

Perception of Kindergarten Teachers on The Utilization of Traditional Games in Learning in West Nusa Tenggara, Indonesia

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ABSTRACT

Indonesia is an archipelago country consisting of 17,504 lands spread in 34 provinces. One of them is West Nusa Tenggara Province. In addition, Indonesia is also a country rich in traditional games because Indonesia has more than 1,340 ethnic groups. If it is assumed that one ethnic group only has two traditional games, then in Indonesia there will be around 2,680 types of traditional games. Traditional games are games that develop from generation to generation and usually contain elements of education that can stimulate aspects of child development such as motoric skill, cognitive ability, language, social-emotional, creativity and character. This article will describe the perceptions of kindergarten teachers about the use of traditional games in the learning process in kindergarten. The research method uses descriptive qualitative with interview techniques. The research subjects were 100 kindergarten teachers in West Nusa Tenggara (NTB) Province. Research time July - October 2018. The results of the study show that the use of traditional games in learning in kindergarten is only enriching and is not optimal and needs to be encouraged so that Indonesian traditional games, especially in NTB can be preserved and empowered to stimulate aspects of child development.

Keywords: traditional games, early childhood, kindergarten, perception

INTRODUCTION

Every country certainly has a traditional game. Even in one country can have more than ten traditional games. Why is that? Traditional games are folk games that are created because processes are passed down from one generation to the next. Traditional games are also usually an illustration of local wisdom from a particular region or place. Min-Seok Kim Jin-Ah Choi Hal (Kim, 2015) states that traditional games are complex games obtained through culture. Meanwhile, (Choi, 2018) states that traditional games are a concept that contrasts with modern games, traditional games and folk games and that includes foreign games traditionally completed by a nation. Traditional games are also activities that have elements of educational value (Sarana, 2019). This is in line with the statement (Danandjaja, 2007), namely traditional games are one form of local wisdom in the form of children's games, which circulate verbally among certain community members, shaped traditionally with or without self-made tools and passed down - hereditary. Traditional games have diverse content, ranging from the social life of the community, urbanities and cultural patterns (Farideh et al, 2014), people's lives from time to time (Jacobs, 2019), philosophy of life, connecting families to nature, respecting elders, and encouraging tenacity in everyday life (Kaye, 2017). In addition to varied content, traditional games can also be performed by various groups, both men and women, young and old (Gold, et al, 2015) and can be used in school learning, including well-designed kindergartens. (Waller, et al, 2017). (Waller, et al, 2017). Games can also generate motivation, curiosity in early childhood (M. Compagnoni et al, 2019).

Indonesia is an archipelago country consisting of 17,504 pieces spread in 34 provinces. Indonesia is also one of the countries located in the Southeast Asia region. Indonesia's geographical position is very strategic, because it is flanked by 2 continents (Asia and Australia) and 2 oceans (Hidia Ocean and Pacific Ocean). The total area of Indonesia is almost 2 million kilometers, stretching from 6 ° N to 11 ° C and 95 ° -141 ° East Longitude. This strategic location also influences various fields of people's lives, one of which is the socio-cultural field. This influence can be seen from the many foreign cultures that merged and grew in Indonesia. This can be seen from various types such as how to dress, musical instruments, films, dances, games and more. With such conditions, the State of Indonesia becomes a country that is rich in culture and local wisdom, one of which is traditional. According to data from the Indonesian Central Bureau of Statistics, this country has more than 300 ethnic groups and 1,340 ethnic groups. If it is assumed that one

ethnic group only has two traditional games, then in Indonesia there will be around 2,680 types of traditional games.

Perception is the result of evolution. Our perception is the result of natural selection (Donald D. Hoffman et al, 2015) and is a definition that contrasts with hallucinations, imagination, and other experiences (Charles, 2017). Perception is generated from vision, hearing and experience (Trivers, 1976/2006) and is formed based on sensory information, the actual state of the environment (Yuille, A., & Bülhoff, H. , 1996). So, perception is someone's opinion based on vision, hearing and experience of something and then presented in the opinions and responses of someone. Therefore, in this article we will discuss the perceptions of kindergarten teachers in West Nusa Tenggara, Indonesia about traditional games and their relationship to the learning they have done in kindergarten. The background of this study is that kindergarten teachers are likely to never use traditional games in the learning process they do. Basically, they know that traditional games are very rich and have valuable values and enormous benefits for a child's growth and development. A teachers, personally have felt the benefits of traditional games based on their experience. Therefore, this article specifically describes the perception of kindergarten teachers towards the use of traditional games in the learning process in kindergarten in NTB.

