Introducing Traditional Games Around the World: Cross-Cultural Understanding in Elementary School Students

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Abstract

Games that adhere to a place's customs and are closely related to the community's traditions are known as traditional games.With specific rules and equipment, traditional games are played by the community first.Space, season, and environment define and constrain traditional games. Most of the time, people play outside in grasslands, pastures, plains, rivers, and courtyards.

Keywords: *Tradtional Games, Culture*

INTRODUCTION

Games that adhere to a place's customs and are closely related to the community's traditions are known as traditional games (Aminatun & Oktaviani, 2019). With specific rules and equipment (Muliyah et al., 2020), traditional games are played by the community first (Qodriani & Wijana, 2020). Space, season, and environment define and constrain traditional games (Sari, 2018). Most of the time, people play outside in grasslands, pastures, plains, rivers, and courtyards (MULIYAH et al., 2021). Shaped wood, wooden sticks, bricks (Gulö & Nainggolan, 2021), and other items that are frequently found in every day life (Sari & Wahyudin, 2019b), are typical components and items used in traditional games (Kardiansyah, 2021). Because they are made of local materials (Suprayogi & Novanti, 2021), the tools used are easy to use and cheap.In the meantime, a distinctive song frequently accompanies how to play it (Qodriani, 2021). Because people learn to live according to the established norms and rules of the game (Suprayogi & Pranoto, 2020), tradition and all outdoor games have significantly improved social relations (Puspita & Pranoto, 2021). This is because they help people understand and adapt to their social and cultural background (Sari & Wahyudin, 2019a). As an alternative to educational entertainment (E. Putri & Sari, 2020a), traditional games are healthy, offer a different experience, and are significantly more enjoyable (Wahyudin & Sari, 2018).

Traditional games are cultural knowledge, which educators are required to share with students through regional-based local content plans (Puspita, 2021). It is hoped that students of these local topics will be interested and will remember Indonesian culture's singularity (Kardiansyah & Salam, 2021). In addition to Indonesia, numerous nations around the world, including Asian, European, and American nations (Kasih, 2018), have their own distinct traditional games (Afrianto et al., 2021). The remainder are distinct from the Indonesian games in some ways (Septiyana & Aminatun, 2021). Naturally, there are traditional games that have been played for centuries in every nation on the planet. These games can still be played today, albeit very rarely (Rahmania & Mandasari, 2021). Physics

are used in most traditional games (Qodriani & Wijana, 2021). Quite distinct from contemporary games that focus more on brain teasers.With games that are overwhelmed by actual development, in a roundabout way conventional games can likewise be alluded to as sports (E. Putri & Sari, 2020b). Because of this, the children of the past were more mobile than today's children (N. R. Putri & Sari, 2021). In this day and age, we are able to observe for ourselves that the majority of young children today are less familiar with traditional games and are even more fluent and good at modern games using mobile or computer media (Oktaviani et al., 2020). This is because players must constantly think about the rules of the game and various aspects of on-site winning strategies in order to compete well with their opponents. Engaging in traditional games also has a positive impact on psychological development (Amelia & Daud, 2020).

Many children are beginning to forget how much fun it is to play in the wild and away from gadgets and technology in this day and age of globalization (Nurmala Sari & Aminatun, 2021). Traditional games have become increasingly rare as technology and the times have changed.For sports, entertainment, and leisure, the younger generation has turned to virtual games and other modern games (Puspita & Amelia, 2020). Games have taken the place of everything on the device (Aminatun, Ayu, et al., 2021). The impact of technological advancements on children's play activities cannot be denied (Kardiansyah & Salam, 2020). It is easy to acquire its sophistication in presenting a variety of entertainment applications like social media and video games, one of which is through gadgets.Because internet access can be obtained from anywhere, including school and home, using this device is also simpler (Suprayogi, Samanik, et al., 2021). The majority of children today will select gadgets or video games as their preferred games, especially now that covid-19 is forcing more children to stay at home (N. Putri & Aminatun, 2021). Sadly, playing games with gadgets too frequently can have a number of negative effects on health, brain function, and social skills (Suprayogi & Eko, 2020). The existence of traditional games that are rich in culture, national values, and even elements that are beneficial to children's motor and cognitive development is slowly eroding.As the nation's next generation, we must continue to preserve traditional games to ensure their continued existence (Suprayogi & Eko, 2020). As a result, the goal of this article is to introduce global traditional games like:Elementary school students should be exposed to Indonesia, China, Japan, England, and the United States so that they can comprehend the variety of cultures and world heritage.

