

Increasing Student Solidarity with Traditional Game Media, Playing Methods in Lower Classes

Nur Wahyuni

Universitas Battuta Medan

ARTICLE INFO

Article history:

Received : 14-12-2021

Revised : 15-01-2022

Accepted : 23-02-2022

Keywords:

solidarity, traditional games,
playing methods

ABSTRACT

This study aims to investigate methods for enhancing student solidarity through the utilization of traditional games. Employing an action research approach, the study follows the Kemmis and Taggart model, comprising four stages: planning, action, observation, and reflection, conducted across two cycles. Data collection methods include field notes, interviews, documentation, and observation, with a sample comprising 20 children aged 6-7 years. Findings indicate a notable improvement in children's solidarity levels following engagement with traditional games. Prior to participation, students in the lower class exhibited low levels of solidarity, which increased to a high category after engaging in traditional games. Furthermore, the study highlights a significant positive correlation between traditional games and enhanced student solidarity, suggesting that traditional games, when integrated into teaching practices, effectively foster solidarity among students.



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

Corresponding Author:

Nur Wahyuni

Universitas Battuta Medan

E-mail: Nurwahyuni.pancing@gmail.com

1. INTRODUCTION

Learning activities are basically interaction activities between educators and students and there is a reciprocal relationship. Placing students as learning subjects means that students are active individuals, not passive ones who only receive lessons from the teacher. In implementing learning, teachers must have strategies so that students can learn actively, effectively and efficiently so that the expected learning objectives can be achieved. One of the steps to having a strategy is to master teaching techniques or master teaching methods.

Learning methods are ways of interacting with each other so that the learning process runs well so that learning objectives can be achieved. It was found that students were less diligent in studying, students who rarely did assignments, and were not disciplined in studying, and lacked interest in learning due to the use of learning methods that were not optimal, which affected students' desire to learn so that it became a basic problem to immediately get treatment from the teacher. Apart from that, using learning media can stimulate student activity in learning.

The learning given by the teacher will be more interesting if the teacher uses learning media in the learning process. Learning media is expected to be able to encourage students to be more active and creative. Thus, if teachers use learning media, students will be more focused on learning and ultimately students will not feel bored during the learning process. By using media in the learning process, students are expected to focus on the learning process so that learning

objectives are achieved.

For more effective learning, teachers can facilitate learning activities, so that learning becomes conducive and comfortable. This requires educators to package learning materials so that children can be stimulated in learning and can increase student activity during learning. Apart from that, it is to increase the attitude of solidarity between fellow students.

Instructional Media

Learning media is an integral part of the learning system. The word media is the plural form of the word medium. Medium can be defined as an intermediary or introduction to communication from the sender to the recipient. The teaching and learning process is a communication process, conveying messages from the introducer to the recipient. The message conveyed is in the form of content or teachings which are expressed in communication symbols both verbally and non-verbally. Efforts to make learning more concrete use learning media. Different types of media have their respective uses. Learning media is very useful for students because it can increase students' comprehension of the material presented.

And increase student activity during learning. It can also foster an attitude of solidarity between students. Apart from that, learning media is also useful for teachers because teachers can easily provide material and show concrete material. The use of learning media varies greatly because learning media can be used anywhere according to need. The use of learning media must be appropriate to the conditions in which the media is used, so that the learning process can run optimally according to the expected goals. Judging from the variations in use, learning media can be used individually, in groups and by students in large numbers (mass).

Traditional game

Traditional games are a characteristic of a nation, therefore exploring, preserving and developing traditional games is something that cannot be avoided. Apart from being a characteristic of a nation, traditional games are one of the biggest parts of a broader framework, namely culture. Traditional games are actually very good for training children physically and mentally.

Indirectly, children will be stimulated by creativity, dexterity, leadership, intelligence and breadth of insight through this game. This is in line with what was expressed by Ardiwinata (2006) where traditional children's games are an element of culture, because they are able to influence the psychological development, character and social life of children. Traditional children's games are also considered as one of the cultural elements that give characteristics to a particular culture. Therefore, traditional games are cultural assets, namely capital for a society to maintain its existence and identity among other societies. Traditional games can survive or be maintained because they generally contain cultural elements and high moral values, such as: honesty, skill, solidarity, unity and unity, skill and courage. So, it can also be said that traditional games can be used as a tool for fostering cultural values for the development of Indonesian national culture.

