



## Traditional Japanese and Indonesian Children's Games from the Point of View of Japanese Language Education Study Program Students (An Analysis of Similarities and Differences)

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### Abstrak

Penelitian ini bertujuan: 1) Mendeskripsikan Permainan Tradisional Anak Jepang dan Indonesia dari sudut pandang mahasiswa Program Studi Pendidikan Bahasa Jepang; 2) Untuk mengetahui sejauh mana pemahaman atau pengetahuan siswa tentang permainan tradisional untuk anak-anak Jepang dan Indonesia. Metode penelitian adalah angket online terbuka dan tertutup dengan responden mahasiswa semester I angkatan 2020/2021 Program Studi Pendidikan Bahasa Jepang Universitas Negeri Surabaya. Hasil penelitian menunjukkan bahwa sebagian besar siswa yang menyatakan mengetahui permainan tradisional anak-anak baik bahasa Jepang maupun bahasa Indonesia dengan baik. Sedangkan permainan tradisional anak baik bahasa Jepang maupun bahasa Indonesia meliputi persamaan bentuk, bahan, cara bermain, dan persamaan manfaat. Perbedaannya terletak pada bentuk serta bahan utamanya.

### Abstract

*This research aims: 1) To describe Japanese and Indonesian Traditional Children's Games from the point of view of students of the Japanese Language Education Study Program; 2) To learn the extent of understanding or knowledge students have about traditional games for Japanese and Indonesian children. The research method is an open and closed online questionnaire with first-semester student respondents from the 2020/2021 class of the Japanese Language Education Study Program of Universitas Negeri Surabaya. The results showed that the majority of students, as many as stated that they knew traditional children's games, both Japanese and Indonesian, well. Meanwhile, traditional children's games, both Japanese and Indonesian, include similarities in shape, materials, how to play the games, and similarities in benefits. The difference lies in form as well as the primary material.*

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## INTRODUCTION

The world of children is the world of playing. By playing activities, children have fun as well as get experience. Playing is one type of physical activity that can help children grow and develop. The games that are often played are usually traditional games that still exist today. In urban areas, advances in information technology make children lulled by the games on gadgets as time goes by. According to Ukasyah et al. in Anggita et al. (2018: 55), children tend not to move when playing games that use technology, so children are rarely seen playing games that require physical activity. The main reason is an inadequate playground, namely the scarcity of wide-open space, which is very much needed for activities.

Meanwhile, in other areas, many children still play traditional games. There are many reasons they play it, one of which is that there is still a prominent place or yard to play, so they can freely do their activities. In addition, the lack of entertainment and the distance from where they live to the city so that traditional children's games are the only entertainment for them to socialize with their peers.

Traditional games for Japanese and Indonesian children have similarities regarding physical form and how to play them. Based on the differences and the similarities this research was conducted by looking for differences and similarities according to the perspective or point of view of students as respondents and knowing the extent of understanding or knowledge of traditional Japanese and Indonesian children's games.

Based on what? This part is just an introduction, but this sentence could be interpreted as a conclusion.

### Definition of Games

In addition to formal learning, children also need to learn through games. Children will get much experience in a game, for example, objects, materials, and friends, with adult supervision.

According to Mulyani (2016), a game is an ancestor's cultural heritage passed on to their descendants or grandchildren. This cultural heritage must be preserved because it is a priceless treasure for posterity. With traditional games, children's knowledge will develop, insight about socialization will increase, and they will gain friends. In the online Kamus Besar Bahasa Indonesia (KBBI), the word "traditional" is an attitude and way of thinking and

acting that always adheres to norms and customs that have been passed down from generation to generation ("traditional", 2016).

In KBBI (1995: 614), the word "permanent" comes from the word "main" which gets the prefix *per* and the suffix *-an*. *Permainan* or games can be played in groups or by individuals.

