



Educational Values in The Traditional Game of *Begasingan*

Muhammad Sobri¹, Nursaptini¹(✉), Gunawan², Deni Sutisna¹, and Setiani Novitasari¹

¹ Elementary Education Study Program, Universitas Mataram, Mataram, Indonesia
nursaptini@unram.ac.id

² Physics Education Study Program, Universitas Mataram, Mataram, Indonesia

Abstract. This study aims to describe the values in the traditional game of *begasingan*. The research method used a qualitative. The data was collected through observation techniques and interviews or in-depth interviews. The results showed the importance of preserving the traditional game of *begasingan* because this game is not just a leisure activity but also contains a variety of values to build characters in children. The game contains eight values for character building: responsibility, discipline, sportsmanship, hard work, respect for achievement, discussion, tolerance and caring.

Keywords: Character Education · Traditional Game · Begasingan

1 Introduction

Character education is an essential process for the nation's younger generation. Through character education, children can be equipped with fundamental skills to make them lifelong learners. It is also a necessary education to make them function properly and participate positively as community members, family members, citizens, and citizens of the world.

The families, schools, and communities are institutions that can be used to provide character education for children. The process of character building is an effort to develop children's character, wisdom, responsibility, and improve their decision-making skills through consistent habituation with observable results in everyday life in the social environment.

Character education is a way to socialize good qualities for children to build strong characters and provide a contribution to the communities. Character education plays an essential role in building children's character, especially in this modern era where characters and values are declining. The increase can see the decline in the children's character in bullying which leads to violence and the infringement of religious and legal norms. A study found that one-third of about 1000 students in grades 6, 7, and 8 were victims of bullying. Moreover, bullying is associated with the victims becomes aggressive. The aggressive behavior in bullying can be seen in terms of the possibility of carrying weapons to school, engaging in alcohol abuse, as well as engaging in physical fights in schools [1].

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The character of a nation is an important aspect of the quality of human resources for the progression of the nation and country. Improving human resources quality can be done through the internalization of values through cultural approaches such as traditional games in the community. The traditional game is one of the nation's cultural heritage and national identities.

With modernization and the rapid growth of technology bringing these types of games into extinction [2], some community is still preserving it. Traditional games are believed to be good practice for sportsmanship, cooperation, responsibility, mutual respect, and accuracy [3]. In the game, each participant is emphasized to be able to establish cohesiveness and synergy within the group, maintain tolerance of any differences of opinion that arise in the group, caring, responsible, graceful and honest, and not cheating [4].

Research showed that traditional games can stimulate the development of children's cooperative character, help children quickly adapt to their social environment, positively interact well, exercise self-control, help instill an empathetic attitude towards others, as well as forming tolerance or mutual respect. This has a positive effect on the development of children's character [5]. Besides being used for education, the traditional game of gasing (spinning top) can also be used for recreation or entertainment that can be an attraction for tourists [6, 7] and the high economic value [8].

Gasing is one of the traditional games in Lombok. Gasing is a toy that can be rotated at one pivot point and has a balance at the bottom midpoint (or commonly known as spinning top). Based on information from various archeological sites, it can be ascertained gasing is a game that is classified as old and is still famous today. In the past, gasing was not only a game but also used as a gambling tool and is used as a fortune teller tool. Therefore, the traditional top game plays a role and functions vary according to the culture of the community based on the aims and objectives of its development. Based on these explanations, it is argued that the traditional game of *begasingan* is significant to be preserved and can be used to instill character education for children.

2 Methods

This study aims to explain the character values found in the traditional game of *begasingan*. The research method used is qualitative. The data found in this research is presented in the form of detailed, complete, and in-depth sentence descriptions of the research object. Data collection methods were interviews or in-depth interviews and non-participant observation. Interview techniques or in-depth interviews are carried out by giving open questions and directed at a depth of information and with questions that are not formal or unstructured to facilitate the researchers to get more complete data. The observation technique was carried out to observe the character education values within the traditional games. The data validation technique used in this study was the triangulation technique. Data analysis uses an interactive model analysis technique that has three main steps, namely, data reduction, data presentation, and concluding.