Traditional games, which are increasingly being lost as time goes by, actually hold uniqueness, artistry and greater benefits such as teamwork, sport, and sometimes also help increase brain power. This is different from today's children's games where they just sit quietly playing games on the monitor screen and so on. Traditional games have also been proven to make a positive contribution to learning. This is in line with the results of research conducted by Wijaya (2013) entitled (Traditional) Games to Develop Social Interaction, Social Norms and Sociomathematical Norms in Mathematics Learning with a Realistic Mathematics Approach. The research results state that traditional games can increase social interaction in mathematics learning. According to Peney Upton (2012: 34) play in general is often associated with children's activities carried out spontaneously, of which there are five definitions of play; (1) something that is fun and has intrinsic value for the child (2) does not have an extrinsic goal, the motivation is more intrinsic (3) is spontaneous and voluntary, there is no element of compulsion and is freely chosen by the child and involves the child's active participation, and (4) have a special systematic relationship with something that is not play, such as creativity, problem solving, language learning, social development. 34) play in general is often associated with children's activities carried out spontaneously, of which there are five definitions of play; (1) something that is fun and has intrinsic value for the child (2) does not have an extrinsic goal, the motivation

is more intrinsic (3) is spontaneous and voluntary, there is no element of compulsion and is freely chosen by the child and involves the child's active participation, and (4) have a special systematic relationship with something that is not play, such as creativity, problem solving, language learning, social development. 34) play in general is often associated with children's activities carried out spontaneously, of which there are five definitions of play; (1) something that is fun and has intrinsic value for the child (2) does not have an extrinsic goal, the motivation is more intrinsic (3) is spontaneous and voluntary, there is no element of compulsion and is freely chosen by the child and involves the child's active participation, and (4) have a special systematic relationship with something that is not play, such as creativity, problem solving, language learning, social development.

Solidarity

According to the Big Indonesian Dictionary, the meaning of the word solidarity is, the quality (feeling) of solidarity, the nature of one feeling (*senasip*), the feeling of loyalty to friends which members of a group are obliged to have (Depdiknas, 2007:1082). According to the Big Indonesian Dictionary, the meaning of the word social is related to society, the need for communication in an effort to support development, likes paying attention to the public interest (Ministry of National Education, 2007: 1085). Etymologically, the meaning of solidarity is solidarity or unity. In Arabic it means *tadhamun* or *takaful* and *ukhuwah*. Solidarity in these two terms contains the meaning, namely the attitude of helping each other, bearing and shouldering difficulties in social life. The attitude of members of the Islamic community who often think about, pay attention to, and help overcome difficulties; One member of Islamic society feels another's suffering as his own suffering and his luck is also the other's luck.

2. METHODS

Utilizing the Kemmis and Taggart action research model, this study incorporates four key phases: planning, action, observation, and reflection. The implemented actions involve traditional games such as *galasin*, chasing (*Kriim*), and jumping. Data collection methods include interviews, observations, and field notes. Conducted between January and March 2022, the research focuses on students in group B, aged between 6 and 7 years, within an elementary school setting.

3. RESULTS AND DISCUSSION

Before the intervention, data analysis revealed that 4 students (20%) did not meet the target criteria. Among them, 2 students scored 68.42% and 57.89%, falling under the "good" category, while 2 students scored 45.61% and 38.60%, categorized as "sufficient", reflecting an average increase of 42.55%. Following the intervention, one student remained categorized as "not reaching the target", achieving a total score of 69.30%, despite being in the "good" range. Notably, a student demonstrated enhanced social skills with a perfect score of 100%, averaging 54.13. Comparison between pre-test and post-test results indicated improvement in the adaptation aspect, particularly in indicator 16 (Children wanting to give praise), signifying enhanced ability among children to praise their peers during play. Conversely, the participation aspect, specifically indicator 12 (Children wanting to play with close friends), showed the least improvement, as many children already exhibited solidarity by preferring to play with close friends.

4. CONCLUSION

Following observations conducted across two cycles in lower grade classes, several conclusions were drawn. Prior to implementing any interventions, the average solidarity observation score among 16 children was 6.0. Specifically, 7 children were classified as not yet developing (43.75%), while 9 children were categorized as beginning to develop (56.25%). None of the children had reached the expected criteria for developing solidarity to a very good level, indicating relatively low social skills among the students. However, the implementation of traditional games demonstrated a positive impact on enhancing solidarity among elementary school students, evident from the progression observed from pre-cycle to cycle two. Initially, during pre-cycle observations, 7 children were deemed not yet developing (43.75%), and 9 were categorized as beginning to develop (56.25%), with none meeting the criteria for expected or very good development. In cycle I, following one session, all children demonstrated the criteria for beginning to develop (100%). Subsequently, in cycle II, which also comprised one session, one

child showed criteria for beginning to develop (6.25%), 14 children met the criteria for expected development (87.5%), and one child exhibited very well-developed criteria (6.25%).

BIBLIOGRAPHY

Achroni Keen, (2012), *Optimizing Children's Growth and Development Through Traditional Games*.

Jogjakarta : Javalitera.

Arsyad Azhar, *Learning Media*, Jakarta: Raja Grafindo Persada, 2013

Hurlock, Elizabeth, (2006). *Developmental Psychology*, translation by Istiwidiyanti, Soedjarwo, Jakarta: Erlangga.

Ismail, Andang, (2011) *Educational Games: Become Smart and Cheerful with Educational Games*.

Yogyakarta: Pillar Media.

Motivation, M., Student, B., & Sd, KV (2015). The effectiveness of traditional game media in increasing the learning motivation of fifth grade elementary school students in Bumi 2. 2(1), 29–39.