

Traditional Games Usage to Improve the Children's Independence Skill

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ABSTRACT

This paper seeks to foreground the role of traditional children's games as indigenous games of learning rather than digital games. It comes high interest of traditional games. This study used an online questionnaire to reveal the prevalence of traditional children's games which exists in the digital era. The results showed the influence of traditional games on children in physical activities was 83% while the influence of social interaction on children was 77%. This showed that the digital era can be balanced by physical activities and technological knowledge without having to use gadget continuously.

Keywords: Traditional games, children independency, children

1. INTRODUCTION

Nowadays, children are required to follow the current development. Yet, children should know the history of culture, such as traditional games. Preserving them is needed to keep the cultural assets.

There are various traditional Indonesian games. They cannot be separated from culture and society. However, the video games tend to have gambling and betting elements, for instance in early childhood.

Basically, Traditional games are simple games which consist of togetherness while playing. Unfortunately, this becomes unpopular in recent decade due to paradigm of society. They believe to have modern lifestyle. Moreover, the use of traditional games as a learning method for early childhood education is rarely found due to the lack of knowledge of children's development.

The idea of video games cannot be separated from children's environment. Self-confidence is needed to complete that games. For instance, self-confidence is needed when a child is doing sports, meaning that he could do works given completely. Maclellan (2014) states that self-confidence is important construction for student-centered learning and curricular reform.

In addition, adults or parents should comprehend the children's development in accordance with their age. It needs intrinsic motivation, curiosity, discovery by proper learning process (Niculescu, 2014).

According to Piaget, game is an activity which has rules that is done repeatedly and increasing pleasure or satisfaction while doing it (Sujiono, 2011). Game is a unique activity and it is different from other activities such as working or learning, because working and learning are done in purpose to achieve objectives. While children's games, they use their body muscles to stimulate their senses for exploring surroundings. Furthermore, the games will stimulate physics and cognitive aspects, and also their ability to do social interaction.

Independence is the ability to manage all of our possession, time, and to teach how to think and do independently along with the ability to take a risk and to solve problems. It educates children to do things based on their own strength independently. Thus, independence is an attitude that does not depend of others. In early childhood, it can be interpreted as a child in 0-6 years old, who learns and manages to stand by himself without any help. The role of adults such as parents and teachers is important to trigger and support the children's independence.

A child confidence is needed to do a social interaction. It is an attitude to show how to behave. Yet, there is a problem about how to establish children's confidence. Flowers and Marston (1972) remark that the difficulty of self-confidence is essential in education, especially early education. It becomes a distress for parents and teachers.

Self-concept includes self-belief. According to Burns, Self-concept is connection between mindset of belief of ourselves (Desmita, 2009). While Atwater defines that it as a dynamic and complex system of individual, includes the specific attitudes, feeling perceptions, values, and behaviors (Desmita, 2009). Furthermore, confidence is an attitude that arise from the desire to behave and to have it through several steps as children are able to process and do each step rapidly for the next life.

Dependence is one of the most important aspects that must be owned by individual, including children. It helps them to give the best performances and to achieve their life goal. Additionally, independence is an ability to carry out daily activities independently or by little guidance according to development and capacity stages. For early childhood, developing independence skill is able to provide values and skills which are easier to master and it can be firmly embedded in the child.

Independence growth in children consists of five aspect based on government regulation of 58 in 2009, as follows: 1) Religious and moral aspects that children should be honest, helpful, and should keep environment clean, 2)

The social emotional aspects such as helping each other, learning to share, apologizing, and accepting criticism, 3) language aspect such as have a courage to ask when there is something that bothers them, storytelling based on picture, and expressing opinion, 4) Cognitive aspects, such as able to take a decision, 5) Physical aspect, such as taking care of themselves, throwing trash into a trash can. Another study examined that the traditional games could increase the children’s independence skill after learning about traditional games. Thus, improving the Independence of children can be done by doing the traditional games in a proper way. They also know how to preserve their traditional games as a culture such as Sudanese traditional games Manda, that now it is rarely played by them.

Based on the explanation, it is known that there are benefits of traditional games, especially for children’s Independence. Therefore, researcher interested in conducting research to describe the benefits of traditional games related to the independence of children.

2. METHOD

2.1. Participant

This research used purpose sampling as the method to find the data. The respondents of this research were the parents who have early childhood children. Determinant of the numbers of samples can be known by the amount of population is to use the following formula:

$$n = \left(\frac{z_{\alpha}}{-2(r)} \right) z e$$

Information:

n = Number of samples

Z_a = Value obtained from the normality table of confidence level

Table 1 Validity test result

Sub variable	r-count	r-crisis	Explanation	Sub variable
Traditional	Item 2	0.746**	0.3	Valid
	Item 3	0.648**	0.3	Valid
	Item 1	0.192**	0.3	Valid
	Item 4	0.682**	0.3	Valid
	Item 5	0.262**	0.3	Valid
	Item 6	0.187**	0.3	Valid
	Item 7	0.753**	0.3	Valid
	Item 8	0.737**	0.3	Valid
	Item 9	0.719**	0.3	Valid
	Item 10	0.316**	0.3	Valid
Independent	Item 11	0.258**	0.3	Valid

e = Error sampling

So based on the formula above, the value of sample is 96.04 people so that it is rounded up to 100 people.

