

Revitalizing Morality Through Play: A Study on the Integration of Traditional Games at RA Al Anbiya

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ABSTRACT

Traditional games not only hold rich cultural values but also serve as an effective learning medium to instill moral values in early childhood. This research aims to identify how the integration of traditional games in learning at RA Al Anbiya can help bring children's morals to life. The research method used is descriptive qualitative, with a case study approach. Data were collected through observation, in-depth interviews, and documentation. The results showed that traditional games such as *cranklek*, *congklak*, and *gobak sodor* are able to encourage the development of moral values such as honesty, responsibility, cooperation, and respect. Teachers at RA Al Anbiya play an important role in designing traditional game-based learning, ensuring that each game is linked to the learning of moral values. In addition, parental involvement is also a supporting factor in the success of this integration. This research confirms that traditional games are not just a source of entertainment but also an effective tool for shaping children's character. Thus, the integration of traditional games in

early childhood education institutions can be an innovative strategy to support holistic moral education.

Introduction

According to Afrita & Latipah (2021), education is the process of transferring knowledge and skills that are passed on from generation to generation. Education has a crucial role in shaping the future of a nation. Aristotle, as cited by Etivali & Kurnia (2019), asserted that education is the responsibility of the state. The state has main objectives, one of which is to organise education to achieve these national goals. The education system in Indonesia starts from early childhood education, which is the initial institution for the formation of basic education, junior and senior secondary education, and higher education that will become the next generation of the nation (Latief, 2020).

Early childhood education (Mukarromah et al., 2020) is early childhood education is an effort to change and promote by guiding, caring for, and stimulating children aged from birth to six years. Early childhood education was established and created to form the basics of child development before entering basic education and preparation for entering the wider world. In addition, early childhood education can stimulate and improve growth and development that covers all aspects of development (Maghfiroh, 2020).

According to Wiyani in (Witasari & Wiyani, 2020) children who are in the age range of 0-6 years, experience very rapid growth and

development. This period is a golden period for the formation of children's character and morals. Various stimulations received daily are processed by the child's cognitive and then manifested in daily behaviour.

Moral can be interpreted as a system of habitual behaviour according to the norms of society or the environment that relates to good or bad. According to Jambon & Smetana (Mukarromah et al., 2020), children's morals are not only influenced by social environments such as family and society that teach rules and norms, but also by the child's own cognitive development. Social theory emphasises the importance of internalisation of values and compliance with rules, while cognitive theory focuses more on how children develop moral thinking skills to assess different situations.

According to (Hasanah, 2016), traditional games are a cultural heritage full of noble values. However, over time and the influence of foreign cultures, traditional games are increasingly abandoned. Children are more interested in modern technology-based games. This is unfortunate because traditional games are not only entertainment, but also a medium for learning and character building.

Indonesia has a lot of interesting traditional games. However, in this day and age, children are more interested in foreign cultures, namely gadgets or online games rather than playing traditional games (Khoirunnisa, 2021). In fact, a lot of development is achieved in playing

these traditional games, including being able to develop children's moral development in which there are many life values and moral values (Hasan et al., 2021).

In an era of rapid modernisation, it is important for early childhood to stay connected to their cultural roots. One effective way is through traditional games. Because, in essence, all children like to play (Mu'mala & Nadlifah, 2019). RA Al Anbiya, as an early childhood education institution, has taken an innovative step by integrating traditional games into moral learning. This article will further review the implementation of this programme and its impact on students' moral and character development. This research is expected to contribute to developing an ECD curriculum that integrates moral values through traditional games.

Methods

The form of this research is qualitative with a case study approach. The data sources in the study were PAUD teachers and Class B or children aged 4-6 years at RA Al Anbiya Tasikmalaya. To explore in-depth information about the application of traditional games in learning, researchers conducted participatory observations of teaching and learning activities, in-depth interviews with two teachers and two children from total of 15 students, and analysed related documents such as syllabus, lesson plans. The data collection techniques used in this research are observation, interview, and documentation. In this study,

the data validity test used triangulation.

