

## Local Wisdom of Bamboo in Traditional Games as an Educational Tool for Elementary School Students at Padepokan Wadya Saung Kasep

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**Abstract.** Currently, many elementary school students are not familiar with their local wisdom. This is due to the advancement of technology, which makes the current generation more interested in various modern facilities and tends to overlook traditional aspects. Another contributing factor is the strong influence of globalization, causing cultural and national identity, especially in regional cultures, to shift towards modernization. The purpose of this research is to introduce innovations to elementary school students based on local wisdom as an educational resource. This research uses a qualitative descriptive method. The research subjects were several elementary school students in Bandung City. Some elementary school students participated in an outing class at Padepokan Wadya Saung Kasep and practiced various traditional games available at the Padepokan. Based on the results of this research, it was found that the traditional games at Padepokan Wadya Saung Kasep contain many educational values, and various traditional games there can be utilized as learning media for elementary school levels

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### INTRODUCTION

The development of science and technology in the era of the 5.0 Industrial Revolution has given birth to innovations that fundamentally change the way people think, act, and have a significant influence on human personalities. According to (Satya, 2018), the world has become a global village. Technological advancements are now widely utilized by people of all ages, including children and adolescents. For elementary school children, the appeal of current technological progress lies in the wide variety of gadgets. They are very fond of it because these devices offer many services, including the ability to play games and watch various videos through platforms like YouTube. When used, they can last for hours, sometimes without parental supervision.

In today's technological era, many parents provide direct parenting services to their children, giving them gadgets to stay focused and prevent tantrums. As a result of this phenomenon, many children today become dependent on these devices, tending to be passive and not engaging in direct communication with their peers. This causes children to no longer understand the culture and local wisdom of their region. They are happier and more enthusiastic about playing and exploring their devices.

Indonesia is currently experiencing a multidimensional crisis (Muhtar, 2014),(Ainissyifa, 2014) such as the decreasing appreciation for the nation's cultural values, diminishing patriotism, declining moral behavior towards parents, teachers, and peers, a decrease in the value of cooperation due to an emphasis on individualistic life, and the weakening of social capital. The lack of human and religious values affects the weakness of human resources due to low social capital (Maryani & Syamsudin, 2009).

The issues mentioned above serve as reference documents for all segments of society to make efforts to integrate cultural values to restore the nation's identity. To address these problems, education is one of the solutions. While technology is indeed worth learning, what is most important is instilling values that shape the character of society so that they can use current and future technology wisely without losing their cultural traditions.

"One of the places that provides education-based traditional games that can be applied to various age groups, especially elementary school students, is Padepokan Wadya Saung Kasep. This place not only offers facilities for learning bamboo-based crafts but also provides traditional bamboo games that offer educational value. In addition to this, Padepokan Wadya Saung Kasep hopes to run many programs in the field of cultural arts, traditional games, workshops, and small and medium-sized enterprises (SMEs).

Some types of traditional games implemented by Padepokan Wadya Saung Kasep are the labyrinth, *parit awi* (bamboo ditch), and bamboo table soccer. The labyrinth game is a traditional game that uses marbles and is played on a bamboo board. The marbles are rolled to reach and find a winner if the marble enters the winning box, and the game is played by two or more people. The *parit awi* game is played by dropping marbles from the top to the bottom according to the bamboo level, promoting cooperation between the mind, hands, and ears. Meanwhile, the bamboo table soccer game is similar to playing soccer to find a winner through the highest score from a team, played by two people. The distinguishing factor is that all the materials used are entirely bamboo-based.

The objectives of these games are (a) to expand social interaction and develop social skills, (b) to improve physical development, body coordination, and fine motor skills, (c) to help train the personality and emotions of children, (d) to teach children how to follow the game rules. There are several educational values inherent in these two traditional games, such as discipline, patience, critical thinking skills to develop strategies to win the game, child motor development, and the choice of children's emotional outlet when winning or losing, among others. All of these aspects should not go unnoticed by adults, such as teachers or parents, to ensure that the education is effectively conveyed.

Presidential Regulation No. 87 of 2017 and Ministry of Education and Culture Regulation No. 20 of 2018 regarding the Strengthening of Character Education as a movement in educational institutions aim to strengthen students' character by harmonizing the heart, feelings, thoughts, and sports activities, involving cooperation between educational institutions, families, and the community. Quoted through (Yanti & Saragi, 2023), the Republic of Indonesia Law Number 5 of 2017 concerning the Advancement of Culture: This law has direct relevance to the preservation of local wisdom. One of the main objectives of this law is to promote and preserve Indonesian culture.