There are various forms of games that participants or players can play. Traditional games can be considered sports activity that develops according to the customs or customs of a particular area. Over time, the development of traditional games is often used as a type of game with regional characteristics adapted to local cultural customs. Generally, the implementation of activities runs regularly or occasionally to seek entertainment or socialize with peers. Even a game can also be used to add insight, intelligence, and agility (Mahendra, 2008, p. 24).

### Type of Games

According to Mutiah (2012), all types of games have the same goal, which is to play with fun. There are several types of games, namely:

- a. Sensorimotor play, namely the behavior shown by infants to gain pleasure from practicing the development of sensorimotor schemes.
- b. Practical play, which involves repeating a behavior while new skills are being learned.
- c. Pretend play (symbolic), which occurs when children transform the physical environment into a symbol.
- d. Social play, namely play that involves social interaction with peers.
- e. Functional play, which are the first plays carried out in early childhood where children repeat simple activities and find pleasure in playing with their environment. This game is useful for improving children's motor skills.
- f. Constructive play, which occurs when children involve themselves in the creation or construction of a product or solving problems of their creation.
- g. Games, namely activities carried out for enjoyment that involve rules and are often competitive.

### Traditional Games

Traditional games are cultural activities in a place or area that the community has thus far preserved. Traditional games are the cultural heritage of an ancestral area that should be preserved so our children and grandchildren can play them. Generally, traditional games inherited from their ancestors will always be maintained if they are played by children so that the game will inadvertently grow and sustain.

According to Marzoan & Hamidi (2017: 46) in ([Artikel Mengenai Definisi Permainan Tradisional], n.d.) concluded that "traditional games are activities that are carried out voluntarily and create pleasure for the players, who are regulated by game rules that are run based on hereditary traditions". In line with this statement, Putri (2016: 4) in ([Artikel Mengenai Definisi Permainan Tradisional], n.d.), "traditional games are games that are played from generation to generation that have the value of a culture and are usually played using the language or characteristics of a particular area. "

Game playing has an essential meaning for children. Although playing activities do not occur in real terms, games have benefits, including (a) optimizing children's physical and mental development; (b) meeting the emotional needs of children; (c) developing children's creativity and language skills; (d) optimizing children's socialization process. Playing also serves to develop aspects of child development, including motor skills, cognitive, affective, language, and social aspects (Ardiyansyah, 2012 p. 53).

### Benefits of Traditional Games

The world of children is the world of playing. Playing is an activity that must be done wherever children are. Playing is a very exciting time and adds to the informal learning experience. In addition, playing has very valuable benefits, especially the traditional games that exist in each region.

According to Mulyani (2016), there are several benefits to a game, including:

- 1) children become more creative,
- 2) can be used as therapy for children,
- 3) develops children's intellectual intelligence,
- 4) develops children's interpersonal emotional intelligence,
- 5) develops children's logical intelligence,

- 6) develops children's kinesthetic intelligence,
- 7) develops children's natural intelligence,
- 8) develops children's spatial intelligence,
- 9) develops children's musical intelligence, and
- 10) develops children's spiritual intelligence.

### Values in Traditional Games

In every form of a game, there is a message for those who play it. The message usually has a positive and educational value, so that by playing the game, children will recognize and even apply it in everyday life. According to Nugroho (2005: 33-34), there are several points of value in a traditional game, these values are: (1) the value of democracy, (2) the value of education, (3) the value of personality, (4) the value of courage, (5) health values, (6) unity values, and (7) moral values. The elements of cultural values in traditional games according to Dharmamulya in Putri (2016: 8) are, (1) the value of fun or joy, (2) the value of freedom, (3) a sense of friendship, (4) the value of democracy, (5) the value of leadership, (6) a sense of responsibility, (7) the value of togetherness and mutual help, (8) the value of obedience, (9) training proficient in arithmetic, and (10) the value of honesty and sportsmanship ([Artikel Mengenai Definisi Permainan Tradisional], n.d.).