LITERATURE REVIEW

Over the centuries, many games have developed, and now children and even teenagers and adults prefer to play modern games, especially on mobile phones, rather than traditional games. by knowing this, the preservation of culture, especially traditional games (Mandasari & Wahyudin, 2021), needs to be done so that this culture does not become extinct and disappears, and its existence must be maintained and continuously preserved (Amelia, 2021). The right and effective way to preserve this culture is through early childhood or elementary school students because at their age their curiosity is strong (Candra & Qodriani, 2019), and they are active in activities. Introducing traditional games to elementary school students requires an effective way (Aminatun, Muliyah, et al., 2021), one of which is by introducing the history first so that they understand the origin of the game created (Suprayogi, Pranoto, et al., 2021)(Aminatun, 2021), after that introduce and teach how to play the games so that they understand and are more interested. Here are some of the history of traditional games and how to play them from several countries

including Indonesia, China, Japan, England and United States (Fakhrurozi & Puspita, 2021).

1. Gobak Sodor - Indonesia

The Gobag Sodor game is an original game from Indonesia. Derived from the word Gobag which means to move freely and Sodor which means spear. So Gobag Sodor means to move freely between the spears that hinder. Gobag Sodor is well known in Javanese society, especially in the Yogyakarta area. Many say that this game comes from the Yogyakarta area. Gobag Sodor is also known as Galah Asin. Once upon a time the soldiers had a game called Sodoran. The game uses a spear without a sharp spearhead. The soldiers created the game with the intention of practicing skills in war. From there, the Gobag Sodor game began to develop to what it is today.

This game was also recorded in the Javanese Baosastra (dictionary) in 1939, written by WJS Poerwadarminto published by JB Wolters Uitgevers Maatschappij NV Groningen, Batavia. But there are also those who say that this game was adapted from English. The name gobak sodor comes from the English language, namely Go Back through the Door which means to go back through the door, according to the rules of this game. But because it's hard to pronounce, the Indonesians call this game gobak sodor. The number of players in the Gobag Sodor game must be an even number of between 4-10 people who are then divided into two teams, the guard team and the attack team. Usually, Gobag Sodor is played by boys because it is exhausting to play it. But if girls want to play, it's okay as long as there is a balance between the two teams who want to play.

How to play Gobak Sodor

This traditional game is played in groups or teams and is divided into two groups. Each team consists of four to eight people. Usually this is played using a rectangular field measuring 9 x 4 meters which is divided into six sections. In the Gobag Sodor game, after two teams were formed, one of the teams stood guard on the line. The other team must be able to escape from the guards' obstacles, by running through the obstacles back and forth and not being caught. For those who keep in the horizontal line they must try to prevent the opponent from crossing the line. For members who stand guard on the vertical line, they have access to the entire vertical line located in the center of the field. Agility and careful planning are important things to get past the opponent's obstacles. If any team member who tries to escape is caught by the guard, it will change.

2. Mahjong - China

Mahjong or Mahyong or also called Mahjung is a traditional Chinese game that was created around the end of the 19th century in Kiangsu, Chekiang, and Anwai Provinces. One of the myths about the origin of Mahjong says that Kong Hu Cu, the Chinese philosopher, developed this game around 500 BC. according to this myth, this game appeared simultaneously in various provinces of China to coincide with the journey of Kong Hu Cu when he spread his new teachings. However, there is no evidence to support this statement. The three dragon stones (main) also correspond to the three main virtues inherited by Kong Hu Cu. (Zhong, center) which is red, (Fa, prosperity) which is green, (Bai, white) means generosity, sincerity, and loyalty to one's family, also in this myth. In fact, the "middle" here is most likely a reference to 中国 (zhōngguó) — or China, its official Chinese name.

