TRADITIONAL EDUCATIVE GAME TOOLS (APE)
IN EARLY CHILD EDUCATION AND PLAY GROUPS

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ABSTRACT
The objectives of the study are 1) to identify the types of traditional educative game tools (traditional APE) used in Early Child Education and Play Groups, 2) to find out the eligibility of the traditional APE found, and 3) to know the need of traditional APE-based 3P (Provision, Protection and Participation) in Early Child Education (PAUD) and Play Groups (KB) in Semarang. The approach of the study was qualitative descriptive. The study was conducted in five Early Child Education and Play Groups in Semarang, and the sample was taken by using purposive sampling. The results of the study show that 1) Traditional educative game tools found in Early Child Education and Play groups are still very limited in number and varieties; they are only three dakons; 2) The dakons as education games found are typically much more to introduce the traditional games without considering provision, protection, and participation aspects; and 3) Because the number of traditional educative game tools is very limited, so it is necessary to produce traditional educative game tools-based 3P (Provision, Protection, and Participation) both to introduce traditional games and to create child-friendly learning in Early Child Education and Play Groups.

INTRODUCTION
Nowadays game tools are available everywhere. They vary both in terms of basic materials and how to play them. Game tools provided should not only serve as a media to play or entertainment but also has other functions, such as the function of education, character development, and the development of early childhood’s competencies. This is in line with the study of social scientists and humanities who state that the game contains educational elements that can affect the development of the child's soul (Dharmamulya, 2008, p.5). Moreover, in this modern era, modern game tools attack children world. Modern game tools are mass-produced with the emphasis on the entertainment aspect only. For example, electronic-based game tools bring children into game activities that keep children away from personal to impersonal relationships. It also dilutes the orientation of children's insight from communal to individualistic (Dharmamulya, 2008, p.5). Even the game tools that children use lately contain various elements of violence, such as games containing fights. It certainly can make children affected. Bandura (in Udasmoro, 2012, p.4) explains that children learn through observation, imitation, and modeling. Children begin to learn to use the senses they have. Children observe by listening, seeing and then imitating based on their understanding ability. Children experience the mechanism of observation learning process, which is the act of imitating things outside
themselves, things that are obtained from observation. This process is experienced at the age of the child until the age of adolescence (Bandura quoted in Udasmoro, 2012, pp. 36-37). It means that anything seen and observed by early childhood will affect his life someday. It includes the violence seen by him and the lack of the social function of modern game tools to form the child’s personality. It shows that inappropriate use of gaming tools will also affect the child's character building and lifestyle in the future. Therefore, ideally early childhood is given a game tool that is child-friendly and can develop child’s personality.

Child-friendly game tools are an important element in organizing child-friendly learning processes for early childhood. The game tools provided as one of the efforts to implement child-friendly education at an early age must surely refer to 3Ps, namely provision, protection and participation. It means that the game tools provided meet the needs of the child to learn. They must also be safe when they are used, and at the same time they have function to increase the participation of young children in various games. Game tools used by children should contain positive values so that children can take those values. Based on the above description, it seems that in modern game tools these functions are not found.

The concept of child-friendly learning has been explored by Senowarsito by conducting some researches related to child-friendly learning. One of his researches with his colleagues in 2012 was conducted to know the implementation of child friendly learning in Elementary schools. The result shows that child-friendly learning has been implemented in the form of canteens, UKS, adequate student services; adequate facilities; and room arrangement that emphasizes students’ comfort.

The function of developing competitive, recreational, attractive, and directing nature of children in a communal perspective and avoiding the development of individualistic traits is found in traditional game tools. Sensitivity and mutual respect can also be embedded through traditional game tools. Therefore, it can be assumed that traditional game tools can be used as one of the formers of children's social competence in the child-friendly educational domain from an early age.

The positive effects of traditional game can be proved by some researchers who conducted the research related to traditional game tools. Susanti, Siswati and Widodo (2010) conducted the research to know the effects of traditional game on Elementary students’ interpersonal competence. The result of this experimental research shows that there was significant improvement of students’ interpersonal competence after the traditional game was applied. The next researchers who successfully applied traditional game in learning process are Wulandari and Hurustyanti (2016). Their main aim of the study is to know the application of traditional games based on local culture to develop honesty character of Kindergarten students. The result of the study shows that through traditional games the quality of the students’ honesty character developed.