### Similar Game Types

Some traditional games that are said to have similarities and differences are as follows:

1. Gasing
2. Koma



3. Kendama
4. Yoyo



5. Hanetsuki
6. Badminton



## Similarities and Differences of Traditional Children's Games

Traditional games, both Japanese and Indonesian, have differences and similarities. In KBBI (1995: 659), “kemiripan” (similarity) comes from the word “mirip” (similar), which means almost the same or similar (with), or it could be the same as (apparently) with. Meanwhile, “kemiripan” (similarity) belongs to nouns that mean similar things or (state of) things. There are similarities in form, similarities in materials, similarities in how to play it, and similarities in benefits.

### Gasing and Koma



#### Similarities:

- Same way of playing
- An individual game
- Same material (wood)

#### Differences:

- The shape
- The materials (iron, plastic)

#### Benefits:

- Train fine motor skills
- Practice patience
- Train sportsmanship
- Introduce the law of balance

### Yoyo and Kendama



#### Similarities:

- Made of wood
- Using rope

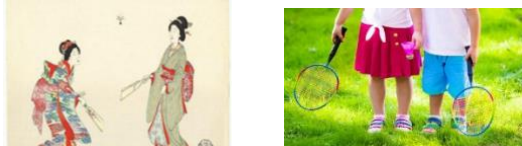
#### Differences:

- Made of plastic, or metal
- Different shape

#### Benefits:

- Increase physical activity such as concentration
- Coordination between hands and eyes
- Increase creativity, dexterity, as well as
- Improve academic ability

### Hanetsuki and Badminton



#### Similarities:

- Using wooden planks
- Individual/pairs

#### Differences:

- Japanese wooden planks are nicely decorated and neat
- Indonesian planks is an original wood without decoration
- In Japan, the game is played by women
- In Indonesia, the game is free to play by anyone
- In Japan, the game is played on certain events only

#### Benefits:

- Maintain a healthy body
- Improve social skills,
- Maintain mental health.

### Directions to Play the Games

Traditional children's games have their own way of playing them. There are games that are played in groups, while some others are played individually, and some are played by twos or threes. Traditional games that are played by more players will have a big impact on game participants because playing with many participants will be a lesson for individuals to learn many things, including tolerance, controlling emotions, and learning to be patient. In addition, traditional games can also be used to gain friends and add insight, and can also be used to learn to socialize among players. By playing together, communication occurs, which will eventually lead to togetherness. Here is how to play the six traditional games that are similar between Japanese and Indonesian.

#### 1. Gasing

Some people say that gasing originally came from China and then spread to the Austronesian region, including Indonesia. Later, gasing was spread and became part of the archipelago's tradition. This is evidenced by the prevalence of top games in almost all regions of Indonesia, such as in Java, Bali, and even on the island of Sumatra.

Gasing is a game that can rotate on an axis in equilibrium at one point. In the gasing game, the procedure is as follows: first, gasing is held in the left hand then the right hand holds the string/rope. Meanwhile, the rope is tightly wrapped around the top from the axle to the gasing body so that it does not come off easily. Starting from the axle to the gasing body, wrap the rope tightly while turning it, then throw gasing to the ground. Gasing that is thrown will



spin for a while until the interaction of its feet with the ground makes it stand up and spin fast for some time, then slows down and will stop by itself.

According to Puspitasari (2018:10), there are four steps to play *gasing*, namely: a) wrap *gasing* with a rope made from nylon or other material, b) spin *gasing* by pushing or throwing and pulling the rope, c) move the spinning *gasing* to another place, d) step on *gasing*. It is done so that the opponent's *gasing* that is still spinning stops immediately.

## 2. Koma

*Koma* is the name of a traditional Japanese game that is similar to *gasing*. How to play *koma* is also similar to *gasing* from Indonesia, specifically by spinning *gasing* using a rope. *Koma* is different to *gasing* in the case of material, but the oldest *koma* material was made of iron called *beigoma* and was widely used in the 1920s.

