THE DEVELOPMENT OF MARBLE TRADITIONAL GAME BASED-PROTOTYPE CURRICULUM

Heri Yusuf Muslihin[1], Resa Respati[2], Putri Irma Susanti[3]
[1,2] Universitas Pendidikan Indonesia Kampus Tasikmalaya, Kota Tasikmalaya Jawa Barat, Indonesia
[3] TK Laboratorium Universitas Pendidikan Indonesia Kampus Tasikmalaya, Kota Tasikmalaya Jawa Barat, Indonesia
[1]heriyusuf@upi.edu, [2]respati@upi.edu, [3]putrileap@gmail.com

Abstract

The lack of understanding of the benefits of traditional games for children's growth and development is the background of research, thus causing the extinction of traditional games from the community. In fact, traditional games have many benefits for children's growth and development, especially games played outside the home. Besides being played in the community, traditional games can also be used as learning media for children at school. However, this has not been done much because traditional games are still limited to local content where the implementation is returned to the school concern. The purpose of this study was to develop a prototype curriculum based on the traditional game of marbles to develop the growth and development of early childhood. This study uses a qualitative approach and the research method used is Design Based Research (DBR). The research instrument is the researcher and the participant. The steps taken in data analysis in this study were data reduction (organizing data), data display (making detailed descriptions), and conclusion drawing/verification (interpreting and drawing conclusions). The result of this research is the development of learning tools in the form of RPPH (daily lesson implementation plan) based on the traditional game of marbles.

Keywords: Marbles, Prototype Curriculum, Child Development, Traditional Games.

INTRODUCTION

Standard Level of Achievement in Early Childhood Development or known as STPPA is a criterion of ability achieved by children in all aspects of development and growth, including aspects of religious and moral values, physical-motor, cognitive, language, social-emotional, and art. STPPA is a reference for developing content standards, processes, assessments, educators and education staff, facilities and infrastructure, management, financing in the management and implementation of early childhood

education as well as references used in the development of the PAUD (early childhood education) curriculum.

Curriculum is a determining factor for the success of educational goals, thus the curriculum must be designed in a comprehensive manner, including student characteristics, all learning tools and local intellectual conditions. Moreover, the teacher's ability to use learning methods that are in accordance with the curriculum also determines success in educational goals (Ida et al., 2021). The implementation of local intellectual values through local wisdom is an essential investment to provide the skills, abilities and qualities of the students themselves in facing the global world without deviating from their national identity (Yulianti et al., 2013).

During the Covid-19 recovery period, the Ministry of Education, Culture, Research and Technology in Indonesia implemented a new curriculum at every level of education. The curriculum is the Prototype Curriculum. The Prototype Curriculum is a competency-based curriculum that aims to support learning recovery by implementing project-based learning (Kemendikbud, 2022). As a curriculum designed to support learning recovery after the Covid-19 pandemic, the Prototype Curriculum has general and specific characteristics which include the development of soft skills and character, essential materials, and learning flexibility, as well as adapting them to each educational unit. Characteristics of the Prototype Curriculum at the PAUD level is a learning process accompanied by play activities, so that teaching and learning activities are more fun and do not lead children to get depressed. Due to the character of early childhood that is still happy to play, so it is pivotal to make sure the games are educational, one of which is traditional games.

A common problem that occurs at the moment is a lack of understanding on the benefits of traditional games, so that traditional games are rarely played and even the games names are not appeared in the public space (Muslihin et al., 2021). This leads to the extinction of several traditional

games, while it has many benefits for the growth and development of children, especially games played outside the home (Muslihin et al., 2021). Not only in Indonesia, Smith in his research said that traditional games in New Zealand had also become extinct over the time and replaced by new games (Smith, 2012).

Apart from being played in the community, traditional games can also be used as learning media for children at school. However, this has not been done more frequent because traditional games are still limited to local content, where its implementation is according to schools' concern. Therefore, it is necessary to develop a curriculum and learning tools to adapt to local wisdom conditions, because with the development of a local wisdom-based curriculum, children will easily absorb learning material because all learning tools are contextual. In addition, it is also a form of effort to maintain local wisdom in the midst of globalization which has an impact on the fading of local wisdom.

THEORETICAL FRAMEWORK

The curriculum is a written plan and learning experience (Hasbullah, 2016). It is one of the important components in the world of education including PAUD, even so many say that the curriculum is the heart of education. The development and breath of education likely depends on the curriculum implemented (Mawardi, 2014). Furthermore, the role of the curriculum in education is to direct educational goals so that the educational process becomes more optimal (Mimin, 2021).

The learning device is a plan that is used in the learning process. Therefore, Kunandar (2014) explains that every teacher in an education unit is obliged to develop complete and systematic learning tools so that learning can take place interactively, inspiring, fun, challenging, and motivating students to participate actively.

