

IDENTIFICATION OF TRADITIONAL SCIENCE-BASED GAMES TO IMPROVE EARLY CHILDHOOD DEVELOPMENT IN CENTRAL LOMBOK DISTRICT

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Abstract: Giving educational stimulation in early childhood can be given through games. Traditional science-based games make an important contribution to supporting children's development. This study aimed to identify traditional games in Central Lombok Regency that can be played in early childhood and how to play traditional games to improve children's development. This research is survey research conducted at Central Lombok Regency. This research uses observation data collection methods, interviews, and documentation. The subjects of this study were six community leaders or cultural leaders and five teachers. Data analysis used descriptive qualitative analysis. The results showed that there were 28 identified traditional games. After being reviewed and verified based on the criteria for tools and materials used: playground, gender, age of players, number of players, and how to play, 23 traditional games were obtained: fort, bekel, ciwe, cepun, do mi gift, merchandise, long dragon snakes, marbles, playing rope, pese-pese'an, temeong-meong, gobak sodor, trumpets, cingkaleng, manuk brackets, splashing, temong-meong, school stones, playing moon, cupring, segem, playing war and coffee. Traditional games use tools, do not use tools, and use poetry/songs. How to play traditional games each game has steps similar to each others. Based on these criteria, traditional games can indirectly improve child development such as cognitive, language, social-emotional, religious and moral values, physical-motor, and artistic.

Keywords: *Traditional Games, Early Childhood Development, Science.*

INTRODUCTION

Same pattern and progresses slowly through the stages of development [1]. Reveals that development is an increase in ability (skill) in the structure and function of the body that is more perfective and sequential and can be predicted as a result of the maturity process. According to the child's age, the development scope includes religious and moral values, physical motor, cognitive, language, social-emotional, and art [2]. The six aspects of child development need to be stimulated so that the child's development becomes directed. Providing educational stimulation for early childhood can be given through games. Playing is a fun activity played by children, a cultural heritage since ancient times known as traditional games. Traditional games are activities carried out by more than one player by utilizing the natural surroundings as a tool and material in games that are carried out for fun [3]. In addition to using tools, in traditional games, some rhymes and songs use the local language of the game. Traditional games only require simple tools and materials such as sticks, stones, sand, and dry leaves, which children around the play area can easily obtain. Through traditional games, children can learn to socialize with the surrounding environment, increase vocabulary, practice independence, the ability to develop good strategies, let go, increase cooperation, and train agility and agility and train children's muscle flexibility.

Several studies have found that traditional games can develop children's development. Several traditional games can be played in early childhood games such as fort games, gobak sodor, pese-pese'an, temeong-meong and manuk brackets [4]. Meanwhile, the games of meow-meow, dolip, blind china, dragon snake, and sack race show that there are indicators of social-emotional development in the game [5]. Congklak traditional games can develop cognitive development such as counting, counting, sharpening analysis, and strategizing. Traditional games can improve children's language skills, such as listening skills, repeating 3-4 word sequences, understanding commands simultaneously, understanding the games to be performed, retelling simple games, answering questions, expressing opinions, and recognizing sounds [6]. From this description, the researcher can conclude that several types of traditional games can stimulate children's development, such as congklak, gobak sodor, temeong-meong, dolip, snakes and ladders, and sack racing.

The problem the authors found in the field is the need for optimal development of children through traditional games because the times and advances in technology have greatly influenced changes in the pattern of life in society. One of the impacts of technological advances is the fading of children's interest in playing traditional games. Children now prefer to play modern games in the form of online games and several types of sports that aim to have fun. Early childhood requires

activities that use all body members in playing games. Likewise, some parents provide facilities that support children in playing modern games because parents feel these games are safer for children. In addition, many schools, especially at the PAUD level, no longer introduce and use traditional games as learning materials.

Central Lombok Regency is one of the districts on the island of Lombok, which has a variety of traditional games that contain cultural values and benefits for children's growth and development. However, lately, traditional games have been forgotten due to the times. Due to the rise of modern games, many children are not familiar with traditional games because they have never seen and played these traditional games directly. Early childhood development is a process of child growth and development that requires stimulation and stimulation to develop as a whole. Traditional games are important in supporting the development of the six aspects of child development. Given the previously described problems, the researchers would like to invite educators to preserve traditional games by using traditional games as teaching materials in formal and non-formal early childhood education institutions so that children's development can increase optimally. This study aims to collect data and dig deeper into information about traditional games in Central Lombok Regency, which can develop early childhood development.