As *gasing*, *koma* is also very well known in Japan. *Koma* is a Japanese children's game that has been around for a long time ago. According to the story, this game is a traditional game passed down by their ancestors from generation to generation, although in fact, there are those who said that *koma* is known to have come from Greece, which has existed for hundreds of years and is spread all over the world, especially in Japan. The *koma* game was developed according to the peculiarities of each country.

Just like *gasing*, the way to play *koma* is to tie a rope to the head or body of *koma*, then pulls the rope tightly until it spins fast. There is a way to turn *koma* by relying solely on skill and hand strength without using a rope. In this game, it is *koma* that lasts longer wins the game.

## 3. Yo-yo

Yo-yo is a form of playing made of two equal-sized discs (usually made of plastic, wood, or metal) connected by an axis around which a string is used. One end of the rope is tied to the axis, while the other end is free and is usually hooked.

Yo-yo is the second oldest game in the world after dolls (INDOZONE, 2019). This game is popular in many parts of the world. This game is expected to have come from Greece, India, or China, but until now, in fact, no one has reviewed for sure where this game actually came from. In general, the yo-yo is known as a traditional children's game, but in fact, adults also play this game. Even many adults have professional skills in playing it.

Yo-yo is played by hooking the end of the string on the middle finger and holding the yo-yo in hand. Later, throw it down so the yo-yo can spin perfectly and fast when the string is stretched. As the string is stretched about the axis, a gyroscopic effect will occur, which gives time to perform some movements. By moving the wrist, the yo-yo can be returned to the player's hand, where the string will be rolled back in the axis gap.

There are various yo-yo playing techniques:

- a. Sleeping technique. This technique works by spinning the lower part and it is called as the basic technique in playing yo-yo. It causes the yo-yo spinning at the end of the lower string later stay still for a while.
- b. Looping technique. This technique is done so yo-yo is always in moving motion but does not immediately back to hand. However, it will keep spinning to be thrown further.
- c. Off-string technique. This technique is played by experts. The loose string is attached to yo-yo can spin as it is thrown by the player. By doing this technique, the player can do a show on how yo-yo can spin by landing on the string then it bounces and later comes back to the player's hand ("Yoyo", n.d.).

## 4. Kendama 剣玉

As the name implies, Kendama consists of two kanji letters, namely "ken" and "dama". Ken is shaped like a hammer, then Dama, which is a ball that connects Ken with a rope. Kendama is a game that is very liked by children. This is because there are so many ways that can be used to play it. There is the most basic technique that is often played by children, namely by throwing the ball up and then catching it using Ken (剣)/main body ken.

Kendama emerged in the 16th century and then developed in the 17th century in various parts of the world. Kendama does not have a patent size but has many types and sizes, so many people feel confused. The game of Kendama requires coordination between hand and eye skills, which is a form of the player's level of patience. This game will indirectly train calm and patience levels. Kendama has several important parts, namely Main body ken (剣), Big cup Zara (大皿), Center cup chūzara (中皿), Small cup kozara (小皿), and Ball tama (玉) ([Artikel Mengenai Gambaran Umum dan Sejarah Kendama], n.d.).

Kendama is played by throwing the ball and returning it into the hollow in the handle or inserting it into the pointed end. Kendama is a simple game. To be able to play kendama in a way and use techniques that are fairly unusual or contemporary, it takes patience and practice that takes time. This game has many ways to play it and is supported by techniques or tricks that continue to grow every year ([Artikel Mengenai Gambaran Umum dan Sejarah Kendama], n.d.).

#### 5. Hanetsuki

The word Hanetsuki comes from kanji (羽根突き or 羽子突, literally meaning: clapping the feathers) is a game that is similar to badminton in Indonesia. This game is played without a net by striking a shuttlecock that is made from feathers using a wooden paddle which is decorated so it will be attractive. This game is preserved by keeping it played regularly to anticipate any danger or refuse reinforcements so that their offspring, especially girls, are always healthy and protected from danger. There are tools used in the game, namely "hagoita" (wooden paddle) and "hane" (shuttlecock), a black feather ball (Wikipedia, 2021).