Kong Hu Cu comes from South China, and "Mahyong" comes from the Yueyu (Cantonese) westernized name for the game (the South Chinese dialect is actually closer to classical (so, more conservative) Chinese speech). evidence that mahjong existed before

the Taiping era so it seems unlikely that Kong Hu Cu was the creator of this game. Some historians believe that the game was based on a Chinese card game called Mádiào (馬吊) (also known as Ma Tiae, meaning, Hanging Horse ; or Yèzí (葉子), Leaf) in the early Ming Dynasty. This traditional Chinese game was banned in its own country in 1949, when the People's Republic of China was formed. The new communist government regarded all forms of gambling as a symbol of capitalist rot. After the Cultural Revolution, the game it was revived, and once again Mahjong became a Chinese folk recreational game.

How to play Mahjong

The game of mahjong is played by four players with 144 sets of tiles that are inscribed with Chinese characters and symbols with specific meanings. Mahjong is still very popular to be played today all over the world and there are even international mahjong tournaments or competitions. To play this game, you can follow the instructions below;

- Studying Stones:
  1. Prepare a set of mahjong stones. (One set contains 144 stones).
  2. Learn the stone symbols first. (This game uses 3 symbols for the main part of the game, namely dots/circles, Chinese characters, and bamboo. The roles of these symbols are like hearts, diamonds, curls and spades in a deck of playing cards. Each symbol has 4 identical sets, each of which -each set contains 9 stones. Total there are 108 stones).
  3. Use honor stones like symbol stones. (The honor stone is a special stone. The honor stone features red and green dragons or the 4 cardinal points).
  4. Decide whether you will use bonus stones. (Bonus stones feature seasons and flowers. Usually, these stones are included in the Chinese and Korean versions of mahjong. You can't use these stones to make melds, but they can give you extra points at the end of the game).

- Starting Game:
  1. Roll the dice to see who is the East Wind. (East Wind is the city of the game. Whoever gets the highest number of points after rolling two dice becomes East Wind. West Wind sits opposite East Wind, North Wind sits on East Wind's left, and South Wind sits on its right).
  2. Place the stones face down before shaking and distributing.
  3. Have East Wind distribute 13 stones to each player.
  4. Pass the stone using the "Charleston" rule in American mahjong. (You just take 3 stones from the hand you want to throw and pass them to the right (first pass). Then, do the same to the person opposite you (second pass), then to the person to your left (third pass). If everyone agrees , you can do the whole process a second time; however, you shouldn't do it if someone else refuses, even if it's just one).

- Playing the Mahjong Round:
  1. Let South Wind draw and discard cards at the start of the round.
  2. Let the South Wind throw the stone and say the name.
  3. Take the stone that your opponent throws if it matches one of your melds.
  4. Take a stone from the pile to play with if you don't want a discarded stone.
  5. Forward turn to the player on the right
  6. Replace the Joker with the stone in hand on your turn.

7. Try to form a meld. (Meld is a set of stones strung together. You can play 3 of the same stone ("pong") or 4 of the same stone ("kong"). These stones can be numbers, honor stones, or bonus stones. play 3 numbers in a row, called chow).
8. Try to make mahjong by getting 4 melds and 1 pair.

- Score and Win the Game:
  1. Say "call" (pronounced "kol") when the player only needs 1 stone more to get mahjong.
  2. Show your hand and say "mahjong" when your set is complete.
  3. Get high scores.
  4. Apply points based on the stone in the winning hand.
  5. Play 4 rounds of 4 hands each.

