

Jamuran Game in Improving 4- to 6-year-old Children's Responsibility at TK Nasional Samirano, Yogyakarta

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Abstract—Traditional games contain beneficial values for children's life. One of them is *Jamuran* game which can evolve children's responsibilities in an enjoyable way. This study aimed to improve children's responsibilities through *Jamuran* traditional game. By implementing this research, hopefully the school can implement creative games which are not only modern games, in order to maximize children's activities since they learn from the environment. This study implemented experimental research by conducting pre-experimental design that made the teacher becomes the facilitator of the game through observation and documentation. The results showed that *Jamuran* game could improve children's responsibilities by doing therepeated activities in the game. The conclusion is the *Jamuran* game madethe children more responsible for themselves and their environment.

Keywords: *Jamuran* game, responsibility, traditional game

I. INTRODUCTION

0-6 years old children are individuals who are in development stages for the incoming life. In the early stages, children have several characteristics such as thinking concretely, realism, simplicity, animism, and full of imagination. At this time, educators are expected to understand the children's characteristics in order to support and facilitate them to develop their potential in various aspects such as religious and moral values, social-emotional, cognitive, language, physical-motor, and art, in order to be developed based on their age. One of the basic skillsdevelopment in early childhood education is social-emotional aspect. Social-emotional aspect plays an important role in determining children's success in the future [1]. It is in line with Ary Ginanjar Agustian's statement in his book entitled ESQ which stated that social-emotional intelligence has a more significant role rather than intellectual intelligence. The social development at 4 year-old-children is obvious since they have interacted with their friends.

In his research, Tannebaum states that there are several psycho-social factors related to individual personalities, such as perceptions that individuals have about themselves and others. Psycho-social analyzed in this study is related to the environment such as attitudes, economic orientation, responsibility, and verbal contemplation [15]. Children's social development is related to their personality. Children's personalities develop based on their environment. Erik Erikson states that someone's personality development focuses on psychological development stages (0-1 years), such as sensory oral stages, while for 3-6 years, they are in autonomy versus shame and doubt crises stages. According to Abin Syamsuddin Makmun, cited by Soemiarti Patmonodewo, "Personality can also be interpreted as the

quality of individual's behavior that appears in building their adaptation to the environment uniquely". The personality aspects are character, temperament, attitude, emotional stability, responsibility, and sociability. Children's personalities need attention of several people who are close with the child, either parents or educators. One of personality aspects is responsibility. Responsibility is very important to be taught and developed from the early ages. Fadilah and Lilif in Early Childhood Character Education stated that responsibility is defined as someone's attitude and behavior in doing their duties and obligations for themselves, society, environment (natural, social, and cultural), the country, and God. Meanwhile, according to Jacob Azerrad responsibility is a result of praise and encouragement to grow, which shows independence. On the other words, children can appreciate the time [3].

The children's responsibilities begin with simple things, adults do not have to force children to be responsible like them. Early children learn to be responsible based on their age. The early children should learn to be responsible for their behaviors in the family first, then the parents give external support as their trust for the children in having responsibilities. When the children have studied in school, they will learn to be responsible for the assignments, the behavior, etc. Yaumi states that children's responsibilities can be seen from how they do their individual assignments properly, accepting the risk of their actions, not accusing friends without accurate evidence, returning the borrowed items, and apologizing for the mistakes that they made [17]. In fact, nowadays many children are not responsible, related to the influences of their environment. Everything that children see and hear from their environment will be repeated by them. Parents and educators need to realize that the importance of responsibility is owned by children from early ages since responsibility is needed in adjusting the environment and their life in the future. Parents and educators need to be cooperative in supervising how the children are responsible to themselves and their environment.

Educators play an important role in children's responsibilities at school. Many educators are more focused on children's cognitive and ignore the children's responsibilities. Educators also prefer a few games for children even though there are many more games that can be played by children, regarding to the technology such as IT-based learning props. Technology has also contributed in children's games, such as games on iPad, laptops, PS, and so on. This will certainly have a negative impact for children, such as they will experience social disorders, such as forgetting their own responsibilities to the environment. One

effort that can be conducted is through games. This effort was chosen since games are very effective to be applied in early childhood. In line with Nuryanto's research who states that learning while playing and fun is a concept that cannot be separated from early childhood. From the two concepts, they can be used as the basics to determine the strategy in solving character education problems. Traditional games can be the alternative for children [12].

Each traditional game contains values that can be utilized as the media for children's education [9]. In the children's development, their world is always followed by games and enjoyable activities. Nowadays, children have lost the spare time that they use to play freely and safely, especially for children who live in urban areas. Their games also tend to a modern or electronic game which makes traditional games become unfamiliar to them. In traditional games, they contain responsibility values, discipline, cooperation, and so on. One of the traditional games that can improve children's responsibility is *Jamuran* games, which belong to original games from Yogyakarta. In line with this, Muhammad Fauziddin stated that the purpose of *Jamuran* games is to foster the children's sense of responsibility [6].

