

Implementation of Traditional Games in Classical Services: Efforts to Build Social Relationships in Multicultural Students

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Abstract: This paper aims to describe the benefits of traditional children's games in classical services. This is motivated by a phenomenon of changes in playing activities, which more often use modern games that are identical to the use of technology, which results in starting to become forgotten and become strangers. Writing based on this literature study can illustrate the importance of using traditional games in classical services, which can foster prosocial behavior, increase motivation and provide innovation so that boredom does not occur and makes it easier to understand the material provided in guidance and counseling services.

Keywords: traditional game applications, classic services

INTRODUCTION

Current technological developments are very sophisticated in almost all regions of the country such as cell phones, computers, and the internet are commonplace items, resulting in fewer and fewer children's playing activities (Tatminingsih and Sudarwo, 2012). Meanwhile, according to Sugianto (in Kurniati, 2016) Playing is an activity that occurs naturally in children, children do not need to be forced to play. Based on information from CNN Indonesia (2018), along with the current developments, traditional games have their competitors, namely modern games. Along with the times, from time to time, traditional games are slowly often overlooked by children today.

Despite the negative impact that has been caused by today's sophisticated games which have a modern impression, the game media in Indonesia has a variety of traditional games that are rich in value and can stimulate children's growth and development, and can even be used as a means of education for children. This finding was reinforced by Kurniati (2011) in his research results showing that traditional children's games can stimulate children to develop cooperation, help children adapt, interact positively, can condition children to control themselves, develop an attitude of empathy towards friends, Follow the rules and respect others.

Based on the description above, traditional games are important to do by introducing and playing traditional games with children, in education, especially traditional games can be one of the media that can be used in providing services in educational institutions, especially guidance and counseling in classical services.

METHOD

The method used in this research is the literature review. A literature study is a technique of collecting data from various sources that can be trusted and relevant to the content of the research. This technique is carried out by obtaining and collecting books, research, or scientific works that are following research materials. This aims to obtain theoretical data that can support research (Aziza, 2017).

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RESULT AND DISCUSSION

1. Traditional game

Andang Ismail (2009), said that the game has two meanings. First, the game is a pure playing activity looking for fun without looking to win or lose. Second, the game is defined as playing activities carried out to seek pleasure and satisfaction, but marked by a search for the win and lose. According to Sukirman Dharmamulya (2004), states that the types of traditional games have several categorizations according to the pattern of play, namely: 1) Playing and singing, and or dialogue 2) Playing and mindset 3) Playing and fighting agility.

Cahyono (in Haerani Nur, 2013), states many characteristics possessed by traditional games in general, including the following: 1) Traditional games tend to use or utilize tools or facilities in our environment without having to buy them so that high imagination and creativity are needed. Many game tools are made or used from plants, soil, tiles, stone, or sand. 2) Traditional children's games involve relatively many players. It is not surprising, if we see, that almost every folk game has so many members. In addition to prioritizing the factor of shared pleasure, this game also has more intent on deepening the interaction skills between players (interpersonal potential). 3) Traditional games look at noble values and certain moral messages such as the values of togetherness, honesty, responsibility, open-mindedness, encouragement to achieve, and obedience to rules. All of that is obtained if the player lives, enjoys, and understands the essence of the game.

According to Utomo (2021), playing media has four benefits, including (1) Making it easier for oneself to express expression; (2) Encouraging self-creativity; (3) Channeling emotions; (4) Train dexterity and innovation. In its implementation, the techniques used in play therapy include (1) Puppet play; (2) Telling stories; (3) Sand Games; (4) water games; (5) Gameplay; (6) Drawing; (7) Play with clay; (8) Wayang plays; (9) Drawing; and so forth. The use of game media in the implementation phase can be carried out by following the type of service used.