3. Kendama - Japan

Kendama (けん玉 or) is the name of a Japanese toy typical of Japan in the form of a ball with a hole (tama) tied by a rope to a cross (ken) that looks like a hammer. In Japan, this game is contested in national level competitions. Kendama is also available for left-handers. Broadly speaking, kendama consists of 5 parts, "玉" (Tama), "けん" (Ken), "皿胴" (Sarado), "糸" (Ito), "ビーズ" (Beads). This toy consists of Ken (a hammer-shaped handle with a pointed end) and Dama (a ball with a hole in the bottom and connected by a string to the end of the hammer). The top end of the ken stalk is called the kensaki (ken tip), which is pointed like a nail for inserting the ball. At the ends of the left and right sides of the bars there are hollows that are used to catch the ball. The basin with the larger diameter is called the zara (large plate), while the basin with the smaller diameter is called the kozara (small plate). The depression at the end of the lower ken stalk is called a chūzara (medium plate), although it is actually smaller in diameter than a kozara. In Japan, the game is believed to have first entered the Edo period (1603 – 1868) via the Silk Road to Nagasaki. In the years 1777 to 1778, this game began to be enjoyed by adults. In the Meiji era, the Ministry of Education introduced this traditional game so that this game gradually became popular among young children. In 1919, in the Taisho Era, the prototype was completed and began to be widely sold. Later, this game became popular and various types of kendama emerged from the beginning of the Showa Era to the present.

By using a slightly drilled plate like a crescent moon (三日月) and from the meaning (dama) = (日, hi/nichi), this game became called nichigetsu ball (日月ボール) and was very popular. Kendama was created in 1918 by Hamaji Egusa from the city of Kure, Hiroshima Prefecture. This traditional game created by Hamaji Egusapada has a simple but complex playing technique. In fact, it is known that there are more than 1,000 techniques for playing Kendama. However, usually this game is played by throwing the ball up and catching it using the right and left sides. At first, the game was named "Nichi Getsu Ball". Since the 16th century, the French have had a similar game of dexterity called bilboquet (bil means "ball" and boquet means "little tree"). Unlike the kendama, the bilboquet only has hollows at both ends of the stick. In 1975, the "Japan Kendama Association" was founded, the "Kendama Competition" began, formal rules, skill levels such as "kyu" or "and" were determined, and techniques were developed. The Japan Kendama Association (Nihon Kendama Kyōkai) is a non-profit organization that seeks to promote the game of kendama, regulate technical standards and tricks of the game, and determine the skill level and ranking of players. The association also sells kendama that conforms to the association's standards.

How to play Kendama

The way to play kendama is to hit the ball with both concave sides, then the bottom of the handle will stick the ball that has been given a hole with the pointed part on the handle. The game of kendama recognizes a number of techniques for holding the ken and the ball to produce different tricks. Most of the moves in the game of kendama begin by carrying the ball in a state of hanging on the ken. The player moves the ken so that the ball is thrown up, and the falling ball must be caught with one side of the ken, or put in the sharp end. This original Japanese game requires high concentration and patience. Playing kendama can also train focus. The game of kendama demands the agility of the player's movements. Players who master advanced techniques can catch the ball in a predetermined sequence of movements. There are actually more than 30,000 techniques to play this traditional game. However, for beginners who want to try it, they can practice the following five game techniques.

4. Hide and Seek - England

Hide and seek is a very popular game in the world, including in England. Hide and seek game comes from Greece when the Greek writer Julius Pollux described it through his writings in the 2nd century BC. Pollux called the game apodidraskinda and described the rules and gameplay as much the same as today's version of hide-and-seek game..

How to play Hide and Seek

Hide and seek played by at least two or more people. One player takes on the role of 'cat' or the other player seeker who is hiding. Before looking for other players who are hiding, then the cat had to count to a predetermined count, while cat closing eyes and facing a wall, tree, or any object. The object that is used to lean back while closing your eyes is also known as an inglo, bon, or hong. On this occasion, other players will hide in various places where they can hide which will later searched by the cat. After finishing counting, the cat will go around looking for his friends who are hiding. When a cat sees his friend in hiding, the cat will scream out his friend's name while touching the hong that was used. One of the unique things that children in England is when playing this game is they often used cardboard which can help them to hide. The game will end when all players have been found, while the determination of who becomes the cat is determined by the person who manages to touch the hong without being caught by the player who becomes the cat.

