Exclude bibliography On

Character Values Contained on Traditional Games of Hide and Seek in Inclusion School

GRADEMARK REPORT

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3