The devices used in the learning process are called learning devices. Learning devices have an important role for a teacher before starting the learning process. Learning tools needed in managing the teaching and learning process and it can be in the form of syllabus, Lesson Plan (RPP) and Student Worksheets (LKS). Ibrahim (in Basuki et al., 2014) states that "the learning tools needed in managing the teaching and learning process and it can be in the form of syllabi, lesson plans, student activity sheets (LKS), evaluation instruments or learning achievement tests (THB), as well as learning media". So, Learning Devices can be interpreted as completeness tools used to assist learning. In this study the learning device used and developed was an RPPH.

Traditional games according to Mulyani (2016) are games inherited from ancestors that are mandatory and need to be preserved because they contain local wisdom values. In line with this statement, Marzoan & Hamidi (2017) concluded that "traditional games are activities carried out voluntarily and cause pleasure for the perpetrators, governed by game rules carried out based on hereditary traditions". In line with this statement, "traditional games are games played from generation to generation that have a cultural value and are usually played using the language or characteristics of a particular area" (Kurniati, 2016).

Based on the description above, it can be concluded that traditional games are a cultural product of a society that has grown and lived until now, where games left by our ancestors that are carried out voluntarily. These games are played using language and characteristics from certain areas that must be preserved in order to strengthen national identity. Traditional games make people skilled, tenacious, agile and it has benefits for children. The present study employees Marble as one of the traditional games.

METHOD

This study uses a qualitative research approach. Qualitative research is carried out in natural conditions and it is a form of discovery. In a qualitative research, the researcher is the key instrument. The method used in this study is Design Based Research. It is relevant to educational practice (for educational policy) since it aims at developing this design-based research solution to complex problems in educational practice (Barab & Squire, 2004). Design Based Research can be interpreted as a series of approaches used with the intention of producing new theories, artifacts, and practical models in explaining and potentially having an impact on learning in naturalistic conditions (Barab & Squire, 2004).
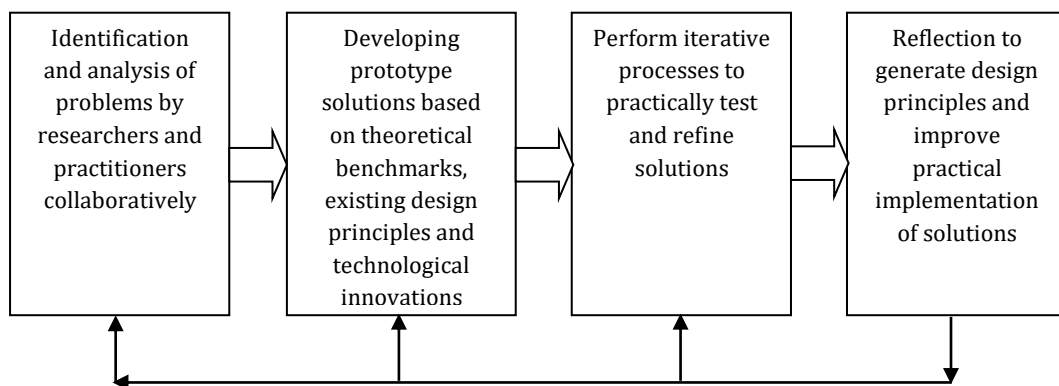

Figure 1. Design Based Research (DBR)

The research was carried out for 3-6 months. This research was carried out at the UPI (Indonesia University of Education) Pilot Kindergarten Labshool, Tasikmalaya Campus. The participants involved in this study included the researcher himself as an observer and the teacher of the UPI Pilot Labshool Kindergarten, Tasikmalaya Campus. The sampling technique used in this study is non-probability sampling by only selecting certain informants who are considered to have accurate and adequate information about the problem to be studied (Creswell, 2010). In this study, researchers used instruments in the form of observation sheets and interview guidelines given to teachers. The description of data collection techniques can be seen as follows:

a. *Observation*

Qualitative observation is when researchers go directly to the field to observe the behavior and activities of individuals at the research location. The activities observed were students doing traditional games to train and develop their fine and gross motor skills.

b. *Interview*

Researchers will conduct face-to-face interviews with participants, interview them by telephone, or engage in focus group interviews (interviews in certain groups). Interviews were conducted to seek information regarding the curriculum of traditional games in the kindergarten.

c. *Document*

Documents are records of past events. Documents can be in the form of writing, pictures, or monumental works of a person. This document is in the form of a traditional game curriculum at the Early Childhood Education level.

In this study, researchers used the Miles and Huberman model in conducting qualitative data analysis. Activities in qualitative data analysis are carried out interactively and continuously until complete, so that the data is saturated. The steps taken in data analysis in this study were data reduction (organizing data), data display (making detailed descriptions), and conclusion drawing/verification (interpreting and concluding).

a. *Data Reduction*

During data collection process in the field, the researcher will obtain complex, complicated data and the amount is not that small. Therefore it is necessary to do data analysis through data reduction. Data reduction is done by selecting and collecting the necessary data and setting aside unnecessary data. This is so that research data becomes more focused and directed.

b. *Data Display*

    After data reduction, the researcher then presented the data. In qualitative research data presentation can be in the form of narrative text, charts, relationships between flowchart categories and the like. However, what is most often used by researchers is narrative text descriptions.

c. *Conclusion Drawing/Verification*

    The third step is drawing conclusions and verifying the data that has been obtained.

