

STRENGTHENING RESPECT CHARACTER OF PRIMARY SCHOOL STUDENTS THROUGH TRADITIONAL GAME "JARANAN"

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Abstract:. *Indonesia is widely known as a multicultural nation which upholds respect and manners. Respect character can be interpreted as a good attitude for others. However, now the phenomenon of gradually decreasing of children's respect for friends and elder people including teachers has been worrying. Therefore, it is necessary to strengthen students' respect character, and it should be taught as early as possible. One of the efforts that can be done to strengthen the children's respect character is by integrating traditional games in primary school learning. The game "Jaranan" which comes from Central Java seems to be appropriate to teach children importance togetherness and respect for elder people.*

Keyword: *local wisdom, respect character, primary school students*

Abstrak: Indonesia dikenal luas sebagai negara multikultural yang menjunjung tinggi rasa hormat dan sopan santun. Karakter respek dapat diartikan sebagai sikap yang baik untuk orang lain. Namun, sekarang fenomena penurunan rasa hormat anak-anak secara bertahap untuk teman dan orang tua termasuk guru telah mengkhawatirkan. Oleh karena itu, perlu untuk memperkuat karakter penghormatan siswa, dan itu harus diajarkan sedini mungkin. Salah satu upaya yang dapat dilakukan untuk memperkuat karakter rasa hormat anak adalah dengan mengintegrasikan permainan tradisional dalam pembelajaran sekolah dasar. Permainan "Jaranan" yang berasal dari Jawa Tengah tampaknya tepat untuk mengajarkan anak-anak pentingnya kebersamaan dan menghormati orang tua.

Kata Kunci: kearifan lokal, karakter menghormati, siswa SD

INTRODUCTION

Indonesia is widely known as a multicultural nation with high respect and manners. Recent years, culture of respect and manners in Indonesia seems to have decreased. This can be identified from how younger children often disrespect peers, elderly people, teachers, and even parents. Teachers are now often disobeyed and ignored. Moreover, many students today cannot appreciate other students.

An evidence that shows gradually fading character of respect among students occurred in Balikpapan in 2015. A second grader in one of the SMK Balikpapan tortured his teacher for not willing to receive reprimand (source: www.kompas.com). Other cases also

happened in elementary school students of class IV in the Kudus Regency of Central Java. A female student was beaten, and her hair was shaved by nine of her classmates for not wanting to fulfill the gang leader's wish (source: www.kompas.com).

The cause of the bad attitude and respect is due to the influence of current globalization and lack of students' character building. The existence globalization makes children tend to be more individualistic and far from noble values of the nation. This has prompted the government to prioritize nation building by reinforcing character education in schools. School is a miniature community that can be a medium for

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every child to learn to play the roles in society. Schools also serve to transmit and transform culture. Transmission means teaching the cultural values of older generation to younger generation. While transforming the culture means changing the forms of culture to stay in line with an increasingly advanced society without leaving the culture.

Kesuma, et al. (2013, p. 9) explains the purpose of character education in schools is to strengthen and develop life values that are considered important so that it becomes childrens' personality. Indonesia is known as a country which is rich in culture and values in society. Therefore, the life values used as a reference in character education are the values that come from local wisdom. According to Wagiran (2012, p. 330) the culture cultivated from local wisdom is not an obstacle to progress in the global era, but it can be a tremendous cultural filter and transformational power for the national glory.

The forms of local wisdom that can be integrated in school learning include norms, songs, folklore, and traditional games. Traditional game is a heritage containing many educational values because it provides activities with fun and cheerful and usually done in groups to generate mutual respect. The use of traditional game as a means of character education of the nation has a double benefit that is for the formation of characters and preserving the game itself (Parmini, 2015, p. 442). Education involving moral and character content through games must start early. (Istianti, et al, 2016) Therefore, elementary school should also integrate traditional games so that students have the strong personality in accordance with the values in the region.

DISCUSSION

Importance of Strengthening Respect Character among Primary School Students

According to Ratna Megawangi (2007, p. 8 - 9), the meaning of character is different from moral which is commonly used in education. According to him, moral is a person's knowledge of good or bad. While the term character is derived from Greek which means to mark. Therefore, it is more focused on action and behavior. Meanwhile, according to Griek (Zubaedi, 2011, p. 9) character is defined as a blend of all human nature that is fixed; it is a special sign that distinguishes one person to another. Further, Koesoema A (2007: 80) states the term character is the same as the personality. Personality is regarded as a characteristic of a person coming from formations accepted in the environment. In this context, character is personality or set of good values underlaying a person to think and behave.

Experts say the critical period of character building is at an early age. This is because early childhood is included in golden age, so that it is the best momentum for the physical and intellectual development. (Khotimah, 2017, p. 32) also agree that the process of teaching and learning of character education is very appropriate since early childhood. This is because early implementation can improve the quality of education processes and results leading to the formation of noble character. Therefore, strengthening character in elementary school age becomes very important as follow-up of character building.

Lickona (1991, p. 43) explains "the natural moral law defining the public school's moral agenda can be expressed in terms of two great values: respect and responsibility". Two important values developed in the school are respect and responsibility. Merenda & White-Williams (2001, p. 222H) interpret "respect as act with manners, tolerance, and dignity". While Muslich (2011, p. 39) explains respect is a form of character that makes a person always appreciate others.

Character of respect can then be interpreted as a good attitude for others.

Respect is a basic virtue in manners. If we treat others as we expect others to treat us, then the world will be more peaceful (Zubeadi, 2011, p. 61). Respect is one of important aspects to foster good relationships. With a respect, attitude will grow a sense of mutual respect and love to create a harmonious life.

