

## **Description of The Strategy of Students in Utilizing Traditional Games As Support of The Learning Process**

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**Abstract :** As one of the cultural assets, traditional games must be preserved and developed by the millennial generation, it should be guarded not to just disappear, in this archipelago, as a result of advances in science and technology. The study to get an overview of the facilitator a strategy in utilizing traditional games to support the Learning Process. The method in this research is through a survey using the google form application. The sample is all widyaiswara throughout Indonesia, with inclusion criteria willing to fill in the form on the google form. The number of respondents was 72 people. The collected data is then processed through the process of collecting, editing, coding, then presented in a frequency table. The results of the study, obtained the following information, the average age of the respondents was 51.58 years, the sex of the respondents was predominantly male, reaching 55.60%, with most of the education levels being postgraduate. Meanwhile, most of the functional positions of the state civil servants are Associate Expert Widyaiswara, the largest is Jakarta 22.22%, Central Java 19.44% and West Nusa Tenggara. 9.72%. Based on teaching experience, it was found that 34.70% of respondents had taught material using traditional game media, and as many as 90.30% of respondents agreed if traditional games were involved in colouring the learning process. Most of the widyaiswara agree that traditional games are included in the teaching and learning process to enrich learning methods. Widyaiswara's concern for traditional games is quite high. The philosophy contained in traditional games is to teach cooperation, cohesiveness, tolerance, hard work, honesty, discipline, never giving up, disciplinary unity, never giving up, brotherhood.

**Keywords:** *Strategy, Lecturer, Traditional Games, Learning Process*

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### **1. Introduction**

It is undeniable that in the current digitalization era, traditional games have been isolated from the world of children, both in rural and urban areas, in line with technological developments. On the other hand, currently, the use of gadgets has dominated the side of life in society. The survey conducted by The Asian Parent Insight. In 2014, in the scope of the study of the Southeast Asia region, involving at least 2,417 parents who had gadgets, the results were that children aged 3-8 years in 5 countries, namely Indonesia, Malaysia, Singapore, Thailand and the Philippines. With several, some may several some many of samples of parents, obtained 3,917 samples of children aged 3-8 years. 98% of respondents children aged 3 - 8 years are gadget users, 67% of them use gadgets owned by their parents, 18% use gadgets owned by relatives or family, and the remaining 14% use their gadgets. Indonesia is listed as an internet user in the 5th (five) largest internet user in the world. The number of Indonesian internet users reached 132,700,000 people from the total population of Indonesia at that time amounting to 258,316,015 people or the equivalent of 51.4%. (Internet World Stats Usage and Population Statistics. tahun 2017, 2020) This certainly indicates that the internet has become part of the

daily activities of the Indonesian people, including children and is starting to erode the non-internet world, including traditional games that have begun to disappear in the Indonesian soil (Saputra N.E. & Ekawati Y.N, 2017) .

In the initial study conducted by the author in a training, it is estimated that almost 90% of participants stated that they were bored and wanted a change in learning methods with traditional games so that participants could capture the content of the material being taught. The problem that arises is that traditional games are starting to be abandoned by the millennial generation and prefer games on gadgets. This study aims to explore information on learning strategies carried out by widyaiswara in carrying out learning related to traditional games.

## 2. Materials and Methods

This research was conducted with a qualitative approach, using a cross-sectional design in the form of a survey, with 72 respondents as the widyaiswara. Qualitative research is one of the methods used in a study to identify objects, where the researcher himself becomes the key instrument (Sugiyono, 2007). Data collection in this study was through observation with an instrument in the form of a list of questions summarized in the google application form, with the link: <https://forms.gle/8FQw9WMtJJejUVej9>. Data analysis is inductive, and the results of the study emphasize meaning rather than generalization. Furthermore, the data is processed through the process of editing, coding and presenting data in the form of frequency distribution and percentage.

## 3. Results and Discussion

### 3.1 Respondent characteristics

The mean age of the participants was 51.58 years, with the youngest being 34 years and the oldest 63 years, with a standard deviation of 6.395. Most of them were between 51 s.d. 60 years, namely 52.80%. The gender of the participants was predominantly male, reaching 55.60%, the level of education was mostly postgraduate at 77.80% and functional positions of the state civil servants, most of whom were Associate Expert Widyaiswara, who came mostly from Jakarta 22.22%, Central Java 19.44% and West Nusa Tenggara. 9.72%. Details can be seen in Table 1 and Table 2.

