

Understanding Social Value Through Traditional Game on Early Childhood (Descriptive Study on Mawar Early Childhood Education of Cipinang Melayu East Jakarta)

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ABSTRACT

This study examines the cultivation of social values through traditional games to early childhood at Mawar Early Childhood Education, located in Cipinang Melayu, East Jakarta. The study examined the development of social values through traditional games at early childhood. This research is a type of descriptive qualitative, the method of analysis used is to describe the data obtained from the observation at the research location. This research uses *participant observer* approach, so the researcher is directly involved in observing and implementing the transformation of social values conducted in the research location, using the observation guideline.

The results showed that, implementation of social values through the transformation of game in early childhood was implemented. Social values transformed through the game by creating rows and small circles and then in this game the teacher gives meaning to the movement (kinesthetic) performed by early childhood. Transformation of social values is done also through marching and circle containing the movement (kinesthetic), skills, and knowledge that is equipped with the meaning of information, functionality, and usability. Activity is also complemented by inviting children to implement the values based on local wisdom such as smile, greetings, and respect to others. There is also a branch together program, which aims to enable children to adapt to a manners in their environment.

Keywords: Early Childhood Education, Traditional Games, Social Values

INTRODUCTION

The government has proclaimed that character education becomes the foundation for the education developed in Indonesia. The character education of the nation of Indonesia must surely refer to the values that grow and live inherent in a comprehensive and integrative with the people of Indonesia. These values are explicitly implemented in everyday life and strived in such a way that they can be transformed to the next generation. Transformed values must be based on the values of local wisdom that can build character and manners of children as a capital and strengthening of the educational diversity. The conception of the implementation of diversity education is oriented as an effort to improve the quality of Indonesian-ness in maintaining ethical, moral, and socially religious characteristic.

Values sourced from local wisdom are values that live and thrive in society. The values of local wisdom are actualized in various activities of everyday life. From seemingly simple actions, such as conveying a smile, greetings, kissing the hand of an elder or a respected person, to expressing gratitude. All done and taught, whether at home, at school, or in the community. Comprehensively, the transformation of these values is done through family, education, and community relationships.

Early Childhood Education (ECE) is one of today's educational institutions should grow many like mushrooms in the rainy season. The growth of this educational institution is inseparable from the policy made by the Ministry of Education and Culture (MONEC) which formed the Directorate of Early Childhood Education (Directorate of ECE). Through the large skeleton program of 2011-2025, MONEC issued the foundation and direction of the early childhood development in Indonesia. MONEC prioritizes five coaching concepts, namely (1) increasing the availability of early childhood services, (2) increasing the affordability of early childhood services, (3) improving the quality and relevance of early childhood services, (4) realizing equality in obtaining ECE services, and (5) guaranteeing certainty of obtaining early childhood services. The policy was continued with the establishment of One Village One ECD program.

It is a necessity that the early childhood educational institutions are beginning to transform the values to young children outside the family and home. Relevant with it, then it becomes interesting to study, whether in the form of early childhood education institutions to approach the game in transforming the values-laden character based on local wisdom, especially in instilling social values to early childhood.

Focus and Sub Focus Research

The focus of this research is how the transformation activities of the cultivation of social values through the games conducted at Mawar ECE Cipinang Melayu . While research sub focus is activity of game inventory that instill social values which implemented in early morning of Mawar ECE Cipinang Melayu and mapping of social values competency that exist in game based on local wisdom.

RESEARCH METHODS

This research will use descriptive-qualitative method. In this study described and analyzed how the strategy of social values transformation conducted at Mawar ECE Cipinang Malayu. In this research, the researcher as an instrument who join in an active role while digging deep data information (in depth interview), so that when found unexpected data but has comprehensive and controversial meaning in this research, then probed through question more deeply (more probe question). All data obtained and relevant are analyzed as research wealth.

LITERATURE REVIEW

Development of social values is needed by every child as a provision in hanging out in the community (Sarako and Spodeck, 2007). It is even stated that in order to develop social values-emotional and child's independent, it is necessary to identify what values should be transformed to the child so that the child can face the challenges he faces. More complete Saracho and Spodeck stated; "*Identifying these components and processes can lead to interventions for parents (at home) and teacher (at school) who do not spontaneously provide affective parenting and thereby place their children at risk for optimum development* " (Sarako and Sopdeck in Sumadi, 2016) .