3 Results and Discussion

Gasing is a type of traditional game that has been passed down from generation to generation. This spinning top game is becoming unpopular, especially in big cities in

Indonesia. This game met the same fate as other traditional games in Indonesia that are being abandoned by the younger generations and are unable to compete with the modern electronic-based games such as video games.

Gasing is a traditional game in Indonesia that was popular in several regions, such as Lombok, Bali, Java, Sumatra, Bangka Belitung, and other areas. The different regions caused the game to diverse. The diversity is not only in the regional term used to refer to the game, but also in the form, size, type, raw material of top, and the rules of the game.

In Lombok specifically, the *gasing* game is considered as a cultural game that is handed down from generation to generation. Types of tops in Lombok during the 1980s varied. Some of the popular ones are the *gasing ponjol*, *gasing dulang*, and the *gasing cina* [9]. These tops are now almost unheard of. The type of top that is currently popular is a result of innovations by the top makers. It is called the *gasing lengker*. This top is surrounded by iron or steel to increase its outer mass.

Gasing has various names in different regions of Indonesia, such as *panggal* in West Java and DKI, *pukang* in Lampung, *begasing* in Kalimantan, and *apiong* in Maluku. Only the people of West Nusa Tenggara, Jambi, Bengkulu, West Sumatra, Tanjung Pinang, and Riau Islands uses the term *gasing*. The term *maggasing* or *aggasing* is also used by the Bugis people in South Sulawesi, while residents of Bolaang Mongondow in North Sulawesi call it *paki*. The East Javanese use the term *kekehan*, while residents in Yogyakarta call it by two different names: If it is made of bamboo it is called *gangsingan*, and if it is made of wood it is called *pathon* [10] (Figs. 1 and 2).

In addition to the difference of names of the *gasing* game in each region in Indonesia, there is also a difference in terms of the size game. The field used in the *gasing* game in Lombok, in general, is very simple. The game is held in an empty field on hard ground. For competition purposes, the field is hardened using a power tool and covered with oil to make the top sip longer. The field is 10 × 10 m. In other regions, the size of the playing field can be as large as 15 m × 30 m. The shape and size of the playing field are shown in Fig. 3.

Gasing/tops are also known in various countries in Asia. In Malaysia, there are 20 types of tops with different names between regions, such as *toyol*, *begelen*, *berembang*, *buku benang*, *jantung*, *kelamar*, *kepala duri*, *kuno*, *lang laut*, *leper*, *leper kelantan*, *pacitan*,



Fig. 1. *Gasing lengker* from Lombok. These tops are categorized as *berembang* tops. There are two types of *berembang* top allowed in competition, tops with weight above 2.5 kg with a diameter of 23 cm and tops with weight below 2.5 kg with a diameter of 20 cm [9].



Fig. 2. *Gasing Kekehan* from the Lamongan district of East Java. The *gasing kekehan* competition requirements are: height from 6 to 10 cm, a diameter of 6 to 8.5 cm, the winding plane has a slope of 15° to 16°, and a weight of 400 to 650 g [10].

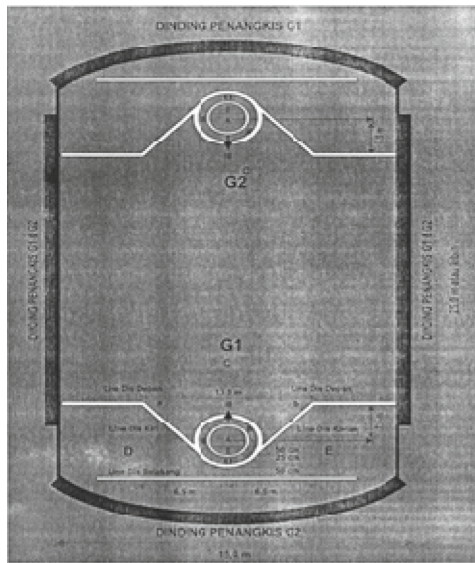


Fig. 3. The playing field of the *gasing* game for competition. The requirement for a top field is a rectangular land with hard and flat clay, which has a length of 10 m to 12 m and a width of 8 m to 10 m [11].

pangkah, piring, pinang, tanjung, telur, cina, melayu, and uri [12]. *Gasing* traditional, *gasing kebangsaan* and *gasing uri kelantan* are the top three popular tops. The *gasing* game is also known in the United States as tops [13], while in the Philippines it is called turumpo. The Koreans on the other hand, named it paeng chigi [12]. Paeng from Korea is a cone shaped carved from pieces of pine wood. The sides of the paeng are painted with colorful images such as the red and blue taegeuk emblem with a layer of wax. A coil of rope made of silk with a length of 50 cm is used to spin the paeng.