Previous research has been conducted on the traditional game model. In the study by Hapidin and Yenina, it was concluded that the development of the traditional game model into an educational traditional game effectively enhances positive character traits in early childhood. Through interactive experiences, children learn various knowledge, values, attitudes, and behaviors from each other (Hapidin & Yenina, 2016). Another study by Hikmah and Pambudi concluded that engaging children in traditional games can further develop their abilities and character (Prisia Yudiwinata, 2014). The difference between this research and previous studies lies in the model of traditional games used and the number of games.

Therefore, educational tools for elementary school students based on traditional games need to be maintained and well-conceived. In this study, the focus is on how traditional games can serve as educational tools for elementary school students in their lives and as a foundation for their future."

## **METHOD**

The research employed a descriptive qualitative method. Data for this article were sourced from diverse publications pertaining to the research issues. Primary reference materials encompassed books, conference proceedings, scientific journals, research findings, and scholarly articles. The data and information were derived from interviews and various publications, systematically organized based on research findings. The article strives for coherence and relevance to the research topic, with collected data selected and organized according to research objectives. The written work is structured logically and systematically based on the obtained data. Descriptive and argumentative techniques were employed for data analysis. Conclusions were drawn by revisiting the problem formulation, writing objectives, and discussions. The derived

conclusions are presented through a written thematic description, reinforced by practical recommendations as supplementary suggestions.

## **RESULTS**

### **Local Wisdom**

Furthermore, local intelligence also plays a crucial role for communities in addressing various issues. The need for stimulation in children requires a plethora of information to fill their knowledge and experiences by incorporating local wisdom. This need is considered crucial, as local wisdom contains values that are wise, full of wisdom, and inherently good. Integrating local wisdom into learning is seen as a way to enhance love for local culture. Learning based on local wisdom connects with the wisdom present in the surrounding environment, such as local foods, dances, language, etc (Nuraisah dkk, 2022).

Local wisdom is not merely a matter of learning because it is in the curriculum; children can be introduced to the cultural values around them so that they become the heirs of their own culture. All of this is evidence of the importance of learning based on local wisdom, which is in line with the educational goal of preserving the archipelago's culture for its heirs from an early age (Rusdiawan & Asmaroini, 2022). The concept of culturally based learning in the implementation of the learning process has not been explicitly reflected in the learning materials prepared by teachers as an effort to develop the potential of children without neglecting the surrounding environment as the main meaningful source of learning (Lestaningrum & Wijaya, 2019).

Etimologically, local wisdom consists of two words, namely wisdom and local. Other terms for local wisdom include local policies, local knowledge, and local genius (Shufa, 2018). According to (Harahap, 2023), local wisdom can be viewed as the nation's identity, especially in the context of Indonesia, which allows local wisdom to transform across cultures, ultimately giving rise to national cultural values. Based on Law No. 32/2009 concerning Environmental Protection and Management in Article I, Point 30, the definition of local wisdom is the noble values that apply to the community's way of life, including protecting and managing the environment sustainably. This definition is expressed as one of the rules in maintaining environmental sustainability.

### **Traditional Games**

Traditional educational games are one of the national cultural elements found in all corners of the archipelago. Traditional games are enjoyable activities for children that use simple tools, adapted to local conditions, and are the result of cultural discoveries passed down through generations since ancient times. Another term for traditional games is folk games, as they embody cultural and educational values while bringing joy to the players (Badu, 2011).

In Indonesia, traditional games are widely used as a preparation for the challenges of life's stages, with only a few promoting them as a means of entertainment or leisure. The elements found in traditional games encompass life principles, processes, and functions, making traditional games an effective method of learning. According to Rudi and Rens, children play traditional games joyfully without hindrance, and after playing, they unconsciously gain valuable life skills (Badu, 2011). Furthermore, according to Muhammad Zaini Alif as cited in (Badu, 2011), traditional games, particularly traditional games, can teach children to care for the environment, love God, and respect one another.

