# Application of Cublak-Cublak Suweng Traditional Game in Thematic Learning of Early Childhood Education

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## Abstract

Along with the increasing sophistication of learning systems and learning facilities today, where learning can be done anytime and anywhere. This has its own positive value for the presence of technology in the world of education. But besides that, there is a negative impact in that there are already many children who are not familiar with traditional games, which can be a means of learning as well for them and can even have a good effect on social-emotional and cognitive development. However, today's children will find it difficult to find models of traditional games independently if it is not started by the teacher or other people who are familiar with these classic games. This study uses a qualitative research method with an analytical descriptive approach. As for how to apply the cublak-cublak suweng game, teams or groups are played between 4-5 children. In the division of tasks, 1 child becomes a game table by bending over and 4 children become game actors. Children use small stones as tools that are circled between players by singing cublak-cublak suweng songs. In this game, there is a system of losing and winning, those who fail are assigned to the game table, while those who win continue the game. The educational value of this game is that each child tries to coordinate with each other, understand and obey the game's rules, think carefully in guessing questions, and there is togetherness between the group or team. This game is straightforward and doesn't take long.

**Keywords:** Traditional Games, Thematic Learning, Cublak-Cublak Suweng

## INTRODUCTION

Changes so fast in the world of education continue following the currents of world change and technology. Continuous changes are made to realize quality education. Quality education is education that succeeds in forming a young generation that is intelligent, has character, morality, and has personality (Isjoni, 2009). As stated in the RI Law No. 20 of 2003 concerning the National Education System (Sisdiknas), that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, and personality. , intelligence, noble character, and skills needed by himself, society, nation, and state (*Undang-Undang Republik Indonesia (Sisdiknas)*, 2003).

Permendikbud No. 20, 21, 22, and 23 of 2016 concerning Graduate Competency Standards, Content Standards, Process Standards, and Curriculum Assessment Standards. This Permendikbud contains Competency Levels and Core Competencies according to certain levels and types of education. Core competencies include spiritual attitudes, social attitudes, knowledge, and skills. The scope of specific material for each subject is formulated based on the Competency Level and Core Competence to achieve minimum graduate competencies at certain levels and types of education.

In this case, it is in line with Ahmad's opinion. D. Marimba that education is conscious guidance by the educator on the physical and spiritual development of the educated towards the formation of the main personality (Ahmad D. Marimba, 1980). While learning is an effort to develop human resources that must be carried out continuously as long as humans live" (*Undang-Undang Republik Indonesia (Sisdiknas)*, 2003).

From the several meanings of learning and education and learning that the authors quote, it can be concluded that in the world of education will always involve educators and students, to realize a teaching and learning process that will get results (MacPhail et al., 2018). However, until now problems in the learning process are still constrained by the use of learning media (Puspitarini & Hanif, 2019). The current gaged development has many adverse effects on elementary school age children, which impacts children being closer to the virtual world than to their real world. Therefore, the importance of bringing up these traditional games and media is to minimize the adverse effects of the games. So that these teachers do not mean teachers who are not knowledgeable about education, but they are more on the sidelines and underestimate traditionalist knowledge.

Thus the author will describe how to use traditional media and the application of traditional games that have been applied, namely cublak-cublak suweng in thematic learning (Murtamadji, Hendrowibowo, & Rukiyati, 2018). According to the author, the application of traditional games can make the teacher's creative ideas very innovative and significant to foster a spirit of learning based on local wisdom and is a form of creativity of a teacher in choosing learning strategies to present the subject matter. So that we as education practitioners, can see what educational values are contained in the traditional game of cublak-cublak suweng in thematic learning.

## METHODOLOGY

In this case, this study uses a critical analysis method, so this study is descriptive qualitative analysis in order to become a new concept discovery in learning with local wisdom systems (Sugiyono, 2010). The place of this research was carried out at the Ma'arif Metro Lampung early childhood education unit consisting of TK Ma'arif NU 1 Metro, TK Ma'arif NU 2 Metro, and RA Ma'arif Metro.