In the past, the top makers in Lombok used simple tools to make tops, such as machetes, saws, chisels, and glass shards. In East Java, people used sickles, bendo (a large knife), and caluk (a knife usually used to peel coconut). It usually takes time to make a *gasing* with those simple tools. Nowadays, *gasings* are manufactured with power tools. With this, the production is increased. It also requires less raw material [14].

In general, traditional games are played by people of all ages. It is contested individually or in groups. If played as a group match, each group consists of 4 to 6 members. Before the game starts, each participant will be given the directions and the rules by the referee. Participants of this game must comply with all rules or regulations that have been agreed upon before starting the match to achieve a fair game.

Based on the interviews and observations, it can be found that the traditional game has a variety of values of character education, such as responsibility, discipline, sportsmanship, hard work, respect for achievement, deliberation, tolerance, and care. This is relevant to the previous research which concluded that traditional games can train and stimulate children's development in various aspects, such as motoric ability, language, cognitive, social-emotional, and moral skills, as well as instilling cultural values and building children's character [2, 4, 5, 15].

Responsibility is a value shown in many aspects of the game. Both the team members and the leader must be responsible for their own tasks in the game. In the game, the thrower (*gabok*) is the group in advantage. The last thrower in the group holds a big responsibility because the thrower of the next round is decided based on the result of the last thrower. If the last thrower fails to hit the opposing team's *gasing*, the two teams then switch position.

Another character value from the game is discipline. Discipline is seen in the attitudes of the players who must obey various rules and agreements. The traditional game has a lot of rules for the players to keep the game in order and fair for all parties. Players who break the rules are disqualified and cannot continue the game to the next round. Studies suggest that the training of discipline through games is very effective for children [16, 17]. In addition, traditional games can also reduce stress [5], therefore, it is a good break from a long studying.

Sportsmanship is also found in the game. This can be seen in the attitude of the players who can accept defeat. Winning and losing is not the most important thing in the game. The benefits of traditional games are not only beneficial for physical and concentration training but also useful for building character values for children [18].

Hard-working and respect for achievement are also found in the *gasing* game. These character values are seen in the players striving to show their best game and their efforts in winning the match. Whereas valuing achievement is shown by the attitude and actions of the player recognizing and respecting the success of the opponent. Hard-working is shown as being serious in doing the task, actively seeking information from various sources, and trying their best to focus and concentrate on doing the tasks. Other research also confirms that traditional games can shape children's characters, including hard-working [5]. This suggests that parents need to intensively support children to do game activities, of course, with supervision.

Furthermore, discussion within a group is also considered a positive value of the game. It can be seen when the players making decisions to reach a mutual agreement, such

as when electing the team leader members. This was confirmed by Nur [19], who stated that “traditional games as children’s games can be an alternative to create a generation with a superior character”.

Finally, tolerance and caring are also found in the *gasing* game. Tolerance is seen in the attitudes of players who respect differences of opinion among their playmates, while caring is seen in the attitudes of top players who help and cooperate with each other when participating in in-game matches. Sari’s research results [20] explained that tolerance and caring are shown by several things, including being tolerant in differing opinions with others, making friendships without with all ethnicities and religions, being respectful of differences, being able to control emotions, not making fun of friends, playing an active role in designing and doing all kinds of social activities, having respect for school officials, participating in contributions, visiting friends who are sick, and grieving when a friend’s parents passed away.

4 Conclusion

Based on the discussion above, it can be concluded that the preservation of traditional games is very important with the rapid development of information and technology. Traditional games are important to preserve because they are not just leisure activities, but also have positive character values that can be taught to children. Traditional games can help train children both physically and mentally, and there are social elements as well.

Begasingan is a traditional game in Lombok which has a variety of character values that can be built in children without them being aware of it through a game. This traditional game has eight contents of the values of character education, such as responsibility, discipline, sportsmanship, hard work, respect for achievement, deliberation, tolerance, and caring.

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