**Table 1.** Distribution of Respondents Based on Characteristic

<b>Characteristics</b>	<b>Frequency</b>	<b>Percentage</b>
<b>1. Age</b>		
31 – 40	6	8,40
41 - 50	23	31,90
51-60	38	52,80
61-70	5	6,90
<b>Total</b>	<b>72</b>	<b>100,00</b>
<b>2. Sex</b>		
Female	32	44,40
Male	40	55,60
Total	72	100,00
<b>3. Education</b>		
Bachelor	1	1,40
Postgraduate	56	77,80
Doctor	15	20,80
<b>Total</b>	<b>72</b>	<b>100,00</b>
<b>Characteristics</b>	<b>Frequency</b>	<b>Percentage</b>

<b>4. Position</b>		
First Expert Lecturer	2	2,8
Young Expert Lecturer	17	23,5
Associate Expert Lecturer	40	55,6
Main Expert Lecturer	13	18,1
<b>Total</b>	<b>72</b>	<b>100,00</b>

Sumber: (Supriyono, 2020)

**Table 2.** Distribution of Respondents Based on Residence

Province	n	(%)	Province	n	(%)
Jakarta	16	22,22	East Java	2	2,78
Central Java	14	19,44	Gorontalo	1	1,39
Nusa Tenggara Barat	7	9,72	Jambi	1	1,39
West Java	4	5,56	Bali	1	1,39
Yogyakarta	4	5,56	Banten	1	1,39
West Sumatera	3	4,17	Aceh	1	1,39
South Sumatera	3	4,17	West Kalimantan	1	1,39
Riau Islands	3	4,17	South Kalimantan	1	1,39
South Sulawesi	3	4,17	North Maluku	1	1,39
Bengkulu	2	2,78	Lampung	1	1,39
Riau	2	2,78	Jumlah	11	15,28
Jumlah	61	84,72			
Total			72 (100,00%)		

Source: (Supriyono, 2020)

### 3.2 Widyaiswara's Perception of Traditional Games

More than 50%, respondents know traditional games since sitting on Kindergarten benches, and only one respondent or 1.40% of participants do not know traditional games at all, however, all respondents have ever played these traditional games.

**Table 3.** Distribution of Respondents Based on The Introduction to Traditional Games

Characteristics	n	%
<b>1 Get to know traditional games</b>		
Kindergarten	48	66,70
Elementary School / Madrasah Ibtidaiyah	23	31,90
Junior High School/Madrasah Tsanawiyah	1	1,40
Total	72	100,00
<b>2. Can play traditional games</b>		
Yes	71	98,60
No	1	1,40
Total	72	100,00

Source: (Supriyono, 2020)

Furthermore, based on teaching experience, 34.70% of respondents have taught material using traditional game media, and as many as 90.30% of respondents agree that traditional games play a part in the learning process and at the same time participate in preserving the cultural heritage

of the Indonesian nation passed down by our ancestors. . The distribution of the experience of teaching readiness in using traditional games can be seen in table 4.

**Table 4.** Distribution of Respondents Based on Teaching Experience with Traditional Games

Characteristics	n	%
<b>1. Teaching with Traditional Games</b>		
Ever	25	34,70
Never	47	65,30
Total	72	100,00
<b>2. Traditional Games in a training</b>		
Agree	65	90,28
Disagree	7	9,72
	72	100,00

**Table 5.** The Duration of Teaching Using Traditional Game Media

Characteristics	n	%
<b>The Duration of Teaching</b>		
15 minutes	18	46,16
30 minutes	8	20,51
45 minutes	5	12,82
60 minutes	8	20,51
Total	39	100,00

Source: (Supriyono, 2020)

**Table 6.** Respondent's philosophy of Traditional Games

Philosophy	n	%
Togetherness and cohesiveness, loyal friends, tolerance, cooperation, full of values of social solidarity, ethics, formation of community attitudes and behaviour	48	35,82
Leadership, responsibility, integrity, honesty	24	17,91
Sportsmanship, agility, strategy, concentration, competition, creativity, innovative	16	11,94
Mutual respect, respect, help, cooperation, Simple	15	11,20
Preservation of culture, loyalty to traditional culture, culture and local wisdom	11	8,21
Love for the motherland, harmony between nature and humans	7	5,22
Fun, joy, Learning and Playing	6	4,47
Discipline, consensus and commitment obey unwritten rules of the game	5	3,73
Not know	2	1,50
Total	134	100,00

Sumber: (Supriyono, 2020)

The discussion about the relationship between the characteristics including age, gender, education and traditional games has not been widely studied. However, in this study, it can give a little idea that with increasing age, gender and education level that their memory is quite sharp, it can be seen that none of the respondents does know and plays traditional games. Ekawati, et al (2010) explained that traditional games affect children's intrapersonal intelligence. Then the research conducted by Agus Suhartono, there is a significant relationship between the traditional Cublak-Cublak Suweng games and songs with anti-corruption material. In addition, learning is creative, good, illustrative, touching, easy to remember, fun, and interesting. (Suharsono, 2020).