Game media is one of the tools that can be used to help students overcome their problems because for children playing is a symbol of verbalization. Characteristics of the use of the game are marked by the interaction between children who play, the exchange of game tools, cooperation, and interaction. game media has achievement goals, namely (1) Creating a safe atmosphere for students to express themselves; (2) Understanding how things can happen, learning social rules, and overcoming their problems; (3). Providing opportunities for students to express themselves and try something new (Utomo, 2021).

2. Classical Service

According to Winkel and Hastuti (2006), classical guidance is guidance given to several students who are members of a teaching activity unit. Classical guidance can also be defined as guidance that is oriented toward a large group of students between 30-40 students in one class. Furthermore, Supriyo (2010) that this classical service is more preventive to prevent problems from arising or suppressing the emergence of student problems.

Siwabessy and Hastoeti (2008) state that the purpose of classical guidance is to help individuals to be able to adapt, to be able to make decisions for their own lives, to be able to adapt in groups, to be able to receive support, or to be able to provide support to their friends. Furthermore, Prayitno and Amti (2004) state that the function of guidance and counseling services includes classical guidance, namely:

Understanding function, understanding of the client and his problems by the client himself and by parties who will help the client, as well as an understanding of the client's environment.

Prevention Function, removing various obstacles that can hinder individual development. Therefore, the implementation of the prevention function for guidance counselors is a very important part of their duties.

The Alleviation Function is the efforts made by the counseling teacher to overcome the problems of counselees or students.

Maintenance and Development Function, the maintenance function means maintaining everything good in the individual. Meanwhile, the development function means that the guidance and counseling teacher tries to make the bad things in the client (student) good and those that are already good get better.

Prayitno and Erman Amti (2004) explained that some misunderstandings (misconceptions) that are often found in schools include guidance and counseling services only for certain students, guidance, and counseling services are considered only limited to giving advice, and consider counseling guidance services to be carried out by anyone. With guidance counseling services delivered classically, it is hoped that students will receive guidance and material that is as clear as possible so that when students cannot understand or do not understand the material presented, students can ask questions directly to the counselor and misunderstandings about counseling guidance services can be minimized

3. Implementation of Traditional Games in Classical Services

Misbach (2006) concluded that the game is a playing situation associated with certain rules or goals, which results in activities in the form of purposeful actions. Thus, it can be understood that in a game there is an activity that is bound by rules to achieve certain goals.

In addition, Best Play (Iswinarti, 2010) states that the role of play in children has an impact on several areas of children's lives, namely as follows:

The play has an important role in learning. In this case, playing can complement children's school activities, which can provide opportunities for children to understand, absorb, and give meaning to what they learn in formal education settings. In particular, playing is important, namely helping children to get "not specific information, but a general mindset in problem solving"

Play can support physical development and good mental health. Playing facilitates children in physical activity, including sports activities, which allows for increased body coordination and balance, as well as develop skills in child growth. The contribution to mental health is helping children to build and develop resilience (endurance) against the pressures in life

Playing provides an opportunity to test children in facing challenges and dangers.

The theoretical paradigm in the contemporary approach to explaining play therapy is built on a systematic theoretical foundation. Play therapy is built on various established psychological and counseling theories, such as psychoanalytic theories, Client-Centered, Gestalt, Cognitive-behavior, Adlerian, and so on. Play therapy emphasizes the power of play as a tool to help clients who need help. The purpose of using play therapy is to help clients prevent and overcome psychological problems and help achieve growth and development following their developmental tasks optimally.

The use of traditional game media in the teaching and learning process can generate new desires and interests, generate motivation and stimulate learning activities and even bring psychological influences. The use of traditional games in classical services will greatly help the effectiveness of the message and content delivery process. Which services can be done face-to-face in class. One of the goals achieved is to provide guidance and counseling services in ways that are more interesting, interactive, and not limited to places, while still maintaining the principles and code of ethics in providing guidance and counseling services.

CONCLUSION

Media Traditional games carried out in classical service settings in guidance and counseling are very effective for increasing students' prosocial behavior, effective for doing, and increasing motivation. In addition, it provides an innovation so that students are not bored and make it easier for students to understand guidance and counseling material.

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