Meanwhile, Heejeong Sophia Han and Kristen Mary Kemple (2006) stated that decisions around how to encourage the development of child competence should be based on the main knowledge and competencies developed, such as effective strategies to encourage the emergence of all the desired competencies. Vlasta Gmitrova and Juraj Gmitrov (2003) have conducted a study entitled *The Impact of Teacher-Directed and Child-Directed Pretend Play on Cognitive Competence in Kindergarten Children*, stating that in early childhood between 3-6 years showed that there was a significant increase in the level of cognition children during the process of playing in groups. This research proves that there is a significant relationship between child's social competence with his cognition level, the older

the child the higher his social competence. Meanwhile Bruner (in Sumadi, 2016) assumes that the development of children at an early childhood has three phases of development;

- (1) Enactive mode; individual use actions to stand for information (eg trying a shoe),
- (2) Iconic mode; individual use visual images to interpret information (e.g. thinking of someone's face),
- (3) Symbolic mode; individual use language.

From the explanation put forward by Bruner in Saracho and Spodek can be stated that each child tends to have three phases of development, namely enactive, iconic, and symbolic mode. So the child tries to try something around him, trying to remember the face of someone he has seen, and trying to use language as a means of communication among all those around him.

Vygotsky in Santrock (2003) categorizes the development of child cognition as a *zone of proximally development* or ZPD. Vygotsky explained that early childhood tend to have difficulty to overcome the problems faced by single-handedly. However, if the child gets little help or guidance from an adjacent adult or teacher in school, the child will be better able to overcome the problems he faces. Vygotsky strongly believes in the importance of social influences during the development of cognition and the role of the learning process or the transformation of values in childhood development.

Social understanding is a child's ability to understand the meaning of the social situation or the living environment of the people around him. This ability depends on the development of empathy, the child's ability to put himself psychologically among others and view the situation from the perspective of others. The child must understand and understand that in dealing with others there will be good and bad deeds. Therefore, the child must have the ability to observe and estimate the behavior, thoughts, and feelings of others. The ability to gain insight (social insight) is influenced by several things, among others, namely; (a) sex differences (male and female). It should also be understood that girls tend to be faster 'mature' when compared to boys, (b) intelligence, (c) positions of children in a group, and (d) the personality of the child. Development ability to gain social understanding is closely related to the development of children's sympathy in early childhood.

The phenomenon of social discrimination has actually occurred at an early childhood. However, discriminatory feelings toward others are more developed as children enter into the group, especially in schools. In association within the group the child tends to show that the members of the same group have the same values and self-esteem. While

other children who are not members of the group is considered to have a lower value. The differences can be influenced by views built by the family from home. These different views (social discrimination) can also be based on an understanding of the religion, race, socio-economic level, and other factors that are considered prominent.

Prejudice is a tendency attitudes that children have the assumption that he is better than others or vice versa that others are uglier than himself. Based on this view, the child will treat others accordingly. Prejudice is formed through several foundations: (a) unpleasant experiences when interacting with a group, (b) accepted cultural values without proper understanding, and (c) imitation of parents, teachers or adults which is in the vicinity.

Dorothy Einon (2006) named the learning process in an innovative (innovative seaming) atmosphere. Innovative learning atmosphere can solve the problems of crisis in education and establish the resilience of students and schools in the face of life and maintain the dignity of human dignity to keep growing. While this is a misconception, it says that kindergarten is no longer the most beautiful park and many playgrounds and friends are full of innovative atmosphere. But kindergarten is a place to learn, where to hear teachers teach, and do homework. These conditions will certainly make children bored, passive, and moreover will lose some playing time.

The main objective of the development of social values cultivation in kindergarten is to restore and put kindergarten as its essential function, namely as a park. In particular, the development of kindergarten aims to: (1) inculcate the philosophy of the implementation of education in kindergarten; the kindergarten education philosophy has been compiled and beautifully poured into the song for kindergarten children. The song is not just to be sung, but is the embodiment of the content and meaning contained in the song. Kindergarten is the "most beautiful garden", philosophy should inspire the implementation of kindergarten education with various forms of activities that are beautiful, interesting and fun children. The "playground", which is through children's play will "make friends", to learn the characters, desires, attitudes, and styles of each. (2) Disseminating knowledge about the implementation of kindergarten education based on values and ethics; the occurrence of the phenomenon of deviation of the process of transformation of values in kindergarten requires the need for intensively dissemination of insight and understanding of the meaning and process of kindergarten education that transforms the values that develop in the community, so that someday the child will be able to adapt in social life.