Playing traditional games with friends is fun and healthy. Likewise, if the traditional games are played by participants in a training atmosphere, it is certainly no less exciting, so that the learning atmosphere becomes fun and enjoyable. However, when examined further, it turns out that each game also contains several many meanings and philosophies. However, who would have thought that every traditional game played contained deep philosophical meanings. It seems that our ancestors and ancestors were very clever in creating a variety of traditional games that deliberately inserted deep meanings. Like trying to educate us by applying it to a game.

Widyaiswara's concern for traditional games deserves appreciation, this is shown by his active use of traditional games in teaching, which in this case the survey results obtained 34.70% of Widyaiswara taught using traditional games as a tool in the learning process. This situation is quite encouraging, at a time when traditional games are starting to be eroded and eroded by technological advances, there are still teachers who are trying to explore the noble values contained in them. The score obtained was 90.28% agreed that traditional games were included in the learning process.

The right learning model affects students' learning motivation, therefore the choice should not cause participants to be unhappy, bored, and discouraged (Mujiman, 2007). In addition to models, achieving learning objectives is also influenced by the use of learning media. Selection of the right learning media can increase interaction between teachers and so that the teaching and learning process will lead to being learners centred and helping learners understand learning material (Mashoedah, 2015). One interesting learning model is experiential learning which consists of six types, namely: role-playing, games and simulations, observation, mental imaging, writing assignments, and action learning projects. (Mashoedah, 2015).

The application of games in learning must be relevant to the participants, the easiest way is to imitate the format and characters of famous games, the instructions need to be thought out carefully, and need to be discussed after the game so that the experience becomes an effective teacher (Silberman, 2013). Getting used to learning with a contextual approach, especially the choice of strategies that can arouse students' learning motivation can improve learning outcomes (Rusdin, 2018).

The success of training cannot be separated from the participation of the teacher or lecturer. Therefore, a widyaiswara is required to further improve and make innovations that can support the success of a teaching and learning process. One of the development programs in the learning process is to use traditional games in a training. In this study, it was obtained that 90.30% of widyaiswara had used this traditional game in a lesson, although in a short duration of 15 minutes. However, in efforts to get enough appreciation, it turns out that there are still many widyaiswara who take part and participate in preserving one of the cultural heritage of our ancestors.

Likewise, research on perceptions of traditional games has not been widely discussed. However, the research conducted by (Dias Fajar Widya Permana, Fajar Awang Irwan, 2019), which illustrates that students' perceptions of the preservation of traditional games are quite good, reaching 85.61%, so it can be said that there are still students who have a high level of concern in developing and preserving traditional games.

However, we still have hope for the millennial generation who have high hopes for the preservation of one of the cultural heritage of our ancestors, namely traditional games. One of these descriptions and hopes is that students' perceptions of traditional games in protecting Indonesia's cultural heritage will answer some of the questions that arise in society, especially among students who are being eroded by the digital era. Students will answer with their conscience in concluding each question. Some questions will answer some of what appears in the field, with these answers will provide feedback to the subject to do something

Traditional games also teach us to be simple and rely on the cohesiveness of each participant in playing activities. Traditional games have experienced a downturn in recent decades, this is influenced by the development of the mindset of an increasingly advanced society that leaves old habits that are still traditional to modern habits that are easy and instantaneous (Ismatul, K., Agung, P. & Ellya, R., 2011)

The philosophy contained in traditional games is leadership, teaching cooperation, togetherness and cohesiveness, responsiveness, hard work, honesty, discipline, never giving up, unity and brotherhood, strengthening ties of friendship, simplicity, sportsmanship / fair play, tactics and strategy, and there are many more noble values contained in these traditional games. Are we still in doubt.

#### **4. Conclusions**

The conclusion of the lecture strategy in utilizing traditional game media, the results are most of the lecturers (90.28%) utilize traditional games in teaching and learning activities, with an average duration of 15 minutes. Widyaiswara's concern for traditional games is quite high, as evidenced by the fact that there are no lecturers who are not familiar with traditional games, and have even known them from an early age at the Kindergarten level. Philosophy of Togetherness and cohesiveness, Tolerance, Cooperation, Ethics, Formation of attitudes and behaviour, Leadership, Responsibility, Integrity, Honesty, Mutual respect, respect, help, cooperation, Simple, Sportsmanship, Innovative, Cultural preservation, Cultural Nguri-Uri and local wisdom, so it is suitable to be juxtaposed with the learning process in a training.

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#### **Conflict of Interest**

With the completion of this paper, the first (main) author and the second author agree to the writing.

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