Traditional games are distinctive cultural games of a country that have existed and been played since ancient times by children in every country. Traditional games can be considered as local cultural products that are spread throughout the country's regions. In Indonesia, each region has its own unique traditional games that vary and have different names according to the region. Traditional games not only contain elements of enjoyment but also provide educational elements and develop every aspect of a child's abilities (Hapidin & Yenina, 2016). Traditional games are games that contain cultural elements and are now being abandoned by the younger generation. Interactive traditional games lead to an increase in students' social attitudes, and the social activities formed include mutual tolerance among friends, creativity, communicativeness, environmental awareness, and solidarity (Yansaputra & Pangestika, 2022).

Furthermore, according to (Perdani, 2014), traditional games embody noble values and moral messages, such as the values of togetherness, honesty, responsibility, sportsmanship (in case of defeat), achievement motivation, respect for others, friendliness, tolerance, activeness, creativity, independence, environmental awareness, solidarity, and adherence to rules. If players can internalize, enjoy, and appreciate the game, the characteristics of traditional games involve using the surrounding nature as a playing and tool source, supported by the ability and creativity in utilizing materials from the environment as game tools. Traditional games are played simultaneously or in groups. The strength of playing traditional games lies in prioritizing social interaction that emphasizes cooperation, unity, mutual support, and the cultivation of children's emotions and morals, as in the process of playing, children are required to play honestly, fairly, and responsibly (Perdani, 2014).

## **Education**

Education is a deliberate effort to develop the potential of learners so that they possess a system of ideas, values, ethics, and beliefs inherited from society and can further develop this heritage in a manner suitable for the present and future life. Education is generally a planned endeavor to influence others, whether individuals, groups, or the broader community, so that they can accomplish what is expected by the educator. This definition encompasses input (the planned process of influencing others) and output (the expected results) (Notoatmodjo, 2012).

(Rachma, 2022) asserts that students have the right to receive education in a safe environment, free from fear. School administrators and other stakeholders in the community are responsible for providing education that protects students from any form of intimidation, assault, violence, and disruption. Education serves broad functions, including preparing the younger generation to play a role in the future society, transferring knowledge related to the roles from the older generation to the younger one, and upholding the values from previous generations to sustain the life of a community. Education is crucial for the development and formation of a dignified civilization.

Education is a consciously conducted process by families, communities, and the government to prepare children to play roles in various life environments in the future through guidance, teaching, and training that takes place both in and outside of school. This is done to ensure that they can fulfill their roles in life appropriately in the future (Mubarok dkk, 2019). Education is a conscious and planned effort to create an environment and learning process in which students actively develop their potential, enabling them to possess religious strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, the nation, and the state (Abdurrohman, 2022).

According to (Fikriyah, 2022), education is considered highly important for human life. Referring to this, it means that every individual in Indonesia is entitled to receive educational services. Education serves as the path to transform a lagging nation into an advanced one. In a simple and general sense, education, according to (Ulfah, 2022), is the human effort to cultivate and develop inherent potential, both physically and spiritually, in accordance with the values and norms prevailing in society.

According to (Asriati, 2012), local wisdom in society can take the form of culture (values, norms, ethics, beliefs, customs, customary law, and specific rules). The noble values related to local wisdom are: a) Love for God, the entire universe, and its contents; b) Responsibility, discipline, and independence; c) Honesty; d) Respect and courtesy; e) Affection and care; f) Confidence, creativity, hard work, and perseverance; g) Justice and leadership; h) Good and humble; and i) Tolerance, love for peace, and unity.

### **Local Wisdom Traditional Games As a Means Of Elementary School Student Education**

Overall, the benefits of all types of games include training the brain to enhance one's thinking, personality, and behavior. The agreed-upon rules of traditional games must be adhered to by each player, and sportsmanship is also necessary in playing traditional games. Playing helps children understand, train, and develop their emotions, intelligence, and social life in an enjoyable way, which leads to positive learning outcomes for children (Andriani, 2012).

Traditional games in the region have great potential for use as a learning tool. Traditional games often contain values such as honesty, perseverance, sportsmanship, and mutual cooperation that need to be explored and developed (Hayati & Hibana, 2021). The development of cooperative attitudes and competencies can be achieved through the games of the labyrinth, *parit awi*, and table soccer.

Playing activities provide children with the opportunity to test their abilities with their peers and develop a sense of reality through playing. In addition, children have the opportunity to improve their right-brain skills that may not be developed at home or in school (Anggita, 2018).

Children learn to position themselves as social beings when playing in groups. By successfully joining a group, children will experience success in learning individual achievement values. When children play the roles of "good" or "bad," it often generates emotional experiences, helping children understand emotions related to fear and rejection in the situations they face. Children have the opportunity to practice trust in others and have the ability to negotiate, solve problems, or simply communicate with people around them while playing (Anggita, 2018).