RESEARCH METHODS

The research used is a qualitative descriptive research type by survey method. Qualitative descriptive research using the survey method is conducted on large or small populations, but the data is obtained from research samples. The research sample consisted of 6 community leaders or cultural figures who were considered to be people who understood and knew the traditional games played in Central Lombok Regency. The other research subjects were 5 educators, namely Pembina Praya Public Kindergarten, Daruttaqwa Srigangga Kindergarten, Dw Raflesia Kindergarten, Nubia Kindergarten, and Kemala Bhayangkari Praya Kindergarten, who know about early childhood development and apply traditional games as teaching materials. The data collection method in this study uses qualitative data with observation, interviews, and documentation to obtain a complete picture of information about games in Central Lombok Regency. The instrument in this study used interview instruments conducted with research subjects to obtain data. The data analysis technique used is the data analysis process according to the Miles and Huberman model, namely data collection, data reduction, data presentation, and conclusions [7].

RESULTS AND DISCUSSION

The traditional games in Central Lombok Regency which have been identified based on the results of interviews with community leaders or cultural leaders, and teachers or educators regarding traditional games in Central

Table 1. List of Traditional Games in Central Lombok Regency

No	Game name	Tools, Materials, and Playground	Player	Playing Age	Number of Players
1.	Fortress	a. Stones, pillars, and trees b. outside the house	L	5-10 Years	4-10 People
2.	Bekel	a. Keke, rocks and bekel balls b. In the room	P	6-12 Years	2-6 Children
3.	Chiwe/ Congklak	a. Sour pebbles and seeds b. Outdoors and indoors	P	4-12 Years	2 persons
4.	Do Mi Gift	a. This game uses song lyrics b. In the room	P	4-10 Years	3-6 People
5.	Trade	a. Sand, water, leaves, seeds, etc b. outside the house	P	4-10 Years	2-4 People
6.	Slim	a. Wooden gangsing and rope b. Indoor and outdoor	L	6-15 years	2-4 people
7.	Marbles/ Marbles	Marbles	L	7-13 years	2-6 people
8.	Cepun	a. Game without tools	L and P	5-15 Years	3-10 People
9.	Rope	a. Rope or rubber band b. outside the house	P	6-12 Years	3-4 People
10.	Brackets	a. Sarong b. Indoor and outdoor	P	5-12 years	4-8 people
11.	Pese'an	a. Games that rely on the	L and P	5-12 Years	3-8 People

		sense of hearing			
		b. In the room			
12.	Temeong – Meow	a. Strategy game	L and P	4-10 Years	6-12 People
		b. outside the house			
13.	Gobak Sodor/ Selodor	a. A game that requires strategy and tactics	L and P	5-12 Years	4-10 People
		b. outside the house			
14.	Long Dragon Snake	a. A game accompanied by long dragon songs or songs	L and P	5-12 Years	5-10 People
15.	Gatrik / pry	a. Two sticks of bamboo or wood	L	9-15 Years	2-4 People
		b. outside the house			
16.	Trumpets/Clogs	clogs	L and P	5-12 years	2 persons
17.	Barebokang / Cingkaleng / Hiding	a. Trees, walls or pillars	L and P	5-12 Years	5-10 people
		b. Outside the room			
18.	Shallow / Knee eling	a. Pieces of tiles, stones and pieces of ceramics	P	5-12 Years	2-6 people
		b. Outside the room			
19.	Stone School	a. Gravel	L and P	5-12 Years	2-5 people
		b. Outside and inside the room			
20.	Play Moon	a. Broken tiles/stones	L and P	4-12 Years	2-5 people
		b. Outside the room			
21.	cupping	Accompanied by a song or song	L and P	5-12 Years	2-4 People
22.	Plow	In the rice field after harvest	L	9-15 Years	2-4 People
23.	Sigh	a. Blindfold	L and P	9-12 Years	4-6 People
		b. Outside the house			
24.	comedian jengku	a. One knee	L	9-15 Years	2 persons
		b. Outside the house			
25.	Playing Rubber	a. Rubber bracelet	L and P	5-12 years	2-5 children
		b. Outside			
26.	Kedio Nyonlock	a. Game using outdoor strategy	L and P	5-10 Years	5-11 Children

Traditional Games in Central Lombok Regency that can be played by early childhood

Central Lombok Regency has 26 games after being reviewed and verified based on the criteria of tools and materials used, where to play, gender, age of players, number of players, and how to play. The criteria for selecting tools and materials for traditional games suitable for early childhood are: using materials that are easily available in the surrounding environment, safe, and do not contain elements that are harmful to children, such as sharp, toxic objects and others. Tools and materials in traditional games must match in size, not too big or too small. They are light and easy for children to hold and carry, according to their abilities, and attractive in terms of color and shape according to their abilities, age, and development.