METHOD

This research applies descriptive qualitative paradigm with survey method. The technique used is interviewed. Interviews were conducted with 100 kindergarten teachers in the West Nusa Tenggara region who were randomly selected. One hundred teachers represent the entire NTB region, which has 10 cities / districts. Each city / district is represented by 10 teachers. The collected data is collected by giving five questions in writing to the respondent. These questions are as follows: 1) What game is it that you still remember? Answers may be more than one; 2) In your opinion, what traditional games do you often see played by the people in NTB?; 3) What traditional games are suitable for early childhood? Give the reason; 4) What traditional games have you used in learning in your class?; 5) What developmental aspects can be stimulated by the traditional games that you apply?

RESULTS AND DISCUSSION

Interviews of 100 kindergarten teachers in West Nusa Tenggara showed that many kindergarten teachers did not know the names of traditional games in NTB. But when one teacher told how to play from a game, another teacher stated that he knew the game. This shows that the teacher does not know the name of the game, but actually they know the game. After being studied deeper, it turned out that as many as 62 kindergarten teachers who were the subjects of this study came from outside NTB. 38 people from NTB came from different regions.

Traditional games that are still known to kindergarten teachers in NTB

The answers from respondents to the first question were quite surprising because there were not many traditional games that were still remembered and known by kindergarten teachers in NTB. The traditional games contained are outdoor games that require a fairly wide and flat playground. Although the playground described by respondents is not exactly the same, but basically has the same concept, so is the way to play it. This is very reasonable because in Indonesia, traditional types of games basically have similarities both in terms of the game tools, the shape of the playing arena and how to play it. One thing that distinguishes is the name. The game requires cooperation, cohesiveness and strategy that must be agreed upon by the group members. In addition, the game also requires gross motor movements. This is very suitable for children because children basically move a lot or can't stay still.

Games that are still played by the community in NTB

The answer given by the respondent is the result of their observation of the environment around their residence. Although some of the respondents (24 respondents) stated that they had never seen children or people around their homes playing traditional games because they were rarely at home during the day. They worked from morning to evening and only arrived home at night. But from other respondents, data were

obtained about games that were often played by the people in NTB. The games they mentioned are usually played when there are certain celebrations, for example on the anniversary of the Independence Day of Indonesia. This game was carried out as a race. Usually the players are adults in one village. Although this competition was held to compete and get prizes, victory was not the main goal, but the togetherness and joy that were gained by each contestant.

The type of traditional game that is suitable for early childhood

This is very reasonable because traditional games are games that are rarely performed by teachers. This game is only enrichment and is used for filling up leisure time. Therefore, when applying this game. The teacher will look for games that are not too much trouble, for example, they do not need to prepare complicated tools and rules. They also tend to choose games that are mass or played by many children at once. The goal is so that the teacher does not need to explain repeatedly or make complicated rules. In addition, games that are considered appropriate for early childhood are games that can stimulate many aspects of a child's development. All selected games stimulate motoric physical development of the child, both fine motoric and gross motoric. Besides that, it also stimulates the development of children's emotional, social, such as patience, spotivity, perseverance, concentration and communication skills.

Traditional games used by teachers in learning and stimulated aspects of children's development

Teachers admit that they rarely use traditional games in their learning activities. This is because they feel that the time, they have will not be enough if they have to enter traditional games in the learning process, they do. In addition, the curriculum that they have to implement is quite complex, so they don't have the chance to use traditional games in their learning. However, they also admitted that during teaching at least once they had used or applied this traditional game in their learning, but only as an enrichment and not included in the actual learning plan. It appears that the type of game chosen by the teacher is a game that does not require complicated equipment and preparation. They can choose simple games that involve many children at once. The developmental aspects stimulated by the game chosen by the teacher are motoric skills (both gross motoric and fine motoric), cognitive especially the ability to count and the rest are social-emotional aspects. This is in line with the opinion of (Hurlock, 2012) which states that playing and playing are very important to simulate aspects of child development

CONCLUSION

Traditional games are cultural heritage which are actually loaded with noble values and contain good strategies to simulate aspects of early childhood development, but for teachers in Indonesia, traditional games still cannot be utilized optimally in learning in their classrooms for various reasons, wrong the other is because the curriculum that must be applied by teachers is sufficiently solid so that they do not have the opportunity to enter traditional games in their learning activities. Suggestions The study needs further research to prove relationship between traditional games and early childhood development. Basically, teachers know that traditional games can stimulate children's abilities, but because they are not familiar with traditional games in the areas where they teach, they do not apply the games in their classrooms.

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