2.2. Material

The material that used in this research was a questionnaire that was distributed via Google form. Criterion for parents is those who have early children that use gadget. The variables of this study were measured using Likert scale, with interval sizes where scales with interval sizes can be used to measure traditional games and children’s Independence.

2.3. Procedure

An instrument test was conducted before a questionnaire given to respondents. It was approved by an expert lecturer. Then, there were 19 items entered into Google Form which were distributed to respondents.

3. RESULT AND DISCUSSION

This chapter consists of result and discussion regarding the effects of traditional games on children’s Independence.

3.1. Data Validity Test

Validity test calculation from research data can be seen from analysis with r, it showed that r-count >0.3, it was valid. The following table I is the result of validity testing r statement item with a total of 100 respondents.

	Item 12	0.545**	0.3	Valid
	Item 13	0.316**	0.3	Valid
	Item 14	0.134**	0.3	Valid
	Item 15	0.563**	0.3	Valid
	Item 16	0.538**	0.3	Valid
	Item 17	0.696**	0.3	Valid
	Item 18	0.539**	0.3	Valid
	Item 19	0.403**	0.3	Valid

Source : Primary Data Processed, 2019

Based on the Table I, the result of the validity test showed that there were items that have r value with a significant level of more than 3% , so it can be said that the research instrument used is valid. While item 3, item 5, item 6, item 11 and item 14 have r values with a significant level of less than 3%, it can be said that the valuation instruments on these items are invalid.

3.2. Reliability Test

The reliability test calculation from a research data used the analysis of the coefficient value $\alpha \geq 0.6$, so the instrument in this study can be stated as reliable. The reliability result with number of respondents as many as 100 people for each variable can be seen in table II below.

Table 2 Reliability test result

Variable	Crombach value	R crisis	Explanation
X	0.614	0.6	Reliable
Y	0.416	0.6	Unreliable

Source : Primary Data Processed, 2019

Table II shows that the reliability test result of 100 respondents showed that the variable X has value of $0.674 \geq 0.6$ so that the variable X can be declared reliable and feasible to be used as a measuring tool in making sample calculation result. Whereas the Y variable has value of $0.416 \leq 0.6$. so that the Y Variable can be declared unreliable.

3.3. Descriptive Test

Descriptive statistic test result in table III shows general data and statements of respondents can be interpreted as follows:

Table 3 Descriptive testing result

No	Variable	Category	Mean	Percentage
1.	Age children	4 year	1	1%
		5 year	48	48%
		6 year	50	50%
		7 year	1	1%
2.	Gender respondents	Male	52	52%
		female	48	48%
	Traditional games against children's independence			

3.	Item 15	M	59	59%
		K	34	34%
		TM	7	7%
	Item 16	M	77	77%
		K	21	21%
		TM	2	2%
	Item 17	M	83	83%
		K	14	14%
		TM		73%

Source : Primary Data Processed, 2019

In the table III shows that the age of the child being dominated by children aged 5 and 6 years with the percentage age 5 years are 48% and 6 years with percentage of 50%. The age of the child influences the independence. The smaller child would be more trying to be independent, for instance, he begins to exploit his environment to develop his abilities.

From the table III, the percentage of boys is 52% whereas 48 % for girls. It means that sex difference has important parts of children’s independence. For girls, there is an encouragement to be more independent. However, their status is required them to be more passive. On contrary, the boys have aggressiveness and openness. This shows that girls can be more reliant on the parents for longer than the boys.

According to table III of the traditional games descriptive test of the independence, there are 15 items (in condition where the children are making decision when they play it) with percentage of 59%. At item 16, (children are capable

Table 4 Regression test result

Variable	F	Sig	R ²
X (traditional game)	10,341	0,002	0,095

Source : Primary Data Processed, 2019

From the table IV, it shows that the value of F= 10.34. The value of the determinant coefficient (R square) of 0.095, which implies that the influence of the independent variable (children independence) was 9.5%. based on the significance value from table IV, from 0,002 < 0.05, so it can be concluded that the traditional games variable affects the child’s independence.

4. CONCLUSION

Traditional games can be used to develop and to practise the children’s independence, to teach them to be

to do social interaction) the percentage is 77%. For the item 17, it shows that 83% believed that traditional games are able to make children more active physically. From the result of the test, it can be concluded that this is in line with Diane and Brawe who suggest “early childhood independence can be seen from the children habituation, children’s behavior, as well in their physical abilities, self-confidence, responsibility, discipline, good at socializing, willing to share, control emotions” (Yamin & Sanan, 2010).

3.4. Regression Test

Regression Test result in table IV shows the result of the hypothesis of the effect of independence. Variables of the independence are:

responsible, to be able to work well with friends, to have an empathy attitude towards others, to educate them to accept defeat and to be able to complete task, to familiarize them to do healthy competition, to be honest and supportive in traditional games. Therefore, parents and the educational environment should provide opportunities for them to play traditional games.

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