Based on the background of the study above, the problems of this study are 1) What kinds of traditional game tools are used in early childhood learning in Semarang? 2) How is the feasibility of the traditional game tools used in early childhood learning in Semarang? and 3) How is the need for traditional 3Ps game tools (Provision, Protection and Participation) in Semarang?

The objectives of the study are 1) to describe the types of traditional game tools used in in early childhood learning in Semarang, 2) to describe the feasibility traditional game tools used earlier in learning in early childhood in the city of Semarang, and 3) to describe the needs of traditional game tools-based 3Ps
RESEARCH METHOD

The type of the research is qualitative descriptive research. The object of the research is all Play Groups (KB) and Early Childhood Education (PAUD) in Semarang. There are five Play Groups and Early Childhood Education as the sample, and the technique used to take the sample is purposive sampling. The instrument used to get the data is observation sheet and interview. The data was collected through observation and interview. This was done to identify the types of traditional game tools, their feasibility, and the need of traditional game tools in Play Groups and Early Childhood Education. The qualitative data then was analyzed by reducing the data, displaying the data, and making conclusion (Miles and Huberman, 1994). In finding out the feasibility of the traditional game tools the researchers gave the score 1 up to 4. Score 4 was given when the game tools used in KB and PAUD very feasible, score 1 was given when the game tools were not very feasible.

FINDINGS AND DISCUSSION

1. Types of Traditional Games Tools Used in Play Groups and Early Childhood Education

To find out the kinds of traditional game tools, the researchers observed five Play Groups (KB) and Early Childhood Education (PAUD). They were KB Cor Jesu, KB Siti Sulaechah, KB Sinar Matahari, PAUD Nusa Indah, and PAUD Taman Belia. Before the researchers identified the types of traditional game tools, the researchers identified all the traditional learning media used in both KB and PAUD. The identification result of traditional learning media is shown in the table 1.

<table>
<thead>
<tr>
<th>No</th>
<th>Name of KB/PAUD</th>
<th>Total number</th>
<th>Name of Traditional learning media</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>KB Cor Jesu</td>
<td>1 set</td>
<td>Wayang</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 unit</td>
<td>Alat permainan kelereng</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 set</td>
<td>Angklung</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 unit</td>
<td>Gamelan mini</td>
</tr>
<tr>
<td>2</td>
<td>KB Siti Sulaechah</td>
<td>3 set</td>
<td>Angklung</td>
</tr>
<tr>
<td>3</td>
<td>KB Sinar Matahari</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>PAUD Nusa Indah</td>
<td>1 set</td>
<td>Wayang</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 unit</td>
<td>Hulahop</td>
</tr>
<tr>
<td>5</td>
<td>PAUD Taman Belia</td>
<td>1 set</td>
<td>Perkusi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 set</td>
<td>Dakon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 unit</td>
<td>Kuda lumping</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 set</td>
<td>Rebana</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 unit</td>
<td>Gamelan mini</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 unit</td>
<td>Marakas</td>
</tr>
</tbody>
</table>

The table 1 above shows that the traditional game tools found in observation are mostly traditional musical instruments. They are angklung, gamelan mini, perkusi, rebana, and marakas. Besides traditional musical instruments, it was also found five types of traditional learning media used in KB and PAUD; they are wayang, marble game tool, hulahop, and dakon.

From the table 1 above, it can be seen that wayang is used in two schools, KB Cor Jesu and PAUD Nusa Indah. Marbles game
tool is only used in KB Cor Jesu. *Gamelan mini* is used in PAUD Taman Belia and KB Cor Jesu. *Angklung* is used in KB Cor Jesu and KB Siti Sulaechah. *Hulahop* is used in PAUD Nusa Indah. *Perkusi, dakon, kuda lumping,* and *rebana* are used in PAUD Taman Belia.

In addition, the number of each kind of traditional media used in the schools is 1 to 2 set. From all traditional learning media, only *dakon* which can be categorized into a cooperative traditional game tool, and there are only three *dakon* found. It proves that traditional game tools used in KB and PAUD are very limited.

### 2. Feasibility of traditional game tools used in KB and PAUD based on 3Ps

After the researchers identified the types of traditional game tools, they then identified the feasibility of the traditional game tools founds. They are three *dakons*. In this case, the researchers identified the feasibility of those three *dakons* both physically and functionally based on 3Ps (Protection, Provision, and Participation). To find out the feasibility of the traditional game tools used in KB and PAUD in Semarang, the researchers observed those tools and gave the score 1-4 to measure the feasibility of them. 3P aspects were used as the basis to measure those traditional game tools whether or not they meet those three aspects. The result of the measurement of the feasibility of the *dakons* can be shown in Table 2 below.

