

IMPLEMENTATION OF FORT GAMES IN IMPROVING SOCIAL INTERACTION IN EARLY CHILDREN

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Abstract

Early childhood children have the ability to learn extraordinary, they have development and growth in accordance with age growth patterns. The game of fortification is an exciting game and requires strategy and skills in running, hiding and chasing opponents. This is a game that is often played in schools, parks or in the community. The values contained in the traditional game of Bentengan can be used to increase the interest and motivation of young children in the learning process and can develop children's sensitivity to the surrounding environment so that they can increase social interaction consisting of verbal interaction, physical interaction and emotional interaction. The method used in this research is a literature study (Library Research), namely previous research related to the influence of the traditional game of Bentengan on the social interactions of early childhood. The research results show that the traditional game of Bentengan has an important aspect in the development of social interactions in early childhood

Keywords : Game Of Bentengan, Social Interaction

INTRODUCTION

Early age is a golden opportunity for children to learn, so it is called the golden age. "At this age, children have extraordinary learning abilities" Hasanah (Mursid, 2015: 121). One of the figures in early childhood education, Maria Montessori, defined early childhood education as a dynamic process in which children develop according to the inner terms of their lives, with their voluntary work when placed in an environment prepared to give them freedom of expression. self (Maria Montessori, 2013: 75). Learning at an early age is a vehicle that facilitates children's growth and development in order to achieve expectations in accordance with their developmental tasks (Hartati, 2005: 17).

Traditional games are types of games that have existed and been played by people for several generations, often from one generation to the next. Traditional games are part of the cultural heritage of a society. This game is often played without using modern equipment such as computers or gadgets. Instead, they often require only simple equipment or no equipment at all. Many traditional games involve physical activity and certain skills. They can test a player's strength, speed, dexterity, or strategy.

Traditional games are often played in groups or in social contexts. They can promote social interaction and cooperation between players. Apart from

entertainment, traditional games often have moral messages or lessons related to cultural and social values. They can teach ethics, cooperation, or how to overcome challenges. There are many different types of traditional games around the world. Some examples include traditional sports games, one of which is the traditional game of Bentengan.

Traditional games are able to create fun learning activities and contain educational elements that can be found in traditional games. In traditional games we can instill positive values in children which include a sense of joy, a sense of freedom, a sense of friendship, a sense of democracy, a sense of helping each other and a sense of obedience (Ariani, 1998: 3). The values contained in these traditional games can be used to increase young children's interest and motivation in learning and can also help to develop young children's sensitivity to the surrounding environment. Like the journal written by (Erwan Irawan, 2022: 2). About the influence of the traditional game of Bentengan on the social behavior of children aged 8 to 11 years in Nunggi village.

The game of fortification is an exciting game and requires strategy and skills in running, hiding and chasing opponents. This is a game that is often played in schools, parks, or in the community, especially in Indonesia. This game can promote teamwork, physical skills, and social interaction between players. From the definition of traditional games, it can be defined that the traditional game of Bentengan contains elements of social attitudes.



Caption

A : Player A
B : Player B
Tree A : Benteng A
Tree B : Benteng B

Image 1. Game Of Bentengan

To get a more detailed picture of the game of fortification, this section will discuss the structure of the game of fortification. The explanation of this section includes the following.

a) Player. The fort game requires at least four or more players. This number of players will be divided into two large groups. b) Goals. The main objective of the game of fortification is to touch the fort of the opposing group. c) Procedure. The opponent's castle must be touched using body parts and additional tools are not permitted. Players come out with a certain amount of energy which is used to touch the opponent's castle or touch an opposing player whose energy is weaker.

d) Rules. Each player who leaves the fort last is considered to have greater energy than the previous player. If a player is touched by a stronger player, that player will be taken prisoner. e) Resources. This game only requires an area in the form of a field, playground or yard. f) Conflict. The conflict generated by procedures and rules is that players must avoid opposing players from touching the group's fortress while continuing to return to the fort to become a player with stronger energy (Ukasyah, 2007: 6)

Early childhood social skills can be created through social interaction. Social interaction is defined as dynamic social relationships that involve relationships between individuals and between human groups. The factors underlying social interactions both singly and simultaneously are imitation, suggestion, identification, sympathy, empathy and motivation (Widya, 2021: 8). Asrori said that "Social interaction is categorized into 3 forms, namely verbal interaction, physical interaction and emotional interaction" (Asrori, 2017: 134).

