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# ABDIMAS

Jurnal Pengabdian kepada Masyarakat  
<https://journal.unnes.ac.id/journals/index.php/abdimas/>

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## Traditional Games Festival in International Schools as an Effort to Conservation Indonesian Culture

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### Abstract

Conservation of Indonesian culture is still a challenge for the nation's future generations. The educational level is a strategic space to realize educational efforts and cultural preservation, one of which is traditional games. Semarang Multinational School, one of the international schools in the city of Semarang, is a location for service with the main problem being the absence of educational activities and introductions to traditional Indonesian games at the school, and a request from the school to collaborate in implementing traditional games programs at the school. The method used includes the stages of Planning, Screening, Implementation, Evaluation and Reporting. Some types of activities carried out are playing with various types of traditional games including; Dakon, Jump Rope, Bedhil Bambu, Egrang Batok, and Egrang Bambu. The service team received a satisfactory response from the school principal, teachers, parents and students who did it themselves. The results of the activity were a satisfied partner response and the signing of a cooperation document between the Faculty of Sports Science, Semarang State University, and Semarang Multinational School as a partner. Suggestions for similar service can of course be applied anywhere according to field needs, taking into account the common goal of preserving Indonesian culture.

**Keywords:** conservation, international school, traditional games

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### INTRODUCTION

The existence of traditional games is now almost gone because they have been replaced by online games. This happens because of the rapid development of technology that supports and produces various kinds and types of children's games. If you look deeper, this traditional game actually has many benefits. Apart from being a tool for preserving national culture, it is also beneficial for children's motoric, cognitive and psychological development (Dadan & Widodo, 2020). This game, which is also known as a folk game, is a recreational activity that not only aims to entertain oneself, but also to maintain social relationships and comfort.

This statement shows that play for children has an important value in the development of their daily lives (Oktora Mudzakir, 2020). Traditional games are a wealth of local cultural treasures, which should be utilized in physical education learning at all levels, especially at elementary school level (Wulandari, 2022). Traditional games are easy to play in various environments without requiring sophisticated or expensive equipment. However, due to the rapid development of modern games, traditional games are of particular concern today (Permadi et al., 2021). Many school children forget how to play traditional games or sports. Children are now more pampered with technology that continues to develop and is provided easily by their parents. In the end, many students are lazy about exercising and tend to have individualistic behavior (Nuriman et al., 2016).

The Indonesian nation has various tribes and cultures, including traditional sports from various different regions. Traditional sports are one of the cultural traditions that exist in society, which are a national asset and whose existence needs to be preserved. One effort to preserve traditional sports is through formal or non-formal education (Halim Savara et al., 2021). Traditional games can also train the social skills of the players. This is what differentiates traditional games from modern games. Basically, traditional games and sports in Indonesia have a philosophy of togetherness which will prioritize the aspect of learning while playing (Hadjarati & Haryanto, 2021). A number of child

development experts state that the benefits of traditional games for early childhood include increasing creativity, training skills in communicating with peers, training sportsmanship, and working together (Garzia, 2020). Current technological developments have closed down the existence of traditional sports games in every region, from young to adult ages they enjoy digital games called online games, a game that can be accessed by many players, where the machines used by the players are connected by an internet network.

The emergence of Android gadgets supported by game applications is starting to displace traditional games. Nowadays, Android gadgets are not something special because everyone has them (Farizi et al., 2021). Many parents who don't want to bother supervising their children playing outside the house usually tend to give gadgets to their children. Not infrequently, children can play with gadgets from the age of one year (Yulia et al., 2017). Children tend not to move when playing games that use technology. Children just sit in front of the television and play using media without moving much (Husein MR, 2021). Online games have several attractions that make students prefer playing rather than studying (Sonjaya et al., 2021). A child who is addicted to online games will affect his motivation to learn and if his learning motivation is disrupted it will also affect his learning achievement, someone who is addicted to online games needs special treatment (Sundara et al., 2020). The challenges in efforts to preserve culture, especially traditional arts, are increasingly difficult due to the development of the times and the current current of globalization.

The development of the times and the current of globalization have resulted in many changes occurring in the patterns of people's lives, which also have an influence on the culture of the people themselves (Irhandayaningsih, 2018). Conservation and introduction of Indonesian culture needs to be done to maintain the existence of traditional games in all regions in Indonesia. Moreover, currently there are many international standard schools in Indonesia, one of which is in the Semarang City area. This phenomenon is certainly a big challenge for experts in the field of education and cultural conservation, how can they introduce and preserve Indonesian culture in the international environment. One example is Semarang Multinational School, an international school located in Semarang City. Many local residents from the upper middle class send their children to this school. The phenomenon is that they are far from being involved in the introduction and efforts to preserve typical Indonesian culture, with the very modern technology used today.

The community service team has established a partnership with Semarang Multinational School. The partners' priority problems identified are: a) there is still a lack of school activities that specifically provide space to introduce traditional games to students; b) The use of modern technology in schools is increasingly reducing opportunities for foreign students to learn about various traditional Indonesian games; c) Many residents from the upper middle class also send their children to this school, but they still lack knowledge about traditional games.

According to the partners, efforts need to be made to conserve Indonesian culture and introduce it to the younger generation, especially those in the Semarang Multinational School environment. Based on this information, the service team and partners agreed to overcome this with a service program entitled "Traditional Games Festival in International Schools as an Effort to Introduction and Conservation of Indonesian Culture".