Places to play traditional games are generally located in large enough places so children can move freely, such as in fields, parks, yards, and indoors. The area of the children's playground can be adjusted according to the number of players and the type of game being played. This traditional game is also played based on gender and can also

be played together, meaning that both men and women can play it.

Age criteria for PAUD players are games played by children aged 4-6 years. From the data obtained, there are 23 games that can be played in early childhood. While the criteria for the number of players in traditional games is a minimum of two players, and there is no maximum limit on the number of players because traditional games are usually played in groups at leisure and are rarely played individually. Based on these criteria, 23 traditional games were obtained that could be played for early childhood, namely Ciwe, Pese-Pese'an, Bekel, Saut Karet, Kedie Nyontlok, Do Mi Ka Do, Gobak Sodor, Marbles, Fortress, Tali, Trading, Ceprak, Cepun. , Temeong-Meong, Segem, Manuk Kurung, Long Dragon Snake, Trumpet/Worker, Playing Moon, Stone School, Cupring, Playing War, Barebokang/Cingkareng/Hide-Hide.

In everyday life, traditional games that are usually played by children often contain simple scientific concepts, one of which is the use of physics principles, as in clog games and jump rope.



Figure 1. Children playing clogs

The tool in this game uses a pair of rectangular boards. This game requires cooperation and balance to run. The clog game that takes place is closely related to the concept of physics, namely the balance of rigid bodies. The player does balance to be able to arrive at the finish line without falling.



Figure 2. The child is playing jump rope

The game of jumping rope is a game that uses rubber knitted together. A rubber is an object made of an elastic material that will change into its original shape when pulled. This is included in the concept of physics, namely material elasticity.

This game is usually played in teams. One team consists of 3-5 players. This game is played by jumping over a rope which is flicked by two people who are in charge of holding the rope. The technique for playing this jump rope game is that the player who plays jumps over a rope that passes under his feet, then the player holding the end of the rope will flick the rubber until it crosses his head. When the player jumps up over the rope that passes under his feet and returns to the ground, the player needs a lot of effort and energy to get past the rope that is flicked so that there is a change in height to avoid being entangled in the rope. When jumping and returning to the ground, it is included in the earth's gravitational force.

How to play traditional games to improve early childhood development

Traditional games are an activity that grows and develops in certain areas containing cultural values and life rules in society [8]. How play traditional games is classified into three types: games that use tools, without tools, and games that use musical accompaniment or song lyrics, how to play each traditional game has steps similar to each other. Before starting the game, all players choose a friend to play a two-person or group game with. Next, players will make agreements and rules used in the game. Before the game starts, all players will make a suit if only two players are playing, and hompimpa is done if there are more than two players. Suits and hompimpas are done to determine which player will start the game first. As the game progresses, each traditional game is played based on the stages of the type of game being played. The final stage of each game varies according to the game, such as giving punishment to the losing opponent, cleaning the playing area, and tidying up the tools and materials used.

Central Lombok Traditional Games That Can Be Played by Early Childhood So That They Can Improve Early Childhood Development

Based on an interview with the head of Pembina Praya Public Kindergarten, she said that development is an increase in children's skills that are more perfectly according to their age level, so this development needs to be given proper stimulation. Meanwhile, according to Hadijah, the head of Kindergarten DW Raflesia Praya, the development and growth of children are interrelated, so both must be stimulated together. Development is a sequence of changes that influence each other between psychological and physical aspects as well as an increase in the functioning of the body's organs [9].

Children's development is stimulated holistically and integratively in a traditional game. Traditional games are related to all aspects of child development, not only physical development that can be developed through traditional games but also other developments [10]. Children will learn problem-solving, logical thinking, and symbolic thinking as in cognitive development. Cognitive development is a thinking process, namely the individual's ability to relate, assess, and consider an event or event [11]. This activity is seen when children make play strategies, use mathematical concepts such as number symbols to count objects and train children's concentration in solving simple problems in the Gobak Sodor game. Players strategize so they don't get touched by the guards to finish the game.