## RESULTS AND DISCUSSION

### Traditionalist Meaning

Traditionalism comes from the word Latin "trader which means to give up, to give, to leave. From this word, the noun tradition means surrender, giving, relinquishing, inheritance of tradition. The word tradition is the origin of the term traditionalism (A. Mangunhardjana, 1997). While "Traditionalism is" teachings that attach importance to traditions received from previous generations as a way of life"(Suharno, 2010). Tradition can come from life practices that have been going on for a long time, this is called cultural tradition. It can also come from religious beliefs that stem from revelation, this is called a religious tradition (Suharno, 2010).

As flow ethically, traditionalism can hold on to cultural or cultural traditions that exist in society as ancestral heritage or on traditions rooted in religious revelation (A. Mangunhardjana, 1997). Tradition Ethical behavior is also seen in languages, such as advice, advice, proverbs, norms and principles, in behavior, such as ways of living, socializing, working, and doing, as well as in the views and attitudes of life as a whole (Cox, 2021). Form language, behavior, views, and attitudes to life is a place to store values_ ethics, the vehicle for disclosure, and the means to make it happen. Thus, it is definitely in contact with the socio-cultural of students as actors in the teaching and learning process based on multiculturalism.

### Teacher's Function in Learning

Teaching is an activity that is so dynamic and involves a lot of changing societal interests that a final solution may never exist (Garner & Kaplan, 2018). As for the teacher as "many things" and "many people" he describes the 14 functions of the teacher as follows:

1. A teacher is a guide (a teacher is a guide)
2. A teacher is a teacher (a teacher is a teacher)
3. A teacher is Modernizer (teacher is the originator/pioneer/modernization)
4. A teacher is an Example (a teacher is an example or role model like a public figure)
5. A teacher is Searcher (teacher is a seeker; knowledge, truth)
6. A teacher is a Counselor ( teacher is a super advisor)
7. A teacher is a Creator (teacher is a creator, innovative and creative)
8. A teacher is an Authority (teacher is an expert, professional and porposinal)
9. A teacher is an Inspirer of vision (teacheris a generator of ideal aspirations, encouragement)
10. A teacher is Doer of routine (teacher is the implementation of routine tasks)

11. A teacher is a Beaker of Camp (the teacher is the originator of new, imaginative ideas)
12. Stipryteller and an Actor
13. A teacher is Facer of reality (a teacher is someone who can face reality / does not run from problems / is brave / responsible)
14. A teacher is an Evaluator (the teacher is an evaluator of the results of his education).

From some of the functions mentioned above, it can be concluded that teachers and students have a very close relationship. So that the teacher's character determines the student's character, the teacher's attitude determines the student's attitude, the teacher's knowledge affects the student's knowledge, and the teacher's behavior is an example for students.

**Meaning of Learning Strategy**

Strategies Strategy is a decision to act by the teacher by using the skills and educational resources available to achieve goals through an effective relationship between the environment and the most favorable conditions (Sopiah, 2019). The environment here is an environment that allows students to learn and teachers to teach. While the conditions referred to are conducive situations in teaching and learning, such as discipline, creativity, initiative, innovation, characteristics, humanitarianism, and so on.

Taking into account some of the understanding of learning strategies above, it can be concluded that learning strategies are ways that will be chosen and used by a teacher to deliver learning material so that it will make it easier for students to receive and understand learning material, which in the end the learning objectives can be mastered at the end learning activities.

**Traditional Games and Media *Cublak-Cublak Suweng***

Games and media result from the creativity of the nation's children in ancient times and are hereditary so that they become part of the culture of the nation's children, which is identical to rural or remote communities. However, now it is starting to be shifted by technology-based games and media. So that games and traditional media gradually, one by one began to be forgotten. Thus we need to know more about the culture of the nation's children based on the categories of games and media that can be used for learning for elementary school-aged children.

*Cublak -cublak suweng* game is a simple traditional game that can be applied anywhere and anytime. This type of game is a group or team consisting of 4-5 people. The way to play is to sit in a circle and bring a small stone media that is used to play the game by singing the song *cublak-cublak suweng*. The *cublak-cublak suweng* are:

*Cublak-cublak suweng,*
*Suwenge teng gelenter,*
*Mambu ketundhung gudel,*
*Pak empo lera-lere*
*Sopo ngguyu ndhelikake*
*Sir-sir pong dele kopong*

The following is the meaning of the *Cublak-Cublak Suweng* game song

1. *Cublak-cublak suweng*,
*Cublak Suweng* = Suweng's place. Suweng are Javanese women's jewelry earrings. So, Cublak-cublak suweng, meaning that there is a place for valuable treasures, namely Suweng (Suwung, Sepi, Sejati) or True Treasure.