Dharmamulya, et al suggested that *Jamuran* is a very popular games among Javanese children, especially in Yogyakarta. *Jamur* means *cendawan*, with suffix *-an*. Since mushrooms are mostly round, then the games also visualize its shape, by forming a circle [4]. Meanwhile argues that *Jamuran* is from Central Java and Yogyakarta that invites children to gather in the yard, form a circle, which called as called as *Jamuran*. *Jamuran* can be played in home or school yard. *Jamuran* games does not need any equipment except a sufficient amount of land (according to the number of players) [10]. *Jamuran* games also followed by song and sung by all players. The songs sung once in every round.

The rule is simple since the children are asked to be more active through the commands that have been prepared. All players should do *suit* (a way to determine a winner / loser by counting the fingers) to determine the player who has lost. After that, all the players gather in circle, except the *dadiones*. When the *dadi* player is in the center, the other players walk around him/her while singing. After the song ends, the *dadi* player says "jamur bola", then all children must run to find the ball that has been spread by the teacher in the school yard. After that, the child throws the ball and catches the ball based on the determined time. The number of the catches will determine the child to win or lose. For the children who lose or become the latest, then they take turns to stand in the middle of the circle [13]. In this study, it presented *Jamuran* games for 4-6 years old children while the song can be changed according to the needs and adapted to the theme or material.

Research conducted by Enis suggests that the responsibility value contained in *Jamuran* games is when they do what the *dadi* players ask. For children who cannot survive, they must be the next *dadi* player. For those who do not want to be in *dadi* player, they must be responsible and demonstrate well [8]. This relates to the indicators of responsibility stated earlier by Muhammad Yaumisuch as doing the individual assignments properly, accepting the risk of actions, not accusing others without accurate evidence,

returning the borrowed items, and apologizing for mistakes that they made [17].

II. LITERATURE REVIEW

This research is based on previous research by Enis about the character values contained in *Festival Dolanan Anak se-DIY 2013*. This research implemented descriptive qualitative study which explained the findings through words rather than numbers. Data collection is collected by conducting observation, interview, and literature study. Character values can be examined inductively by using dictionary in order to interpret the words which were contained in the song lyrics. Meanwhile, for *dolanan*, semiotic (non verbal) theory was used in its meaning. Every child's movement in *dolanan* is its own interpretation. The results showed that character values are contained in every *dolanan*. The children had cooperation values, creativity values, and responsibility values. Meanwhile, for *Ancak-ancak Alis*, they have several characteristics values such as cooperation value, accuracy value, and perseverance value, responsive value, creative value, and accuracy value [8].

Although this research had shown that *Jamuran* games contained the responsibility value, yet the discussion was still lack of the details in responsibility value and the details of the method used in exploring the value which were contained in *Jamuran* games. Therefore, based on the limitations of previous studies, the researchers wanted to investigate further related to how *Jamuran* games can improve the responsibility of 4-6 years old children. Therefore, this research was conducted in a kindergarten in Yogyakarta. On the other words, previous researches refer to three games that exist in festivals in Yogyakarta, while this study focused in one game, which is *Jamuran* games and see the improvement. Therefore, the results of this study were used as a reference, which examined how *Jamuran* games improve the responsibility of 4-6 years old Children of TK Nasional Samirono Yogyakarta.

III. RESEARCH METHODS

Parts of the research methods are as follows:

A. Type of the Research

This research implemented quantitative approach with a pre-experimental type. The design used is a one group pretest-posttest to show how the children's responsibility can be improved through *Jamuran* traditional games, by comparing the situation before receiving the treatment. The data were collected by conducting observation and documentation. The data were analyzed by using normality test, homogeneity test, and paired sample test.

B. Research Samples

The samples were selected by implementing purposive sampling. According to Suharsimi Arikunto, in purposive sampling, the samples are taken based on specific objectives [2]. The total number of the samples were 10 children in Class B of TK Nasional Samirono Yogyakarta.

C. Instruments in Collecting Data

Instruments are used to facilitate research and the findings to be more accurate, complete, and systematic, in order to make the data can be processed more easily. The research instrument is a tool used by researchers to collect data by measuring. Child’s responsibility instrument is a tool to measure children's responsibility. Based on Yaumi's opinion there are five aspects contained in responsibility, but the researchers only use three indicators based on the children’s needs [17]. There were three indicators used in this study, such as doing the individual assignments properly; accept the consequences of their actions; and returning the borrowed things.