<table>
<thead>
<tr>
<th>Name of Dakon</th>
<th>Provisi</th>
<th>Proteksi</th>
<th>Partisipasi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Physically</td>
<td>Functionally</td>
<td>Physically</td>
</tr>
<tr>
<td>Dakon 1</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Dakon 2</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Dakon 3</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

|       | 2,25 | 1,5  | 1,5 | 1,5 | 1,25 | 1,25 |

From the table above, the type of traditional game tool that is still familiar and found in the research is *dakon*. The three *dakons* found still looks like *dakon* in general though *Dakon 2* has been developed. In addition, the functionally the *dakons* found also did not change the function of the *dakon* in general. This is because the *dakons* found only serve as a game tool only, and they are not used for learning function. Moreover, it is known that the average value of the feasibility of traditional game tools based on provision of its physical condition is feasible, and its function is between not feasible and not very feasible. Protection and participation both physical and functional conditions fall into the category between not feasible and very unfeasible. The complete result of each *dakon*’ feasibility will be described as follows.

Physically, the *Dakon 1* in PAUD Taman Belia is still feasible but it is not in good condition. This is shown from some parts of the *dakon* that have been peeled as in the following picture.
Based on the image above, the physical condition of *Dakon 1* also looks unmaintained, dusty and less attractive. If it is used by an early childhood, the size of *Dakon 1* is too long and heavy. *Dakon 1* also cannot function properly because the seeds are gone.

Functionally *Dakon 1* is used as a game tool to fill the spare time when learners wait hours start and when learners wait to be picked up by their parents. In practice, this *dakon* is played individually or in pairs, and it is not played in groups. It can be concluded that based on provision, the physical condition of *Dakon 1* is feasible, but its function is less feasible. While based on the protection and participation, the physical condition and function of *Dakon 1* is less feasible.

Meanwhile, *Dakon 2* is still physically feasible, and there is already a development of the *dakon* in general. This *dakon* is made from coconut shells and uses pinang seeds as *dakon* seeds. The following is the picture of *Dakon 2*.

*Dakon 2* above is physically also less tidy and a bit rough if it is touched, so it allows the child to be hurt if he/she is not careful holding it. The basic material of *Dakon 2* are considered dangerous because there are sharp corners. *Dakon 2* is less attention to the child, because it is not colored. Nevertheless, the physical condition of the *Dakon 2* is still perfect; every part can be used properly.

Functionally *Dakon 2* can work well, but it can only be used as a game tool just like *Dakon 1*. This makes *Dakon 2* cannot be used to develop children's creativity. This *dakon* can be played by students individually or in pairs, but it cannot be played in groups.

Based on this condition, it can be concluded that based on provision the physical condition of *Dakon 2* is very feasible because the game is still perfect and every part can be used as it should be. However, the function of it gets a decent category because the game tool works well and some character values can be developed from this game tool. Meanwhile, based on protection the physical condition of *Dakon 2* is not feasible because the use of the game tool material harms the learners, and it is functionally improper because the part of the game tool is not safe when it is used. Based on Participant, the physical condition of *Dakon 2* is feasible because the *dakon* can only be used individually and in pairs, and functionally it gets a feasible category because it can form more than one character.

While *Dakon 3* seems that physically the condition of the *dakon* is dusty and dirty, and its size is also quite large as the size of *Dakon 1*. The *dakon* is also no longer having dakon seeds. Functionally this *dakon* is not used anymore as a game or learning tool because this *dakon* is placed in the corner of the room and becomes
another game tool container as shown in the following picture.

Figure 3. Dakon 3

From the picture above, it can be concluded that based on provision the physical condition of Dakon 3 is not feasible because the game tool is incomplete, and the tool is not working properly. Based on protection Dakon 3 is unfeasible because the physical condition of this game tool is dusty and dirty, so it negatively impacts the health of learners, and because of functionally the game device is not safe when it is used. Based on participation, Dakon 3 is not feasible because the dakon cannot be played anymore.