2. Suwenge teng gelenter,
Suwenge Teng Gelenter = scattered suweng. The True Treasure in the form of true happiness is actually already scattered around humans.

3. Mambu ketundhung gudel,
Mambu (smell) Ketundhung (aim) Gudel (buffalo child).
That is, many people are trying to find the true treasure. Even stupid people (like Gudel) search for the treasure with lustful ego, corruption and greed, the goal is to find true happiness.

4. Pak empo lera-lere,
Pak empo (toothless father) Lera-lere (looking left and right). Stupid people are like confused old toothless people. Even though his wealth was abundant, it turned out to be a fake treasure, not a True Treasure or true happiness. They are confused because they are controlled by their own greed.

5. Sopo ngguyu ndhelikake,
Sopo ngguyu (who laughs) Ndhelikake (he who hides). illustrates that whoever is wise, he is the one who finds the True Treasure Place or true happiness. He is a person who smiles brightly in every situation of life, even in the midst of the lives of greedy people.

6. Sir-sir pong dele kopong,
sir (conscience) pong dele kopong (empty soybeans without filling). It means in an empty conscience. It means that to arrive at the True Treasure Place (Cublak Suweng) or true happiness, one must break away from the love of worldly possessions, empty oneself, be humble, not humiliate others, and always use taste and sharpen one's sir/conscience. .
The conclusion of this song is more or less as follows:
to look for treasure, do not indulge your lust, but all return to a clean conscience. Not influenced by lust .. With a conscience it will be easier to find it, do not get lost in the way to forget the afterlife.

**How to select games and traditional media**
 1. **Submission of Information**

In connection with the obligation to teach, the Messenger of Allah. Reminding his people that people who already have knowledge (*'âlim, ustaz, teacher*) not to be stingy in giving knowledge, let alone to hide it. In connection with this there are hadiths, among others:

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عَنْ أَبِى هُرَيْرَةَ قَالَ قَالَ رَسُولُ اللهِ ﷺ » مَنْ سُئِلَ عَنْ عِلْمٍ فَكَتَمَهُ أَلْجَمَهُ اللَّهُ بِلِجَامٍ مِنْ نَارٍ يَوْمَ الْقِيَامَةِ. «رواه أبو داود وأحمد

*Whoever is asked about a knowledge and he hides it (does not answer it), Allah will restrain him with the bridle of the fire of hell on the Day of Resurrection* (Muhammad Nashiruddin Al-Bani, n.d.) .

The hadith above relates to the delivery of information in learning because this is part of the component of the learning strategy. In this activity, teachers are expected to be able to understand the situation and conditions they face. Delivering information can be interpreted as a notification by stating that "this is this", so

conveying information is a form of conveying facts and giving instructions, The content of the material presented shows "what", "why", "for what" or "how" something really is. Thus the information conveyed can be absorbed by students properly. According to Hamzah B. Uno(Hamzah B. Uno, 2010)" that "there are several steps that need to be considered in the delivery of information, namely the order of the scope and type of material, including:"

a. Order of delivery

The order of delivery of subject matter must use the right pattern. In accordance with the age of students with the use of language that is easily understood by students. The sequence of material given is the stages of thinking from things that are concrete to things that are abstract or from things that are simple or easy to do with things that are easy to do. complex or difficult to do. The order of systematic delivery makes it easier for students to understand what the teacher wants to convey. So that the delivery of the material is complete without being missed.

b. The scope of the material delivered

The material to be delivered or the scope of the material really depends on the characteristics of the students and the type of material to be studied. In delivering material, a teacher must understand student learning styles, while learning styles are divided into three types, namely audio, visual and kinesthetic. So that learning will be maximized because it is in accordance with the needs of these students.

c. The material that will be delivered by

Hamzah B. Uno quoted Merril that "differentiating the content of lessons into four types, namely; facts, concepts, procedures, and principles" (Hamzah B. Uno, 2010), in addition "The subject matter is generally a combination of types of material in the form of knowledge (detailed facts and information), skills (steps, procedures, circumstances and certain conditions), and attitudes (containing opinions, ideas, suggestions or responses)". In the content of this lesson, it is seen that each type of lesson will require different delivery strategies. So that in determining the learning strategy, the teacher must first understand the type of subject matter to be delivered in order to obtain an appropriate learning strategy.

d. Media used

In delivering material for elementary school age children, it will be easier if the teacher is creative in using learning media. Because the use of the right media will definitely add to the attractiveness of the students themselves, it can be based on several things including: curiosity, surprise, liking or interest, wanting to be able to, and seeing something different.