Results and Discussions

Traditional games are a precious heritage from our ancestors that contain noble values and fun. Unfortunately, this heritage is now on the verge of extinction due to lack of attention and competition with modern games. In fact, through traditional games, we can learn many things and feel happiness that is difficult to get from other games (Nurwahidah et al., 2021).

Traditional games have noble values that are relevant to be instilled in early childhood. Besides being fun, traditional games are also effective in instilling moral values, developing various skills, and strengthening children's cultural identity. Thus, children will grow into the next generation of the nation with character, culture, and competencies needed in the future.

RA Al Anbiya teachers perceive that traditional games are very relevant to the learning objectives at school. There are so many aspects of development that can be developed, including moral aspects. The reason is that many of the values taught in traditional games can be applied directly in everyday life. In accordance with the statement expressed by the following teacher (A):

"These traditional games are very helpful for learning objectives. Because, learning is done with games, it makes children enthusiastic to do it and the learning atmosphere

becomes conducive, which in turn makes the learning objectives easy to achieve. In addition, children's development also develops, one of which is their moral aspect."

Local traditional games that are integrated into learning at RA Al Anbiya for stimulation and children's learning activities include *pecle* or *engklek*, *ucing sumput*, *congklak*, *endog-endogan*, *sorodot gaplok*, *gatrik*, *gobak sodor*, *baren*, and jump rope. In accordance with the statement expressed by the teacher (B):

"Traditional games here include pecle or cranglek, ucing sumput or cat-and-mouse, congklak, endog-endogan, sorodot gaplok, gatrik, gobak sodor, baren, and jumping rope (lompat tali). But, for today we only play pecle, congklak, and jump rope. Because maybe considering the time will not be enough or possible, so the rest are just introduced."

Traditional games that are played for stimulation and learning activities of children in RA Al Anbiya are chosen and carried out because these games are rich in noble values that are very relevant to the formation of character and moral values of children. These values include cooperation, honesty, patience, mutual respect, responsibility, and so on.

The ways teachers integrate games into learning activities include choosing games that are relevant to the learning theme, namely on the learning theme "I love Indonesia", combining games with learning

activities, explaining the moral values contained, and holding local cultural competitions and festivals (kamis nyunda).

FASE	Fondasi
KELAS/KELOMPOK UMUR	B/5-6 Tahun
TEMA/SUB TEMA/TOPIK	Aku Cinta Indonesia/Permainan Tradisional Indonesia /Mari Bermain Permainan Tradisional
ELEMEN,CAPAIAN PEMBELAJARAN DAN TUJUAN PEMBELAJARAN	1. Elemen Nilai Agama dan Budi Pekerti CP: Anak menghargai sesama manusia dengan berbagai perbedaannya dan mempraktikkan perilaku baik dan berakhlak mulia. TP: Anak dapat menghargai sesama manusia dengan berbagai perbedaannya dan mempraktikkan perilaku baik dan berakhlak mulia ketika bermain permainan tradisional. 2. Elemen Jati Diri CP: • Anak mengenali, mengekspresikan, dan mengelola emosi diri serta membangun hubungan sosial secara sehat. Anak mengenal dan memiliki perilaku positif

Figure 1. RA al Anbiya Teaching Module

Kegiatan Inti
1. Menonton tayangan video pembelajaran tentang permainan tradisional. <ul style="list-style-type: none">• Guru melakukan penayangan video permainan tradisional.• Anak menyimak video pembelajaran yang ditayangkan oleh guru
2. Bermain permainan tradisional <ul style="list-style-type: none">• Anak diberikan bahan-bahan yang akan digunakan dalam kegiatan bermain permainan tradisional• Guru membagi anak ke dalam tiga kelompok permainan• Guru memberikan contoh dan aturan permainan• Anak mulai bermain permainan tradisional

Figure 2. RA al Anbiya Teaching Module

The stage of playing traditional games is done by practising them directly. Where in each of these games, one teacher will accompany, so

that the game will run well. The playing stage is carried out by the teacher concentrating and exemplifying each game rule, then dividing the children into three types of traditional games, giving 15 minutes for each game, then exchanging and alternating games from initially playing *engklek* then taking turns playing *congklak*, and so on. As the following teacher (A) said:

"The steps of the game are starting with the teacher explaining how to play and modeling it, then the teacher divides the children into three types of traditional games that the children have planned to play, then each game will be given about 15 minutes, after the time is up the children will exchange and alternate games, such as those who previously played cranklek will turn to play congklak, and so on. Each game will be guided by one teacher, so that the game runs well."