5. Cornhole - United States

Cornhole is a game in which players take turns throwing 16 ounce bags of corn kernels at a raised platform (board) with a hole in the far end. There is no clear documentation of where or how it originated, but there are several theories about it. Some say it comes from Native Americans, particularly the Blackhawk tribe that invented the game. It's believed that they used dried beans to fill up pigs' bladders and then tossed them around for sport. Some also say that cornhole comes from Cincinnati, where people would fill bags with kernels and toss them into plywood holes. Since today people would find it hard to argue the authenticity of this claim. There are also stories of how cornhole was invented by a man named Jebediah McGillicuddy in Kentucky. It's said that Jebediah came up with a the game to pass the time with friends and family. But other than the popularity of the game in this region, there is no solid proof to this claim. One of the most popular claims is that the history of cornhole began in Germany, when a craftsman named Matthias Kuepermann came across young boys who were tossing some rocks into holes they make in the ground.

How to play Cornhole

Cornhole can be played by 2 or 4 players. If it is played with 2 players, it is considered an individual game, and if it is played with 4 players, it is considered a team game.

- Cornhole Team Game

    In a team game, there is a player from team A and a player from team B next to each board. The bag is a toss made alternately from one team to another. A player of team A throws a bag, and then a player of team B throws a bag until all 4 bags are thrown. When all the bags have been thrown, the total score is calculated. The next round starts with the opposite corn board, and the opponent throws the bags in turn. The team that tossed first is determined by tossing a coin. In each subsequent round, the team that toss first belongs to the team that won the previous round. The round continues until one of the teams reaches 21 points or more.

- Cornhole Individual Game

    Individual game is the same as team game, except that you have to walk to the alternate board to pick up your score and then throw the bag back by yourself. It should be alternated when playing alone. So in the first round, player A will be on the right side of the board, and in the next round, player A will be on the left side of the board.

Game setup:

Decide who goes first then take turns throwing bags to the opponent. Player throw one bag, then the opponent, then player, then opponent, etc. Player's feet may not go past the front edge of the board. If they do, it's count as a foul and player get pelted with cornhole bags. Also, a tossed bag may not touch the ground. If it hits the ground and bounces up on the board, remove it before any other bags are thrown. If its hanging off the board and touching the ground, remove that as well. When all 8 bags have been tossed to the other side, add up the score. If player earned the most points in that single round, player team will throw first in the next round.

The Importance of Traditional Games for Elementary School Students

Obviously, traditional children's games are increasingly difficult to compete with technological advancements such as smartphones and computers that provide online games. Sometimes we will find that our children have completely abandoned traditional children's games. It is great that children can enjoy the fun of new technology, but they should also play classic games with their parents, on the street, and with friends that have made previous generations enjoyable. As long as children learn to play these games, they will always like the games of the past. These games are also of great benefit to them. They require physical activity, social skills, creativity, imagination, competition, and more benefits that can fill an entire article. Quite simply, traditional children's games will stimulate their physical and intellectual growth. They will also help them make friends.

Benefits of Traditional Games for Elementary School Students

Some of the positive values that students will get when playing traditional games include; train cohesiveness, togetherness, mutual assistance to mutual respect and teach socialization to children from an early age. Traditional games are also made to relieve boredom, build self-confidence, stimulate children's creativity and practice communication skills. Traditional games also have other added values such as training concentration and limb dexterity, making friendships, teaching how to work together with others, training

children's sensitivity to the environment and turning simple things into fun things, very appropriate as a game activity for elementary school students.

CONCLUSION

Traditional games are types of games from ancient times whose concepts are simple, without complicated machines, batteries, or internet connections like modern games. Traditional games have long been a part of people's lives, called traditional because these games only use simple and easy to obtain equipment and game materials. But over time, the existence of this traditional game began to lose interest and increasingly disappeared from the vortex of its use. In this regard, cultural preservation, especially traditional games, needs to be done so that this culture does not become extinct and disappears. The right and effective way to preserve this culture is through elementary school students because at their age their curiosity is strong and they are active in activities. This article introduces some traditional games around the world namely; Gobak Sodor from Indonesia, Mahjong from China, Kendama from Japan, Hide and Seek from England and Cornhole from the United States through their history and also how to play. By doing so students will know and understand about cross-cultural understanding and cultural diversity as well as world heritage.

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