There are two types of hagoita, one in the form of a simple paddle without decoration for playing and one with decoration used as a "repelling paddle" to pray for parents so that their daughter's growth is always safe and healthy. The second type is sometimes decorated in shops as a good luck charm for business and is called "Oshie-Hagoita" (FUN! JAPAN Team, 2018).



In Hanetsuki, there are two ways to play it, namely the first game, called "Oibane", where two people face each other and play. How to play Oibane is as follows; 1. Each person holds a "hagoita" (racquet paddle), 2. The two people face each other, then hit each other's hane, and the opponent must be able to return it, and so on, hitting the hane until one of them drops it to the ground. Whoever drops his opponent's hane will scribble ink on the face of the person who dropped it.

The second game is how to play "agehane". The game is as follows, "Agehane" is a competition, so each player is welcome to hold a "hagoita" (racquet paddle) and "hane" (shuttlecock), a black ball with feathers. Count how many times Hane can be hit without falling. The player who hits the most then wins. This game is carried out by 1 person, to make it more interesting, some are accompanied by songs, but it depends on each region.

#### 6. Badminton

Badminton, or bulu tangkis, is a sport that is included in the game using a small ball called a shuttlecock. Badminton is a sport that uses a round tool with cavities on the bat and has a handle ("How to Play Badminton", 2021).

Initially, the name badminton came from the word battledore. The name comes from 2 people who are playing, hitting the ball forward or backwards using a shuttlecock as long as possible, called a battledore. At that time, it was still a mystery, and it was not known with certainty the cause of the beginning of this game. Some say that this game was played for several thousand years ago in India and England and then spread to various parts of the world (Hakim, 2010, p. 14). There is a game similar to badminton in China called Jianzi, which is played in almost the same way as badminton, using a racket and shuttlecock, but in practice, the game is played with the feet.

How to play badminton is as follows:

- The badminton game is the player's effort when entering the shuttle into the opponent's area. Usually, it is about how it will be directed to the part of the opponent's area that is not guarded.
- Prior to the start of the game, a draw is held to select a court and serve first.
- Points will be earned if the opponent's serve fails.
- The aim of the service is to allow the shuttlecock to pass through the net and enter the opponent's territory until the opponent cannot return the shuttle.
- Different game areas for singles and doubles parties. If it falls outside that area, then how come it is said to be "out".
- The game ends when one of the players/pairs has earned a certain number of points (Hakim, 2010:29).

## METHOD

This research is a qualitative descriptive study. Descriptive research is research carried out to observe a condition or other circumstances and then presented in the form of a research report (Arikunto, 2013: 3). Moleong (2010) states that qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviour. The data taken in this study is qualitative data in the form of descriptive sentences about the data taken. According to Sugiyono (2016: 22), qualitative data are data that are presented in the form of words, sentences, charts, pictures, photos, and gestures.

The questionnaires were distributed in the form of closed and open questionnaires because respondents had to give reasons when choosing their answers. Respondents are first-semester students of the 2020/2021 class of the UNESA Japanese Language Education Study Program who are currently attending lectures. Data were collected by compiling and distributing questionnaires related to children's traditional games. The data were in the form of a distributed questionnaire. The list of questions is presented in Table 1 in the form of statements submitted. Respondents amounted to 61 people.

Table 1. List of Statements Submitted to Respondents

No	Statement
1	I know traditional children's games, both Japanese and Indonesian
2	I am interested in playing traditional children's games
3	I know there are similar traditional children's games between Japanese and Indonesian
4	I am more interested in playing traditional games than modern games (digital games)
5	Traditional children's games are getting rare, eroded by digital games
6	I am motivated to preserve children's traditional games

The next step is to make a data tabulation that refers to the results of the questionnaire that has been distributed previously, and then the answers were obtained. Later, a descriptive qualitative analysis was conducted to get a picture of the similarities between traditional Japanese and Indonesian children's games.

