

Acehnese Children's Traditional Games

Nanda Colina^{1,*}, Yeni Rachmawati²

^{1,2}*Early Childhood Education, Universitas Pendidikan Indonesia, Bandung, West Java 40154, Indonesia*

**Corresponding author. Email: yenirachmawati@upi.edu*

ABSTRACT

The purpose of this research is to explore various traditional games of Acehnese children and efforts to preserve them. This article was written using a literature review where data collection was carried out using library data, reading, and taking notes. Humans as cultured creatures can empower their potential to optimize cultural aspects. One way to develop these cultures is through traditional games. Traditional games in Aceh such as hopscotch, *tam-tam buku*, *ureung buta* (blind people game), *talo yeye* (*lumpat taloe*) (in war jump game), *meuen gala* (group game by wood), *serimbang* (play by pilling), *che* (hopscotch) and *meupet-pet Nyet* (hide and seek) very often played by children, but as the development of the times and technological developments are increasingly rapidly this has an impact on the existence of games traditional. Currently, the types of games, how to play, children's play tools have changed. Although the traditional game is very old, but it has the role education can help the development of children age prematurely. But even so, there are times when teachers, parents and children themselves often ignore to traditional games.

Keywords: *Culture, traditional games.*

1. INTRODUCTION

Playing for children ages early is something that is fun for children, in addition to play also can stimulate or stimulate the creativity of children. games given to children not must be expensive, but that need to be attention to the quality, safety and suitability to the age of the child. The problem is, a lot of parents who think that the games are safe and be r quality is the kind of game that expensive. Parents are proud to buy games for their children from abroad, famous brands and expensive, effectively, the game safe and qualified one of them is a traditional game [1].

Over time and human civilization has grown drastically, where technology is developing rapidly causing cultural changes in society. Technology not only change the way community outreach but also change the way a how the child play. The process of playing continues to change and evolve over time. than alpha generation children no longer play the game of traditional played by those who passed. This problem has also become a factor in the lack of knowledge of children about the cultures that exist [2] Playing activity is one way to effectively elicits knowledge of children. playground for children is something fun making it easier for children to understand new things [3]. Fun play characteristics, can be adapted in learning. In order for learning activities to be fun, the teacher must

know how needs and interests of the child according to the child's development stage and mix it like a game [4].

The traditional games are a game that has a charge of knowledge handed down from the past. Traditional games have a message and function behind them. Traditional games are a process from the results of human culture since thousands of years ago which are still thick with local wisdom [5]. The traditional games are also one of the cultural assets that have a characteristic culture of a nation [6]. Although very old traditional game turns the traditional game has the role of education for the development of the individual, especially for children [4]. Traditional games are not only limited to playing, but there are elements of cultural values that are very strong and must be preserved. Traditional games are a culture and characteristic of a nation [7].

But this time, traditional games have been very rare to encounter even almost never, it can be caused either because they lack the knowledge of parents or teachers to the traditional game and its compliance with the child. Additionally again with the outbreak modern toys games are more familiar and known by children such as games [8]. Children's interest in modern games or games that use technology causes children to forget traditional games. Even though traditional games can develop various aspects of development for children [9].

Early ages is a child who has a remarkable ability to absorb information around. One characteristic of the period the child ages early is a golden period or *golden age* that is the phase in which the child develops very rapidly on the various aspects of development [10]. In this phase, it is very appropriate if children are introduced to the cultural values of their ancestors. Indonesia is a country that has various ethnic groups which describe its cultural wealth including the wealth of traditional games [11]. From an early age, children can be introduced to their culture through traditional games.

2. DISCUSSION

2.1. *Traditional Games and Cultural Values*

Local culture (local wisdom) according to Naritoom [8], namely: "local wisdom is the knowledge that discovered or acquired by local people through the accumulation of experience in trials and integrated with the understanding of surrounding nature and culture. Local wisdom is dynamic by a function of created local wisdom and connected to the global situation". Culture local is a business man using his intellect to act and behave towards an object or event that occurs in a given space. Diverse local culture is a cultural heritage that must be preserved. Cultural preservation consists of two words, namely preservation and culture [12]. Literally, preservation means a process of maintaining, deepening, knowing, using and developing an art and culture that already exists in people's lives, while culture or culture has the meaning of everything that is produced by humans based on their intellectual abilities.

According Khairiah [13] the scope of cultural wisdom divided into several parts: cultural heritage, the infrastructure of culture, clothing customs, ceremonial, natural tourism, traditional games, cultural heritage, museums, crafts and arts (dance), villages, villages, legends (stories), cultural institutions, cultural food, puppets, and traditional transportation. The focus in this paper is traditional games.

Dharma Mulia [14] suggests there are some elements of the value of culture in traditional games such as: (1) has value of fun and excitement for the child because the child's world is a world of play. (2) the value of freedom, the child who had the opportunity to play fatherly will definitely feel less depressed and mera's a free. (3) a sense of friendship, with the presence of friends the children learn to understand each other's personalities, learn to respect and exchange ideas. (4) the value of democracy, means that the child be generalized regardless of whether the child was rich or poor, and whether the child is smart or stupid. (5) the value of the group, usually in a group game where children choose a leader for group. (6) a sense

of responsibility, usually an actor in a game that seeks to win the game. (7) the value of togetherness and mutual help, this is can see once in group games. Children will work together and help each other to win the game. (8) the value of obedience, children must comply with the rules that have been applied in the game, children are indirectly taught to be disciplined. (9) practice numeracy skills. (10) train children to think. (11) the value of honesty and sportsmanship.