Character of respect is not automatically possessed, but is the result of continuous habit of children from family, community, and school. Teachers' duty in schools is to provide examples of respectful attitude and cultivate learners' respectful character. K. Egan (UNESCO, 1991) states that interest development phase of elementary school children (5-10 years) includes in myth stage. At this stage children learn through how to play and tell stories. They are happy to play with toy objects that involve their feelings. At this stage also, moral values are their primary concern.

Character Building Through Traditional Game

It is undeniable that children's world of is playing. Many experts emphasize the importance of playing for children. Imam al-Ghazali (Farida, et al., 2014, p. 44) argues that children should be given a chance to play. Forbidding them to play and occupying them by learning all the time can kill their heart and reduce their intelligence. Suyanto (2005) describes playing functions to develop aspects of child development, such as developing motor skills, cognitive, affective, language, and social aspects. By playing, children also practice realizing sense and self-confidence, respect for others, and negotiate. Therefore, playing is a tool that can make students happier, because when they are happy children will be compelled to learn many things.

According to Ismail (2009, p. 26), game has two definitions. First, game is a purely playful activity seeking pleasure

without having to win or lose. Secondly, game is defined as activities undertaken in order to find pleasure and satisfaction, but marked the achievement of win and lose. Danandjaja (1987) traditional game is one form of folklore in the form of children's games, which spreads orally among certain members, traditionally shaped and inherited from generation to generation, and has many variations. When viewed from the roots, traditional games are nothing but activities that are governed by rules of the game which is inheritance of the previous generation with the aim of gaining excitement.

Traditional game is essentially a heritage that contains cultural values and must be preserved, as it directly provides life lessons to the children about the meaning of tolerance and cooperation (Tyasna, et al, p. 30). One way to preserve cultural heritage like traditional games is through education. Sumaatmadja (2002, p. 40) argues "education is a means for acculturation, institutionalization, transfer, giving and describing, explaining, justifying, and directing". Therefore, it is very clear that education serves as a means of inculturation.

Cultural-based education can be conducted by creating a learning environment and designing a learning experience that integrate culture as part of the learning process (Dirjen Dikti, 2004: 12). Traditional game is part of local wisdom which is inheritance from the past that must be preserved. Each region in Indonesia has different traditional games. If cultivated more, traditional games contain values and moral messages and should not be ignored. Fajarini (2014, p.129) explains that local culture and wisdom will only last forever if implemented in everyday life. Therefore, school learning should be designed by integrating traditional games so that they can be used as a means of character building children and learning to respond to the changing times.

Strengthening Respect Character through traditional game "*Jaranan*"

Traditional games are highly relevant when used in school learning to reinforce students' character. One example of traditional games that can be used to strengthen the character of respectful students is the game *Jaranan*. *Jaranan* games comes from Central Java. The word "Jaran" in Javanese Language is horses. So the game *Jaranan* can be defined as a game of Horses.

Jaranan game requires a tool made of bamboo and shaped like a horse. For horse rim is usually framed with bamboo parts. Horses are also usually drawn with paints around the neck, or horse tail decorated with tassels to resemble a real horse. The horse was approximately 40 cm, while the length is about 100cm (Mulyani, 2013, p. 66).

Jaranan game is usually played in groups and accompanied by a song entitled "*Jaranan*". The lyrics as follows:

Jaranan jaranan
Jarane jaran teji
Sing nunggang ndara Bei
Sing ngiring para mentri
Jrek jrek nong
Jrek jrek gung
Srek srek turut lurung
Gedebuk krincing gedebuk krincing
Prok prok gedebuk jedher
Gedebuk krincing gedebuk krincing
Prok prok gedebuk jedher

Translation

Horses - horses
The horse was a great horse
The rider was ndara Bei (a prince)
That was accompanie ministers
(subordinates)
Jrek jrek nong
Jrek jrek gung
Srek srek horse enters the road
The sound gedebuk clashing and crashing
Prok gedebuk jedher
The sound crashed gedebuk

Prok gedebuk jedher

The values contained in *Jaranan* song is togetherness and respect. Togetherness can be seen when children move simultaneously while singing *Jaranan* song. Children jointly hold, ride horses, move as if they were riding a real horse up and down. When singing jrek jrek nong poem, jrek jrek gung and prok prok gedebuk jedher, children's feet simultaneously stepped into the ground repeatedly. Simultaneous rhythmic movements and togetherness show unity.

While the values of respect can be seen from the lyrics sing numpak ndara Bei, sing ngiring para menteri. The poem describes people with higher position that is ndara Bei with the big horse. While the subordinates are the ministers. In the song, the duty of the ministers is to escort ndara Bei, so that the song in the *Jaranan* game invites to respect elder people or those with higher position such as brothers, teachers, and parents.

Jaranan game is a traditional game involving movements and song. Results of study conducted by Seriaty, et al. (2010) show that traditional games consisting of movements are very potential to develop children's social skills. An important part of *Jaranan* game that is able to potentially develop children's social skills is when the child sings and moves together, stimulated to adapt group situation, learn to greet each other, care about friends, and learn to be humble.

CONCLUSION

Respect character can be interpreted as a good attitude for others. This cannot be achieved, instead, it must be stimulated and taught from early age. Primary school phase is the right time to strengthen children character. Efforts that can be done to strengthen respect character is to integrate traditional games in learning. One of them is traditional

Jaranan game. In the game, Jaranan teaches the value of togetherness and respect. Jaranan game invites children to appreciate and respect other people.

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