3. The need for 3Ps-based traditional game tools

Educative game tool is one of the learning media used in PAUD and KB level. Educative game tool is used to support the character building of students. In addition, educative game tool also ideally meets the principles of provision, protection, and participation. Through the provision principle, the existence of educative game tool is required to be accessible to all learners with different backgrounds and characters. The provision principle also requires KB and PAUD administrators to provide educational game tools that are not only used as a game tool, but they can also be a learning tool which can improve the competence of learners.

The principle of protection requires the game tool as a fun and safe object when it is used. Game tools used in Early Childhood Education and Play Groups should be safe, both in terms of their physical condition and function. Physically, every part of the educative game tool is expected not to bring harmful elements to the learner. Functionally, educative game tools should not open up opportunities for learners to abuse them and stimulate their aggression. In this context, an example of a misuse of a game tool is to hit, to throw, or not accidentally swallowed by the learners. If these happen, then the game tool does not meet the principle of protection.

The principle of participation requires that the game tools used increase the participation of all learners in the learning process. Based on this, then all learners should ideally get the same rights and opportunities in the use of game tools. Educative game tools should make learners have the ability to argue, organize the game in groups, and have an active role in the game. Tolerant, cooperative, and non-dominating attitudes will be built from the use of educative game tools based on the principle of participation.

The principle of provision, protection, and participation (3Ps) can not only be found in modern educative game tools, but it can also be found from traditional game tools. Based on the observation it is known that Dakon is the only traditional game tool that is still used in Early Childhood Education and Play Groups which is the subject of research. Unfortunately, the dakon is only found in one place, namely in PAUD Taman Belia.

In addition, besides observation it was also conducted interviews to dig information in detail. Interviews are not only done with the five teachers or principals of the five KB and PAUD. However, interviews are also
conducted with parents and learners. Based on the result of interviews, it can be seen that the teachers still need a variety of educative game tools that are based on traditional games. The teachers realize that traditional game tools are one of the contextual and easy-to-use media. They also know that traditional game tools can be used to build a variety of characters. Teachers and parents find it difficult to look for traditional representative games, especially for early childhood. This is because traditional game tools used mostly hard-driven materials and are perceived as dangerous if their use escapes supervision. Traditional game tools which have good quality and physically (color, material, and shape) they are not dangerous are expensive. Although functionally the teachers understand that traditional game tools contain the values of character building, but because of the expensive price of them the teachers and schools are difficult to hold them. Therefore, the number of traditional game tools is very limited.

For parents of learners, the use of traditional game tools is believed to help build the characters of the child, such as the character of patience, cooperation, tolerant, thorough, honest, and not selfish. In addition, through traditional game tools they are also able to develop the social competence of children. Parents of the learner explained that the number of used traditional game tools is limited. They are also worried if most of the tools made from harsh can be harmful to the child. The size of the game tool is also the concern of parents of learners. Many parents are worried if a small game device can be swallowed by their children.

According to learners, when they were shown one of traditional game tools, they said that traditional game tool is an interesting tool, because they do not have it, and it is a rare thing for them. Moreover, learners were happy to use traditional game tools that were not familiar to them.

Based on the results of interviews and observation above, it can be seen that traditional game tools are still found in KB and PAUD. However, the number is very limited and not fully safe for young children. Traditional game tools that are still used also do not lead to the principle of 3Ps, so they are not child-friendly.

Based on those findings, 3Ps-based traditional educative game tools in KB and PAUD is highly needed to create child-friendly learning. Therefore, it is necessary to create traditional educative game tools based on provision, protection and participation (3Ps).

CONCLUSION AND SUGGESTION

Conclusion
From the findings above, the research can be concluded as follows:
1. Traditional game tools that exist today both in early childhood and family planning are still very limited; they are only three dakons.
2. The appropriateness of traditional game tools in the provision of proper physical condition and its functions fall into the category between unfeasible and highly unfeasible. Protection and participation both physical and functional conditions fall into the category between not feasible and very unfeasible.
3. Considering the lack of number of traditional game tools, the need for traditional 3P-based game tools to create child-friendly learning in KB and PAUD is very high. Therefore, it is necessary to create traditional educative game tools based on provision, protection and participation (3P).
**Suggestion**
From the above conclusions, the recommendations of this research are as follows.

1. Because Traditional game tools found in KB and PAUD are still very limited, it needs further researches related to the creation and development of child-friendly learning media for KB and PAUD.

2. Traditional game tools found should be developed based on 3Ps (Provision, Protection and Participation), so traditional game tools not only serve as a game tool but also can be used as media of learning with regard to children's rights.

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