The ability to create something new is the definition of creativity, and creativity must be developed from an early age. Creativity can take the form of new products or thoughts/ideas that are useful for problem-solving or as a reference for testing existing items. The development of creativity in young children can be achieved, developed, and stimulated through the games they play in their environment using educational play facilities or existing learning resources (Istiana & Simatupang, 2014).

Creativity can be developed through traditional games. In traditional games, not only motor aspects are developed, but all aspects of development, such as religion, language, social, emotional, cognitive, artistic, and creative abilities, can also be developed. To create traditional games that can develop children's creativity, an educator who can modify traditional games to make them more diverse is required. A deep understanding of children's learning characteristics is the key to developing enjoyable, engaging, and meaningful learning strategies for children.

It should be noted that Indonesia is rich in various cultural heritage, one of which is traditional games. Traditional games can also develop children's creativity. Traditional games are carried out following the customs and norms within the community. These norms, which have been passed down through generations, are believed to provide a sense of calm and joy to the players. Generally, traditional games in each region of the Indonesian archipelago have differences and unique characteristics from each area. If the younger generation is not familiar with various types of traditional games, there is a high likelihood that these traditional games will be lost. It is a pity if we lose traditional games and the cultural richness of our nation.

Based on the observations and interviews conducted by the author with the owner and employees of *Padepokan Wadya Saung Kasep*, it is clear that the focus of *Saung Sunda Kasep* is on traditional games based on education so that they are not only for entertainment but also offer other benefits. In a single game, several functions can be utilized, and the classification of the products is adjusted to their functions. This *padepokan* has been visited by students from preschool to higher education institutions, as well as government departments. After the pandemic, the number of visitors increased, thanks to the effect of the inauguration of the creative tourist village by the Mayor of Bandung. *Saung Wadya Kasep* markets its products at various tourist destinations, including *Dusun Bambu* and *Dago Dreampark*. One of the advantages of this place is that it offers a variety of bamboo product modifications. This is because the owner of the place has a background in graphic design, which leads to the development of various product ideas. The primary material used in this place is bamboo, which is sourced from the *Oray Tapa* and *Lembang* regions. The owner chose not to source bamboo from the *Awiligar* region itself to avoid disrupting the local ecosystem. The products they make are diverse, including eating utensils, traditional games, and more.

Several studies on the benefits and importance of traditional games have proven that traditional games significantly aid in the development of every aspect of a child's growth and development. Khalid Musyaddad (Yusria & Musyaddad, 2019) conducted research titled "Traditional Games as an Educational Game Model to Improve the Socio-Emotional Abilities of Early Childhood," implementing that traditional games can develop a child's ability to socialize or

foster a child's social skills. There is also research by Hasanah (Hasanah Uswatun, 2016) with the title "Traditional Games as a Medium for Stimulating Various Aspects of Early Childhood Development." In this research, it is shown that traditional games can be a means or medium to stimulate various aspects of a child's development, such as cognitive, physical motor skills, socio-emotional, and language development.

Thus, this further reinforces the fact that traditional games are highly beneficial in providing education and stimulating all aspects of a child's growth and development. Furthermore, as the number of traditional games played by children increases, the presence of traditional games is diminishing and disappearing. Therefore, efforts are needed to preserve traditional games by all parties so that future generations can continue to enjoy and play traditional games.

## CONCLUSION

Traditional games are not just about providing joy to the players; they also cultivate a child's noble character and develop all aspects of their growth. Through playing, especially traditional games, it can contribute positively to a child's education, including: shaping a healthy and resilient body; developing a mentality of tolerance, democracy, discipline, and sportsmanship; nurturing moral integrity, sensitivity, sincerity, and empathy; training social skills, competitiveness, citizenship, cooperation, and friendship. Traditional games can help children develop holistically to become more skilled and proficient. There is a demarcation line between the native culture and the external culture that has entered the current era of globalization. When the community embraces change, there will be social change. Therefore, early awareness is needed to preserve and conserve local culture. If this generation cannot preserve that culture, there is a high possibility that traditional games will disappear over time.

Based on the results and discussions above, it can also be concluded that the games created and organized by Padepokan Wadya Saung Kasep already contain educational values for all age groups, especially for elementary school students."

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