Based on this recognition ancestral culture would be very nice if introduced and implemented in the educational process, families, and communities by sports and traditional games and should not be seen only limited to playing only because contains a philosophy of cultural values.

2.2. *Traditional Games in Aceh*

Conditions of playground for children are very different. so that traditional games are rarely played by children now they are more familiar with electronic and digital based games [11]. In addition, there are other obstacles, namely the lack of application of cultural values in education, this is due to the lack of educators' knowledge of culture and lack of creativity in managing the learning process because teachers are more interested in using imported media in learning such as computers and the like [8]. Learning by adopting media or methods from other countries does not need to be done as long as we still have media or methods that we can apply in the teaching and learning process because adopting media or methods from other countries does not necessarily suit the needs of children and the culture in our country.

Based on this opinion, it is also clear that in this millennium era, it is very unfortunate that children rarely choose traditional games as interesting games, especially in Aceh. Games that can teach knowledge about the values of ancestral cultures are slowly being abandoned and maybe it will only be a story. For this reason, traditional games need to be developed and applied again to children because through traditional games children can get to know the values of their cultures and have many benefits for children.

There are various traditional games in Aceh, including [7]: 1) *pet pet pong*, this game is usually played by children every time they come home from the Koran, which is around 17:00. This game is played by at least 4 players, one of them as a guard and the other as a player who is hiding. So, it is the guard's job to find the hidden players until it is known where the hiding is. This game implies responsible, honest and sporty character values [15]. 2) *tam-tam buku*, This game is a game that is played in groups. This game has two groups and each group has a

chairman. The group leader holds hands and raises both hands upwards then each other member of the player turns into the hand tunnel while holding the shoulder, then all the players sing the song in the game, the song is:

*tam-tam buku jerilep tiang batu patah dinding
patah patu anak belakang tangkap satu tu dua..tu
dua... lop lop kandang ayam lop lop kandang
ayam.*

Found the soles of the feet of two people. United at the end. The last one was arrested. One two one two enter the chicken coop.

3) *ureung buta*, the game of *ureung buta* in Indonesian means blind person. This game is required to play in groups, one is blind or blindfolded and the other is the child the blind person is looking for to guess his name, if the blind person manages to guess who the person, he has caught means that person will be the next blind person, and so on until everyone has a turn and the game is over. 4) *taloe yeye (lumpat taloe)*, the game is based on the type of tool used to target the game, which is a string that comes from rubber bands, arranged such that it becomes a long string. This game is a game that is fairly popular around the 70s until now. Usually played by children during recess at school or after a bath in the afternoon at home. 5) *serimbang*, play by piling gravel both in large quantities and in small quantities. It depends on the agreement between the two teams. This *simang* can be played individually or in groups. The person playing this game must be agile in welcoming the rock he is balancing. If the stone falls, or moves another cub, it means that the child has failed the game. When it has fallen, it means that the child has to repeat the balance of the stone again. If we are still unable to balance the stone, please try it until we are welcomed. Until our team loses or wins. 6) *che*, this game is a game that is very often played by children both individually and in groups. This is because this game does not require difficult tools and media. Simply by striping the *dincong* motif on the ground, we can play. This *dincong* game is generally played by girls. However, the development of the times does not rule out boys can also play it. A pattern of crossed grids made on the ground. Each player holds a piece of flat stone, which is then thrown into the game box. Players jump from one box to the next. The box containing the flat stone should not be stepped on. Players lose if they step on the box, or step on the dividing line [16]. 7) *meuen galah*, this game is a game of *gorup* which consists of two teams, where each team consists of 4-5 people. The essence of this game is to block the opponent from passing over the line to the last line back and forth, and to win all team members must complete the process back and forth in the prepared field area [5].

According to [7] these games can develop all aspects of development that exist in children, can increase children's love for national culture and can preserve little by little in cultural preservation. So that children are able to develop existing developments in themselves assisted by the role of adults, parents and educators around them. Arikunto in [4] says that traditional games have educational values that are not immediately visible but in them there are values of togetherness, honesty, discipline, courtesy, mutual cooperation, and other personality aspects. Based on this opinion, it can be concluded that it is very important to introduce and apply traditional games to introduce ancestral cultures as early as possible in children because there are many positive values that are contained or contained therein.

Therefore, it is very necessary for educators to have knowledge about culture which is used as an educational tool for students that can be used in the learning process [8]. Educators also educate, guide, direct, train, assess, evaluate and have a strong scientific foundation about child development. As professional PAUD teachers are required to have academic qualifications, competencies, teacher certificates, be physically and mentally healthy, and have the ability to realize the goals of national education. These competencies include personal competence, professional competence, pedagogical competence and social competence [10].