Table 2. Traditional Games and Enhanced Aspects

No	Game Name	Game Activity	Development Aspect
1.	girl	a. The player who wins the hompimpa will play first. Other players patiently waiting	Social-Emotional
		b. Grasping and sprinkling bi into the hole	Nice motorbike
		c. Set a game strategy	cognitive
		d. Count the number of ciwe seeds	
2.	Pese-Pese'an	a. Define playgroups	Social-Emotional
		b. Collaborate with groups	
		c. Relay order	Language
3.	Equipment	a. Sowing seeds, throwing balls, picking and grasping seeds and balls	Nice motorbike
		b. Count the number of seeds	cognitive
		c. Concentrate while playing so the cake doesn't fall	
4.	Saute rubber	a. Aim or shoot the rubber with two fingers	Nice motorbike
		b. Train your concentration to aim at the target	cognitive
		c. Knowing the concept of flat shape (circle) and the concept of counting numbers	
		d. Patiently waiting for your turn to play and accepting defeat	Social-Emotional
5.	Kediu Nyontlok	a. Players work together to form a circle.	Social-Emotional
		b. Agree together to determine the time to play	
		c. Chasing opponents	Rough motoric
6.	Do Mi Ka Do	a. Form a circle, then hold and clap a friend's hand	Nice motorbike
		b. Sing the song do mi ka do	Art
		c. Concentrate, so you don't clap	cognitive
		d. Received punishment when hit	Religious and Moral Values
7.	Gobak Sodor	a. Make a square-shaped playground.	Art
		b. Build teamwork to keep the defense when breaking into the field of play	Social-Emotional
		c. Running after the opponent	
		d. Complete the game past the guards	Rough motoric
		e. Communicate with friends about strategies to get past guards	cognitive Language
8.	Marbles	a. Throw marbles in a circle	Rough motoric
		b. Hold and aim at the marbles with your thumb and forefinger	Nice motorbike
		c. Concentrate on aiming the marbles, so they hit the target	cognitive
		d. At the end of the game, players count the marbles each has	
9.	Fortress	a. Run after the opponent to be captured	Rough motoric
		b. Defend the fort from being touched by your opponent by setting a strategy	cognitive
		c. Work together with the team to defend the fort and help your teammates not to be captured by the enemy	Social-Emotional
		d. Communicating strategy to the team	Language
10.	Playing Rope	a. Work together to combine the elastic bands to the length you need	Social-Emotional
		b. Jump over the rubber	Rough motoric
		c. Set playing strategy	cognitive
11.	trade	a. Children divide the roles as traders and buyers	Social-Emotional
		b. Communicate like a salesperson	Language
		c. Recognize the value of things like money for	cognitive

No	Game Name	Game Activity	Development Aspect
		shopping	
12.	slap	a. Make the box, body, and mushrooms b. Rotate the palms and put the katuq over the hands, then throw the katuq sequentially c. Use one foot to step on the tiles and use two feet on certain tiles d. Count and determine the steps skipped e. Socialize with friends and stick to the rules	Art Nice motorbike Rough motoric cognitive Social-Emotional Religious and Moral Values
13.	Cepun	a. Decide on a playing time agreement and a player in charge of the chase b. Run and chase friends c. Get into a squat position with your thumbs in front of your lips, so you don't touch them d. Count 1-10 other friends to change places	cognitive Rough motoric cognitive
14.	meow	a. Work together and form a circle b. Accept defeat c. Mice and cats ran while chasing d. Players who become cats strategize to catch mice	Social-Emotional Religious and Moral Values Rough motoric cognitive
15.	Sagem	a. Guess will guess other friends based on physical characteristics b. Sing nursery rhymes to accompany the game	cognitive Art
16.	Brackets	a. Accept the role of the manuk b. Practice teamwork to guess who is the bird c. Think and analyze to guess the name of the manuk player d. Discuss and communicate using sign language and distinguish sounds or sounds when the cock crows e. Manuk will move, walk, run and jump like a chicken	Social-Emotional cognitive Language Rough motoric
17.	Long Dragon Snake	a. Move in a circle and run to avoid getting caught at the end of the game b. Work together as a team, so the other parents don't get caught c. Communicating determines parents	Rough motoric Social-Emotional Language
18.	Trumpets/Clogs	a. Walk fast b. Teamwork to step in rhythm to get to the finish line	Rough motoric Social-Emotional
19.	Play Moon	a. Throw the katuq into the circle b. The player who throws the katuq outside the circle will be replaced by another player. c. Count the number of words in the circle	Nice motorbike Social-Emotional cognitive
20.	Rock School	a. Guess the name of the player where the stone is stored b. Communicate and provide clues about where the stones are stored	cognitive Language
21.	cupping	a. Singing the song "ping kelodok aji pire aji bay duck because of supok" while hompimpa accompanies the game. b. If someone loses the hompimpa then they will lose and withdraw from the game.	Art Social-Emotional Religious and Moral Values
22.	Play War	a. Take on the role of a cop chasing criminals. b. Communicate with the group about playing strategies	Social-Emotional Language