Verbal interaction is interaction that occurs when two or more people make contact with each other using means of articulation or speech. The process occurs in the form of exchanging conversations with each other. Physical interaction is interaction that occurs when two or more people make contact using body language. For example, facial expressions, body position, body movements, and eye contact. Furthermore, emotional interactions are interactions that occur when individuals make contact with each other by expressing their feelings. For example, shedding tears as a sign of sadness, emotion, or even too much happiness.

Based on the results of previous research, conducted by Ewan Irawan, et al, with the title The Influence of the Traditional Bentengan Game on the Social Behavior of Children Aged 8 to 11 Years in Nunggi Village using the experimental method, it was found that this traditional game of Bentengan is very fun, so that children can express a sense of happiness, being able to work together with a team and the most important thing is increasing social interaction even though there are still children who lack confidence and independence, are afraid to ask questions, are afraid to try, thus inhibiting interaction with their peers. Another research by Widya Setyaningrum entitled Implementation of Traditional Games to Improve the Social Interaction of Class V Students at MI MANSYARIQUL ANWAR 7 Labuhan Ratu Bandar Lampung using the Qualitative method, resulted in students experiencing an increase in social skills, namely by interacting socially through the traditional game of Bentengan.

RESEARCH METHODS

Because the data presented is not in the form of numbers, this research uses the library research method, namely the author examines previous research related to the implementation of the traditional game of Bentengan in increasing social interaction in early childhood. In this research the author read, reviewed and analyzed various existing literature, in the form of previous journals.

Research on the implementation of the traditional game of Bentengan in increasing social interaction in early childhood was carried out by collecting data from relevant previous research sources. In collecting data, there is no need to go directly to the field with the facts that occur, so data collection is determined by reading and reviewing the results of relevant previous research. This research also

uses data analysis techniques in the form of descriptive methods, namely trying to describe and interpret related research according to what is available, what opinions are, what the process is and the consequences or effects that occur or tend to develop.

RESULTS AND CONCLUSIONS

Traditional games themselves include games that have been played since the time of our ancestors, the types and varieties of traditional games themselves are very diverse. Each region has a different playing culture. Before the research activities were carried out, the researcher prepared the place and arena for playing fortification, then explained the concept of the game of fortification in clear and straightforward detail to the students, followed by forming play groups. This game of fortification was carried out during the learning break, namely 08.45 to 09.15 WIB. The researcher as an observer, gave game instructions to the groups in accordance with the provisions for groups consisting of 4 children starting with groups 1 and 2 due to the limited time in session I which was only carried out by 2 groups as players. or research object and on the following day it is carried out by the next groups, namely 3 and 4, 5 and 6.

Followed by the group looking for their respective fortifications, which can be in the form of a fence, tree, wall, or pole. Each person's task is to capture the opponent's fort, which is marked by touching the opponent's fort and shouting the word "fort". Apart from occupying the opponent's fortress, each player is also tasked with defending his or her fortress so that it is not captured or occupied by the opponent and capturing as many opposing players as possible. To be able to capture the opponent's fortress, the players must lure the opposing group's players away from their fort. If an opposing player leaves the fort and the distance is close enough, a player must run quickly to touch the opposing player. Then, run as quickly as possible to your own fort so as not to be chased by your opponent. However. This movement to bait your opponent must be done very carefully. Don't let the player who aims to bait the opponent actually get caught by the opponent. The opposing player whose body is touched is considered to have been caught and he becomes a prisoner. The opposing player who has become a prisoner must stand next to the fortress of the group that is holding him captive. Opposing players can free their friends who are prisoners by touching their hands or bodies. The prisoners who had been freed by their friends had to immediately run towards their own fort. This is because if they are caught again or touched by the player who captured them, they will become prisoners again, including the player who freed these captives. The group that emerges as the winner in this game is the group that succeeds in occupying the opponent's fort or capturing all the opposing players. Then the children played the game of fortification and the researcher acted as an observer observing the development of the child's gross motor skills through the traditional game of fortification.

Early age is said to be the golden age. At this age, children are still very easy to educate and direct. At this age, social interaction is very important for their growth and development so that they grow up to be brave children and have lots of friends. However, in applying or learning social interactions, children cannot be studied in the same ways as adults. The implementation of the

traditional game of fortification to increase social interaction in the early childhood learning process in kindergarten is very easy to implement. The positive impact of using the traditional game of Bentengan to increase social interaction in early childhood is that children can be encouraged to have an attitude of wanting to express opinions, deliberation, play and work together as well as being responsible for themselves and others. The implementation of the traditional game of Bentengan to increase social interaction is appropriate as a learning medium in Kindergarten, this is because in traditional games, especially Bentengan, there are many values that can improve children's social abilities. This can also trigger children to think critically and actively, thus having an impact on other learning processes.

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