Burton L. White (1979) states that the tasks of learners in schools with regard to social competence in schools are separated into two categories, namely *social*

tasks and nonsocial tasks. The tasks that have the values of social competence are;

"To please, to cooperate, to gain approval, to procure a service, to gain social contact, to avoid unpleasant circumstances, to reject overtures and peer contacts, to avoid attention, to annoy, to dominate, to compete, to resist domination, to enjoy pets, to provide information, to converse, and production of verbalizations ".

Meanwhile, according to White, the tasks that reveal individual skills or competencies but not as a social competence, namely:

"To eat, to relieve, to dress oneself, to ease discomfort, to restore order, to choose, to procure an object, to construct a product, to engage in large-muscle activity, non-task behavior, to pass time, to find something , to prepare for an activity, to improve, to pretend - to rule play, to improve a developing a motor - intellectual or verbal skill, to gain information (visual), to gain information (auditory and visual), to gain pleasure, to imitate , and to operate a mechanism ".

Of the two categories or groupings between the tasks of children in competencies that have social values and which do not contain elements of social values, then this can provide a very meaningful contribution in this study.

RESEARCH RESULT

Mawar ECE is located near by the Becakayu toll road development site. As the research progresses, the construction of the toll road network is also being actively carried out. Meanwhile, not far from the site, children who join in Mawar ECE was busy playing games and running to and fro, the location is quite inviting danger. The early child, is not playing aimlessly, but the early childhood is incorporated in a learning process that transforms the social values of the teacher to them.

As mentioned above, where the process of transformation of social values in the Mawar ECE, is not safe and comfortable enough. However, for the dedication and on behalf of dedication done by Mawar ECE and *volunteer* teachers, until now no events or unexpected things have happened.

The location of Mawar ECE is on the side of the road under construction of the toll road. This location is chosen by the Chairman of the RW (community institution), temporarily waiting for certainty and determination of new location after the toll road and

supporting facilities are completed. Therefore, although the road construction process is still ongoing, but the learning process in the Mawar ECE continues.

The transformation of the following social values is accomplished through the skill of making things. On this occasion, researchers and teams are asked to contribute in the learning process that can improve the child's ability, by being asked to make something. Initially, there is a feeling of underestimation whether a child aged 3 to 4 years can make birds from paper. But apparently, the ability of young children in early childhood exceptional at Mawar ECE. Almost all can make birds from paper relatively difficult. The process of transforming social values through making these birds, then asked the children.

With Question, who is a bird's affection? Simultaneously the child answered me There was one boy named Faisal, daring to give an answer by explaining that he had had a baby bird behind his house, then the bird was bathed, and put into a cage and taken into the sun. Faisal's courage in telling this story shows that the process of learning and transformation of social values in Mawar ECE has been successful. Theoretically, transformation and cultivation of social values to early childhood is when children have dared to express or communicate their opinions in front of friends and teachers.

The transformation of social values transformed to early childhood in early childhood through games that are kinesthetic, skillful, and knowledgeable is to carry out a game model in the field. This game is a joint activity between teachers and learners who perform activities by exercising, line-marching, and making birds out of paper. Through activities like this children are invited to know their limbs, perform fine motor movement, and increase knowledge through empirical activity.

CONCLUSIONS AND RECOMMENDATIONS

This research concludes that the implementation of social values transformation through game at Mawar ECE has been implemented. Social values that are transformed through the game in a limited area is done by making a small circle ranks and then in this game the teacher gives meaning to movement (kinesthetic) performed by early children. The transformation of social values conducted through line-marching and loop containing kinesthetic, skills, and contain knowledge. These activities completely by the meaning, function, and utility. Activities are also complemented by inviting children to smile, greetings, and appreciate to others. Also with a branch program together, so that children can adjust to the environment. Each movement is given an explanation of its function and

usefulness. Similarly, the recognition of the limbs and their functions, is also done through movement.

Referring to during the research and the results of research, it can be suggested, that see the spirit, competence, and skills of teachers Mawar ECE, then the local government should help facilitate early childhood education in the form of playground and learning of children so that the transformation of social values can be implemented adequately.

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