No	Game Name	Game Activity	Development Aspect
23.	Barebongkang / Cingkaleng	c. Running after the opponent	Rough motoric
		a. Looking for a hiding place	cognitive
		b. The guard counts from 1-10 and tries to find another friend's hiding place	
		c. Run and jump while looking for hiding places and when touching the house	Rough motoric
		d. Athlete accepts defeat	Religious and Moral Values

Aspects of religious and moral values are the initial foundation that a person has regarding his ability to understand and perform a behavior to distinguish between right and wrong so that he can behave based on these differences by the teachings of the religion he believes in. Traditional games can help children to be honest, accept defeat, be responsible, work together and have sportsmanship [12].

In the aspect of motor-physical development, children can move and train their body muscles and train flexibility and muscle cooperation in the legs and arms. Children have skills in coordinating gross motor movements, fine motor as well as occupational health and safety behaviors. Motoric development is a maturation process of controlling body movements coordinated between muscles, and the brain becomes the center of motion [13]. In line with this statement, traditional games have the benefit of being able to increase body strength because they involve large and small muscles, eye coordination with the dexterity of the feet and hands, and imitating the rhythm of the song according to the movements performed [14]. Gross motor development can be seen in the child's activity when catching and chasing opponents and requiring children to actively run past the guards in the game. Meanwhile, fine motor skills can be seen through games that use fingers, such as grasping and snapping, which aim to train and strengthen children's small muscles.

Traditional games can improve aspects of children's language development, such as understanding language, expressing language, and literacy obtained when children communicate with peers and understand playing strategies so that they can increase the vocabulary possessed by children [15]. Social relations exist in children because of communication so that children can express their thoughts [16]. In addition, children can recognize sign language and various sounds through games such as manuk brackets and cepun games.

Social-emotional development includes the development of children's abilities in social relations or interactions with other people [17]. In line with this statement, based on the identification of traditional games seen from the criteria for tools used, age, number of players, and how to play can improve aspects of social-emotional development

such as children can increase self-awareness, train a sense of responsibility towards themselves and others, prosocial behavior [18]. Aspects of the development of art are human behavior that uses imagination to help explain, understand, and enjoy life through sight and can be touched by hand. Art learning is many activities that children can carry out by involving motor skills, especially fine motor skills. Communication, motor skills, and affect emotional intelligence. Traditional games have benefits for children. Traditional games as one of the sports that are healthy for the body because all games use extra physical exercise and are well used to train children's physical and mental [20-22].

CONCLUSION

Based on the results of research on traditional games to enhance early childhood development in Central Lombok District that have been identified and verified, it can be concluded that there are 28 traditional games. After being reviewed and verified based on the tools and materials used, where to play, gender, age of players, number of players, and how to play, traditional games that can be played by early childhood include Ciwe, Pese-Pese' an, Bekel, Saut Karet, Kedie Nyontlok, Do Mi Ka Do, Gobak Sodor, Marbles, Fortress, Ropes, Merchandise, Ceprak, Cepun, Temeong-Meong, Segem, Manuk Kurung, Long Dragon Snake, Trumpet/Batik, Main Moon, Stone School, Cupring, Main War, Barebokang/Cingkareng/Hide-Hide. There are different ways to play traditional games that can be played in early childhood, such as 14 games that require tools and materials, 7 games that do not use tools and materials, and 2 games that use poetry/songs to accompany the game. Before starting the game, usually, players will prepare the tools and materials needed in the game, make hompimpa/settings to determine which player will be played first or in determining group members, develop playing strategies, make playing time agreements, play arrange and arrange penalty agreements which will be given for players who lost and prizes for players who won the game. Of the 23 traditional games that have been tested and verified, 18 games can improve cognitive abilities, 7 games can improve aspects of language development, 16 games can improve aspects of language development, and 13 games can improve

aspects of language development. Gross motor development, 6 games that can improve aspects of fine motor development, 4 games that can improve aspects of language development, and 5 games that can improve the development of moral values.

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