From some of the things above, it can be understood that delivering material that facilitates student understanding is not easy for teachers whose creativity is limited. But it's easy for the imaginative and creative teacher. Because it takes more energy to innovate material with learning media. Learning media does not have to be expensive, does not have to be complicated and does not have to be ICT-based. Currently, many students are dependent on gaged so that interest in learning to study lessons at home has begun to be underestimated. So to minimize the impact of existing media on gaded, the teacher can use or introduce some traditional games and media. Because games and these media if not reintroduced, it will definitely

disappear without anyone paying attention to the history of games and traditional media.

## 2. Student Participation

Based on the *student centered*, students are the center of a learning activity. There are several important things related to student participation, namely as follows:

a. Exercises and practices should be carried out after students are given information about a certain knowledge, attitude or skill. In order for the material to be truly internalized (relatively steady and established in them), the next activity is that students want to be given the opportunity to practice or practice these knowledge, attitudes, or skills.

b. Feedback, after students demonstrate behavior as a result of their learning, the teacher provides *feedback* on the learning outcomes. Through the feedback provided by the teacher, students will know whether the answer is an activity they are doing right/wrong, right/incorrect, or there is something that needs to be corrected. Feedback can be in the form of positive reinforcement (good, good, very right, and so on) and negative reinforcement (not quite right, wrong, needs to be improved, and so on). However, it is hoped that all teachers can give a positive impression in each lesson, so that students will always be motivated and continue to develop.

Recognizing the importance of the role of awards for outstanding students, prospective teachers or teachers need to master the basic skills of giving rewards which are called reinforcement. Reinforcement is a positive response made by the teacher for the positive behavior achieved by the child in the learning process, with the aim of maintaining and improving that behavior (Marno dan Idris, 2010). In addition, reinforcement can be interpreted as a response to a behavior that can increase the likelihood of repeating the behavior.

For this reason, reinforcement skills need attention, because a positive response is an award given by the teacher because the teacher shows positive behavior (achievement in learning). With this response, in turn motivates children to maintain achievement, even improve it.

## 3. Tests

A series of tests are generally used by teachers to find out (a) whether the specific learning objectives have been achieved or not, and (b) whether the students' knowledge of attitudes and skills have actually been possessed or not. The implementation of the test is usually carried out at the end of the learning activity after the students have gone through various learning processes.

## 4. Advanced Activities

Activities that are often known as *follow-up* from the results of activities carried out are often not carried out properly by the teacher. In fact, every time after the test is carried out there are always students who succeed well or above average, (a) only partially master or tend to be at the average level of mastery that is expected to be achieved, (b) students should receive follow-up different as a consequence of these varied learning outcomes. Such as enrichment which aims to help students who have learning difficulties, so that with the holding of enrichment students can re-understand materials that are considered difficult and become difficulties for them.

## 5. Application of Cublak Cublak Suweng Game in Thematic Learning.

Teachers have a responsibility to see everything that happens in the classroom to help the child's development process. In the teaching and learning process, the teacher has the duty to encourage, guide, and provide learning facilities for students to achieve goals (Münger & Markström, 2019).

To become a professional teacher, one must fulfill four teacher competencies, namely: Pedagogic Competence, Personality Competence, Professional Competence, and Social Competence (Rusilowati & Wahyudi, 2020).

The four competencies above are teacher professional standards that are used as guidelines or references in assessing the success of a learning process. The teacher's task is not only to teach, but to instill the values contained in each material being taught. In learning the teacher has many responsibilities that must be implemented that the teacher is a planner, implementer and controller.