IV. RESULTS AND DISCUSSION

The results of this study indicated an improvement for children’s responsibility through *Jamuran* game performed by teachers in TK Nasional Samrono Yogyakarta through demonstrations and repeated activities. The data of this study were obtained from observations and documentation such as photos and videos. After that, the data were analyzed by using normality test, homogeneity test, and paired sample test in order to calculate the final results. The following data are the results of pre-test and post-test, as follows:

TABLE I. THE RESULTS OF PRETEST DAN POST-TEST TOWARD 4-6 YEARS CHILDRENS’ RESPONSIBILITES

N=10	Responsibilities of 4-6 Years Old Children			
	Minimum	Maximum	Mean	Std.Deviation
Pretest	55	70	62	4.048
Post-test	80	95	87.25	4.923

The table above showed that children’s responsibility before receiving a treatment reached 62 scores or in low average. Meanwhile, the children responsibilities reach 87.25 for the average scores, after receiving a treatment by implementing *Jamuran* game. Then, the normality test, homogeneity test, and paired sample t-test were used to determine and show the differences before and after receiving treatment. The data analysis results are as follows:

TABLE II. THE RESULTS OF DATA ANALYSIS

No	The Results of Data Analysis		
	Data Analysis	Results	Explanations
1.	Tests		
	Normality test	Pretest = 0.074 Post-test = 0.200	Using <i>Kolmogorov Smirnov</i> formula, if $p > 0.05$, the data are normally distributed
	Homegeneity test	0.403	Using <i>Levene Statistics</i> formula, if $p > 0.05$, the data are homogeneous
2.	Hypothesis Test		
	Paired sample t-test	Sig.(2-tailed) = 0.000	If sig < 0.05

From the above table, before and after receiving the treatment by implementing *Jamuran* games, the distribution data of children’s responsibility was normal. Then, the data was proven to be homogeneous by using Levene Statistics formula and SPSS.16 for windows. Paired sample t-test obtained a significance value of 0.000 which was smaller than 0.05 error level, which meant that H_0 was rejected and H_a was accepted. Therefore, *Jamuran* games was effective to

improve 4-6 years old childrens’responsibilitiesof TK Nasional Samirono Yogyakarta.

The importance of improving children's responsibilities from early ages is because it has been one of the foundations for their lives. Children need responsibility in every activity in order to be successful in the future. Oemar Hamalik states that students are successful in their learning if they can develop their attitudes and knowledge. The development of attitudes are responsibility, a sense of empathy, good social, self-confidence, and other positive attitudes. One of the developments that children should have is responsibility, especially for early childhood. On the other words, children's responsibilities are also useful for social life. The social development of children is also supporting development of other aspects that children must have. Responsibilities are taught and developed from an early age, regarding to the limits of the child's ability. For example, children keep their promises when they leave and must go home at the appointed time. Hence, the children go to school on time, and finish their assignments on time. When children do the things as they wish, parents or educators must provide positive feedbacks by giving compliments. By giving compliments, the child will understand that the parent or educator likes what he does. Therefore, the child will tend to repeat the behavior preferred by parents or educators.

Howard Kendler argues that attitude is a tendency to approach or avoid, and do something, both positively and negatively towards an institution, event, idea, or concept. When someone likes an activity, someone tends to do it continuously or approach the activity [16]. For this reason, children's responsibilities need to be trained through fun games. This is in line with the principle of early childhood learning "playing while learning, learning while playing"[18].

The children’s world is mostly used for playing. According to Musbikin playing is "an activity conducted by someone to get pleasure without considering the results. There are parents who argue that playing too much will make children become lazy and stupid. This assumption is not wise, ince some psychologists say that games gives very big influence on children's souls development [11]. Playing has many benefits for children, by playing they can do things that they want and have fun, and they can learn about various things around them.

Nowadays, the current of globalization have made the lifestyle changes and have led children to be unaware with important and meaningful past events. For example, children are unfamiliar with traditional games of their area. Traditional games are played by the community from one generation as the result of local culture excavation, which contain many educational values and cultural values, and enjoyable. One of the traditional games that contains responsibility value is *Jamuran* games. *Jamuran* games is a game that comes from our grandmother, which contains cultural elements that are often played by children in ancient times. It does not require any equipment since it is played by gathering in a circle and there one child stands in the middle, followed by a song. Fad explained *Jamuran* games songs as follows [5]:

“*Jamuran, yagegethok
Jamurapayagegethok
Jamurgajihmbejjih, saara-ara
Semprat-sempritjamurapa?*”

The results of the study indicated that *Jamuran* game could improve 4-6 years old children’s responsibilities at TK Nasional Samirono Yogyakarta. The advantages of *Jamuran* game are the song can be changed according to the needs, and suitable with the theme or material.

V. CONCLUSIONS

This study concludes that *Jamuran* game can increase 4-6 years old children’s responsibilities effectively at TK Nasional Samirono Yogyakarta. It could be seen from the paired sample t-test which showed a significance value of $0,000 < 0.05$, meant that H_0 was rejected and H_a was accepted. *Jamuran* game was demonstrated first by the teacher, then the children did it by themselves under the teacher’s supervision. After that, the repeated activities were done by the children regarding to their responsibilities in the games. However, this study still has limitations, which in doing the activities, it needs longer times.

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