The solution offered by the community service team is to prepare a Traditional Sports Education and Preservation program through Traditional Games Festival Activities for Semarang Multinational School Students with the following stages; a) Develop a joint activity program with schools in the context of preserving traditional games; b) Introduction and socialization of various traditional Indonesian games; and c) Holding a traditional games festival with community service activity partners as a benchmark for how students, teachers and parents responded during the previous stages of education and socialization. Those who will receive this treatment are students in elementary school, teachers and parents. Socialization is very appropriate to provide education about what traditional sports are and how they vary (Samedi, 2021).

## **METHOD**

The implementation method used in this community service program consists of several stages including planning, screening, implementation, evaluation, up to reporting. Here is the following explanation of each step. Planning: The preparations made include several things including; site survey, prepare materials (as appropriate theme), adjusting the agenda with partners, managing partner permits, and designing proposals devotion. So far what has been prepared is, a) Initial

coordination with partners, b) Location determination, c) Licensing for the implementation of activities, and d) Making proposals. Screening: This stage is reviewed using several procedures, including; ensure readiness committee, determine members' job descriptions, and establish the use of supporting equipment including traditional sports equipment. So far, this has been done in stages screening is: a) Preparing the committee team, b) Formulate and determine member job descriptions, c) Check completeness of equipment to support activities. Implementation: The implementation stage is the implementation stage of the activities carried out including several intermediate procedures other; explaining or educational process through the socialization of traditional sports in theory and practice, continued periodically and ended with the implementation of the Cultural Festival (Traditional Games Indonesia). Evaluation: The evaluation carried out included several steps, including; Make observations of levels enthusiasm from teachers and students in participating in each series of activities starting from socialization introduction to the implementation of the Cultural Festival. Reporting: The final stage of this service involves collecting all data including documentation of each series activities, and reports prepared by the service activity implementation team. Report generation Final/Evaluation is carried out after the chairman, assisted by members and students, monitors the service that has been carried out. The reporting stage also involves publication of output. After it is arranged. The final report of this service will be published in the form of an article published in a journal and also the results The output of this service is in the form of news in electronic mass media and video recordings of activities posted via YouTube.

## RESULTS AND DISCUSSION

The first program carried out was to carry out outreach in the form of introductory education about various types of traditional games. The service team will select several traditional games that are suitable and appropriate for elementary school children by paying attention to several things, including being able to improve students' thinking abilities, being able to train students' affective attitudes, and of course being able to provide space to improve elementary school students' psychomotor skills. Several types of traditional games that will be promoted to be socialized and practiced together are: a) Dakon, b) Jump Rope, c) Bedhil Bambu, d) Egrang Batok, and e) Stilt Bamboo.

Meanwhile, social media is also used to convey information as well as promote and hype educational activities and traditional sports festivals, by posting posters and flyers with traditional game themes via social media networks. Social media has become a medium for education starting from the abundance of information and opportunities for interaction as well as direction towards developing information into other links. This indicates that apart from its relevance as an entertainment medium, social media can be used as an alternative source of answers to everyday questions (Sampurno et al., 2020).



Figure 1. Community Service Team Introduces One of the Traditional Games (Jump rope)

Located in the school meeting room, the service team introduced and practiced the game of jumping rope. Skipping rope or "playing rubber" was once popular among children from the 80s. The way to play is still the same, it can be done individually or in groups (Shandi, 2019). Several teams of students from the elementary school physical education study program gave examples first, then the students followed in turn.



Figure 2. One of the service team members introduced the Dakon game

Figure 2. Shows how the service team together with students at elementary school level play Dakon in the field (outdoor) with the concept of playing while learning. Dakon is a dakon game, also known as congklak, which is a game tool that has existed since ancient times and has been passed down from generation to generation. This game uses a game board that has 14 small holes and 2 large holes at the left and right ends. Every 7 small holes on the player's side and the large hole on the right side are considered to belong to the player (Puspita et al., 2021).



Figure 3. provides an explanation of how to play Bedhil Bambu

The picture above shows how a student is trying to shoot paper that has been soaked and inserted into a bedhil or shoot made of bamboo. Bedhil bambu is a game that requires user safety and caution because if it is not supervised it will endanger students. However, it seems that the children are very enthusiastic about trying this game.



Figure 4. Team and Students

## CONCLUSION

After the series of activities ended, the service team took a photo session together with a number of students from Semarang Multinational School. This service activity carried out resulted in the signing of an implementation arrangement document which contained the implementation of collaborative activities between the Physical Education Study Program at FIK UNNES Primary School and Semarang Multinational School in the field of Human Resources in the form of service activities.

Not only students, the school principal expressed a positive response by fully supporting this program if it could be implemented regularly every year. Several suggestions were made to the service team, including being able to conceptualize annual activities related to traditional games by involving not only students and teachers, but also the students' parents. This was conveyed because according to the principal of Semarang Multinational School, this activity needs to be introduced to the parents of students, many of whose backgrounds come from outside Indonesia. So it is important to introduce one of Indonesian culture, namely traditional games.

The parents who were present during the activity also gave a positive response. Some of them even asked where they could buy traditional playing equipment, so they could use it to play at home. One of the parents expressed his appreciation, because he felt this program was very important to broaden students' knowledge, especially at the elementary school level, about what traditional games are. The parents also support the idea of school management if traditional game activities are scheduled every year between students, teachers and parents at Semarang Multinational School. Based on several comments received in the field as explained above, it can be concluded that the service program has been implemented well. Suggestions for the next service program are to have a wider range of participants and increase the variety of games presented.

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