The enthusiasm of the students in participating in traditional games is really encouraging. They were not only orderly in carrying out the rules of the game, but also showed a high spirit of togetherness. Through these games, students are expected to develop soft skills such as communication, leadership, and problem-solving. As the following statements from two students:

"I am very happy at school today. Today we didn't learn, but we all played. I played engklek, congklak, and jump rope." –

student A.

"It was really fun at school today. Hopefully tomorrow the school will be like this again." – **student B.**

From the findings above, it can be seen that the values that can be achieved through this traditional game are as follows:

a. The value of cooperation

Traditional games such as gobak sodor, congklak, baren, inherently require children to work together as a team. The value of co-operation determines the victory in the game. Children will also establish unity and co-operation to defeat their opponents. When cooperation and a sense of unity are well established, it will be a truly compact game (Wulandari et al., 2022).

b. The value of honesty

Honesty has a crucial role in shaping children's character from an early age. Researchers are advised to continue to dig deeper into character education with different perspectives so that the research results are richer. Various traditional games around us can be used as references in an effort to form good children's character (Muhaniyah et al., 2021).

c. The Value of Patience

Traditional games are an effective and fun way to foster the value of patience in early childhood. By involving children in traditional games, we not only train their patience, but also provide them with

valuable learning experiences (Afrianti, 2018).

d. Value of Tolerance and mutual respect

Traditional games are not just entertainment, but also an effective tool to instil the value of tolerance and mutual respect in early childhood. By involving children in traditional games, we can help them grow into individuals who have good character and are ready to face future challenges (Simamora & Nugrahanta, 2021).

e. Responsibility

Instilling the value of responsibility in children can be done through various ways. One effective way is by utilising traditional games. Traditional games can be a powerful medium for instilling various values, including responsibility. Previous research shows that storytelling methods, such as storytelling, can complement these efforts.

There are many traditional games promoted by RA Al Anbiya teachers to further foster children's moral and character values, including pecele or engklek, usig sumput or cat-and-mouse, congklak, endog-endogan, sorodot gaplok, gatrik, gobak sodor, baren, and jump rope. These traditional games can be an idea for children to continue to carry out activities and still fulfil their play needs (Wulandari et al., 2022).

According to Maulida and Anis in (Prayitno et al., 2022) mentioned that this traditional game can shape the character and personality of

children. This traditional game has many benefits for children's growth and development. Starting from training social interaction, developing motor skills, to forming good character. Through these games, the learning objectives designed will be easily achieved. As stated by (Noffia & Yuliaratiningsih, 2015) play is a fun activity and at the same time an active learning tool for children.

Factors that support the success of this traditional game integration programme include, first, support from the school. Second, the enthusiasm of children. Third, the availability of resources. Fourth, a supportive curriculum. The inhibiting factors include, first, the lack of teacher knowledge about traditional games and their utilisation. Second, time constraints. Third, lack of facilities and infrastructure. Fourth, there is a negative perception that traditional games are less effective.

Conclusion

Traditional games are proven to be effective in shaping the character and moral values of early childhood. Teachers at RA Al Anbiya have successfully integrated traditional games into learning activities, so that children can learn while playing. Thus, traditional games are not only for entertaining, but also an effective learning medium to achieve educational goals. However, it is important to continue to preserve traditional games so that this cultural heritage is not lost to time. Teachers can integrate traditional games into the curriculum more systematically. Teachers need to be careful in choosing

traditional games that are suitable for the age and stage of child development, as well as the moral values to be instilled. Traditional games can be adapted according to the conditions and resources available at school. Teachers can create variations of games or play tools that are more interesting for children.

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