3. CONCLUSION

The findings of this article reveal the extent to which traditional Acehnese children's games, namely *pet pet pong*, *tam tam book*, *blind ureung*, *lumpat talo*, *meuen galah*, *serimbang* and *che* can preserve ancestral cultures in early childhood. Traditional games seem to have many aspects for children's development, such as improving all aspects of child development, increasing children's love for their homeland, because Indonesian culture itself has various elements of cultural values embedded in it.

In the current era of globalization, cultural values are often forgotten and neglected by both parents and children. This is due to changing times and increasing technology. But at the same time parents and teachers have the influence of global cultures such as the internet, the world of media, electronics and parents apply it to children, so that the previous culture is forgotten, even though the role of parents and teachers greatly influences the preservation of cultural aspects for children. Therefore, parents and also teachers must relearn the cultures that have been forgotten and neglected

REFERENCES

- [1] Munawaroh H. Pengembangan model pembelajaran dengan permainan tradisional

- engklek sebagai sarana stimulasi perkembangan anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*. 2017;1(2):86-96.
- [2] Yudiwinata HP. Permainan tradisional dalam budaya dan perkembangan anak. *Paradigma*. 2014;2(3):1-5. Available from: <https://jurnalmahasiswa.unesa.ac.id/index.php/paradigma/article/view/9088>.
- [3] Hidayat D. Permainan tradisional dan kearifan lokal kampung dukuh Garut Selatan Jawa Barat. *Jurnal Academica*. 2013;5(2):1057-70.
- [4] Royana IF. Pelestarian kebudayaan nasional melalui permainan tradisional dalam pendidikan jasmani. In *Seminar Nasional KeIndonesiaan II Tahun 2017 "Strategi Kebudayaan dan Tantangan Ketahanan Nasional Kontemporer, FPIPSKR Universitas PGRI Semarang*. 2017 Oct 19:1-11. Available from: <http://eprints.upgris.ac.id/98/>.
- [5] Juwairiah J. Meuen Galah: Permainan tradisional Aceh sebagai media untuk meningkatkan kesehatan dan kecerdasan anak usia dini. *Bunayya: Jurnal Pendidikan Anak [Internet]*. 2017;1(2):119-33. Available from: <https://jurnal.ar-raniry.ac.id/index.php/bunayya/article/view/2039/1511>.
- [6] Anggita GM. Eksistensi permainan tradisional sebagai warisan budaya bangsa. *JOSSAE (Journal of Sport Science and Education)*. 2019;3(2):55-9.
- [7] Yufitsa R, Ahmad A, Efendi J. Implementasi permainan tradisional Aceh di PAUD IT Al-Fatih Banda Aceh. *Jurnal Ilmiah Mahasiswa Pendidikan Anak Usia Dini*. 2016;1(3):68-75.
- [8] Muzakki M, Fauziah PY. Implementasi pembelajaran anak usia dini berbasis budaya lokal di PAUD full day school. *JPPM (Jurnal Pendidikan dan Pemberdayaan Masyarakat)*. 2015 Mar 1;2(1):39-54.
- [9] Kosn NN. Implementasi permainan tradisional Indonesia di taman kanak-kanak kota Padang. *Pedagogi: Jurnal Ilmu Pendidikan*. 2015;15(1):85-93.
- [10] Nasution N, Nurhafizah. Profesionalisme guru anak usia dini di era digital. *Jurnal Pendidik Tambusai [Internet]*. 2019;73(1):5-10. Available from: <http://dx.doi.org/10.1038/s41598-018-25369-w>.
- [11] Saepudin E, Damayani NA. Nilai-nilai budaya Sunda dalam permainan anak tradisional di desa Sindangkerta kecamatan Cipatujah kabupaten Tasikmalaya. *Jurnal Ilmu Sosial dan Ilmu Politik UIN Sunan Gunung Djati Bandung*. 2016;6(1):1-22.
- [12] Erawati NL, Yogantara IW, Kiriana IN. Aplikasi permainan tradisional Mapoh-Pohan sebagai metode simulasi pembelajaran agama Hindu dalam meningkatkan minat belajar siswa kelas IV di SD Negeri 5 Sumerta Denpasar. *Cetta: Jurnal Ilmu Pendidikan*. 2019 Jun 30;2(2):368-83.
- [13] Suyadi S, Selvi ID. Implementasi mainan susun balok seimbang berbasis kearifan lokal Yogyakarta untuk anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*. 2019 Dec 10;4(1):373-82.
- [14] Darmawan O. Penanaman budaya anti kekerasan sejak dini pada pendidikan anak melalui kearifan lokal permainan tradisional (Instill anti-violence culture at early stage of children education through local wisdom of traditional games). *Jurnal HAM*. 2016 Dec 31;7(2):111-24.
- [15] Acha B, Mistar J. Nilai-nilai karakter dalam olahraga tradisional Aceh di Gampong Baya Bujok Seuleumak kota Langsa. *Seuneubok Lada: Jurnal ilmu-ilmu Sejarah, Sosial, Budaya dan Kependidikan*. 2018 Nov 20;5(2):106-15.