## RESULT AND DISCUSSION

The results of the research that have been processed by tabulating data are in Table 2 in the form of statements and responses to questionnaires that have been submitted to respondents via WhatsApp groups and emails.

Table 2. List of Statements Submitted To Respondents

No	Statement	Percentage %	Criteria
1	I know traditional children's games, both Japanese and Indonesian	75,7%	Strong
2	I am interested in playing traditional children's games	78,7%	Strong
3	I know there are similar traditional children's games between Japanese and Indonesian	81,9%	Very Strong
4	I am more interested in playing traditional games than modern games (digital games)	67,5%	Strong
5	Traditional children's games are getting rare, eroded by digital games	90,8%	Very Strong
6	I am motivated to preserve children's traditional games	78,7%	Strong

The results showed that the respondent's understanding or knowledge of traditional Japanese and Indonesian children's games seen from the results of data analysis could be said to be strong or above-average if referring to the Sudijono formula with the interpretation of the Riduwan score.

### The Extent of Students' Understanding or Knowledge of Traditional Japanese and Indonesian Children's Games

The first statement, "I know traditional children's games, both Japanese and Indonesian,"

got a percentage of 75.7%. The results of the percentage of the first statement indicated that the respondents knew or knew well traditional children's games, both Japanese and Indonesian.

The second statement, "I am interested in playing children's traditional games", got a percentage of 78.7%. The results of the percentage of the second statement indicated that the respondents are interested in playing children's traditional games. Therefore, the percentage results have strong criteria.

The third statement, "I know there are similar traditional children's games between Japanese and Indonesian", got a percentage of 81,9%. This number showed that the respondents really know traditional children's games very well.

The fourth statement, "I am more interested in playing traditional games than modern games (digital games)", got a percentage of 67.5%. The presentation result statement of the fourth statement showed that the respondents are interested even though the percentage of interest was only included in the sufficient criteria but was still above 50%.

The fifth statement, "Traditional Children's games are getting become rare, eroded by digital games" received a percentage of 90.8%. The percentage results showed that respondents understood the information very well and perhaps even saw it themselves in their surrounding environment.

The sixth statement, "I am motivated to preserve children's traditional games", gets a percentage of 78.7% and is included in the strong criteria, which means that the respondents want children's traditional games to continue because traditional games are an ancestral heritage that should be preserved.

### **Similarities and Differences between Traditional Japanese and Indonesian Children's Games from The Point of View of Japanese Language Education Study Program Students**

The open questionnaires that were distributed and returned, were then analyzed, yielding the following answers:

1. "I know traditional children's games, both Japanese and Indonesian," the statement received a response of 75.7%. The results showed that the respondents knew traditional

games well by referring to the acquisition of a percentage of 75.7%, which was included in the strong criteria.

2. "I know there are traditional children's games that are similar between Japan and Indonesia". The statement put forward in the response, such as number one, many respondents know that there are traditional children's games, both Japanese and Indonesian, with a percentage of 81, 9%, with very strong criteria.

Respondents explained that children's traditional games are similar to Japanese and Indonesian, some of which are Hanetssuki with Badminton, Yo-yo with Kendama, then Gasing with Koma. Respondents said that the games were similar because they were familiar with the games and even played them when they were children. Similar games have differences as well as similarities.

### **CONCLUSION**

Based on the questionnaires distributed to students of the Japanese Language Education Study Program, Universitas Negeri Surabaya, it was concluded that the majority of students, namely 75.7%, stated that they knew traditional children's games, both Japanese and Indonesian, well when referring to the results of the respondents' statements in Table 2. There were similarities in both traditional Japanese and Indonesian children's games namely similarities in form, similarities in materials, similarities in how to play them, and similarities in benefits. The difference lies in the shape, as well as the basic material.

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