Submission of subject matter is only one of various activities in learning as a dynamic process in all phases and processes of child development. Thus, in the teaching and learning process, the teacher is not limited to being a transmitter of knowledge, but more than that, he is responsible for the overall development of the student's personality. He must be able to create a learning process in such a way, so that it can stimulate students to learn actively and dynamically in meeting needs and achieving goals.

At this time the development of science, technology and socio-cultural developments have been going fast so that it becomes a challenge for every individual. The teacher is only one source among various sources and learning media. Thus, the teacher's role in learning becomes wider and leads to an increase in children's learning motivation.

From the description above, it is clear that the role of the teacher has increased from all teachers to become the director of learning (*direction of learning*). As a teaching planner, a teacher is expected to be able to plan teaching and learning activities effectively. For that he must have sufficient knowledge of the principles of learning as a basis in designing teaching and learning activities, such as formulating goals, having materials, choosing methods, setting evaluations, and so on. As a teaching manager, a teacher must be able to manage the whole process of teaching and learning activities by creating learning conditions in such a way that every child can learn effectively and efficiently.

Furthermore, in his role as learning director, teachers should always try to generate, maintain, and increase children's motivation to learn. High and low learning achievement is largely determined by the high and low achievement motives. In this connection the teacher has a function as a motivator in all teaching and learning activities (Andriani, Kesumawati, & Kristiawan, 2018). There are four things that teachers can do in providing this motivation, namely:

a. Generating encouragement for students to learn.
b. Explain concretely to students what can be done at the end of the lesson.
c. Rewarding the achievements achieved so that it can stimulate them to achieve better achievements in the future.
d. Establish good learning.

In other words, as a transformation in teacher learning as well as acting as a guide in the teaching and learning process. As a guide in learning, teachers are expected to be able to:

a. Know and understand each student both individually and in groups.
b. Provide an explanation for students to know things that are needed in the learning process.
c. Provide adequate opportunities so that each student can learn according to his personal abilities.
d. Helping each child in overcoming his personal problems.
e. Assess the success of each step of the activity that has been carried out.

The steps for implementing traditional games include:

a. Create game groups containing 4-5 children
b. The teacher explains the rules of the game to all participants
c. The teacher prepares questions that are in accordance with the material in the thematic learning being taught
d. Each group there is a table (guard) by bowing and there is a song *cublak-cublak suweng*
e. Game medium is small stone
f. Small stones are rotated over the hands of the players alternately until the song is finished
g. For the child who holds the small stone when the song ends, he will deliver the questions from the teacher.
h. For the child who is the desk (guard) must answer the sola.
i. Furthermore, if the child can answer then the child can become a player, but if he cannot answer then return to guard again or become a table again.
j. This game is carried out until all the questions given to the group can be answered.
k. After that, the teacher gives an assessment of which group gets the best score based on the accuracy of answering the questions and the duration of the other fast.

6. **Educational Values in the Cublak Cublak Suweng Game in Thematic Learning.**

After the cublak-cublak suweng game is applied, some educational values appear, including:

a. Cultivate the soul of a high competitor
b. Growing high solidarity
c. Minimizing bullying because group integrity or cohesiveness is important
d. Develop social emotional intelligence
e. Develop cognitive intelligence and critical thinking
f. Develop the ability to communicate between teams
g. Learning seems unique and simple
h. Class conditions are more conducive by minimizing the children's over-energy
i. Introducing children to traditional educational games
j. Bringing children closer to the real world.

With so many educational values found, it would be nice for every teacher to be able to be creative and innovate the learning system applied. By not always worrying about school facilities and infrastructure.

## CONCLUSION

From the explanation of the theories above, it can be concluded that a teacher must be creative and imaginative in using games and media in learning. With the development of gaged technology that has become endemic in the world of children, a teacher must be able to balance with learning based on local wisdom with the aim of still getting to know traditional cultures and can be elaborated in modern learning. Because so far the teaching and learning process is a process that gets a lot of special attention by educational practitioners. Where educators must be competitive, imaginative, creative and innovative. So that it can introduce culture through the use of media or traditional games that are able to attract students' interest in learning in following the learning process, so as to find educational values in these traditional games. Thus, between educators and students can know the urgency of the learning well based on local wisdom.

## ACKNOWLEDGEMENT

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