FINDINGS AND DISCUSSION

Traditional games are games that are inherited, contain good values and are beneficial for children's development. Traditional games are classified as safe and quality games for children. These games have been passed down from generation to generation by the ancestors and have been passed down to the nations' generation up to now. Therefore, apart from being a playing medium, traditional games are also full of meaning and national cultural values (Nurwahidah et.al., 2021).

Traditional games are types of games that contain cultural values, which are essentially ancestral heritage that must be preserved. Traditional games develop from certain community habits which then become a form of game and sports activities (Muslihin et al., 2021).

One of the traditional games is marbles game. This game is played by 2 or more people. Two or more players will compete by making a small circle on the ground, then the marbles are stored in the middle of the circle. The players will compete to take as many marbles as possible with the help of one marble that will be their weapon. In the implementation of this traditional game, the marbles used are not real marbles. But marbles are made using cardboard and formed into a geometric shape. With the development of the

curriculum inserted in the sub-sub-theme section, the traditional game of marbles can begin to be implemented.

In the Daily Learning Implementation Plan (RPPH) the development of a prototype curriculum based on the traditional game of marbles requires only one tool and material, namely marbles made of cardboard formed in geometric shapes. The core activities of learning are divided into two parts, including making geometric shapes to be used as marbles and playing marbles. All learning activities are in accordance with the aspects of the Standards for Child Development Achievement Levels (STPPA). Oned of the aspects is physical motor.

Marbles can stimulate motor aspects, namely training endurance, focus, sensorimotor, gross motor (the ability to move the body in using large muscles, part or all of the body) and fine motor (an activity that uses small muscles) (Al Ningsih, 2021).

The benefits of other marbles firstly bring a joy to children. Second, train the child's mind to work hard to calm the game by paying attention to the geometric shapes made as marbles. Third, the child's ability to predict directions so that weapons (marbles from geometric shapes) can hit other geometric shapes so as to train children's accuracy. Fourth, train children's gross motor skills, which are very helpful in building stiff muscles, becoming physically strong and healthy, and developing children's kinesthetic sensations.

Fifth, playing marbles can also cultivate children's courage and improve their decision-making ability. Sixth, creating positive emotions for children. Children move, scream and laugh while playing with marbles. Movement, laughter and shouting is very helpful in making the child's emotions positive. Seventh, it becomes a medium for children to socialize. From socialization to this game, children learn to be patient, wait for rules, empathize, and place themselves among their peers. Eighth, learn the direction so that the marbles

can hit the target so that the child's focus will be trained (Mu'mala & Nadlifah, 2019).

The curriculum can provide an overview of what learning experiences children will get (Hasbullah, 2016). The curriculum contains various descriptions of experiences, skills and abilities that students will follow (Ndeot, 2019). The curriculum as a written program includes curriculum components consisting of objectives, materials, learning experiences and evaluation (Maspupah, 2018). The curriculum is dynamic, it is necessary to develop it so that it can keep up with developments and challenges of the times. Curriculum development must be carried out in a systematic and directed manner, have a clear vision and mission and can be used as a pattern of thought.

The scope of the PAUD curriculum includes:

a. Program of behavior formation activities which include moral and religious development, social and emotional development and life skills;

b. Basic ability development activity program which includes cognitive development, language development, motor development and artistic development (Hasbullah, 2016).

Early childhood education (PAUD) is one of the institutions that can help preserve traditional games. This is because PAUD is a place for children to socialize. PAUD institutions are given the freedom to develop curricula according to local wisdom in their area. The 2013 PAUD curriculum in Permendikbud (regulation of the minister of education and culture) Number 146 of 2014 is the minimum standard for a curriculum implemented by PAUD institutions. Institutions can improve the quality of their curriculum through local cultural wisdom in their respective regions. Local culture-based PAUD curriculum has a vision to preserve local culture and develop themes according to the environment (Wulansari, 2017).

There have been several attempts to make traditional games (based on local wisdom) able to be developed in the PAUD curriculum including: 1.

Inserting traditional games into activities in the themes or sub-themes that are already available; 2. Insert special sub-themes of traditional games (Nilawati, n.d., 2015).

The product development resulted from this activity is a learning tool in the form of a Daily Learning Implementation Plan (RPPH) based on traditional games. The development of this product started with problems related to the absence of traditional games in the curriculum, even though traditional games have many benefits for the development of children. RPPH based on traditional games can be seen in the following figure.

Daily Learning Implementation Plan
(RPPH)
TK ....
Academic Year 2022/ 2023

Theme/ Sub Theme/ Sub–sub theme	:	Self/Likes/ My Favorite Activities (Play Marbles)
Group/ Age	:	B / 5 – 6 year
Semester/ Week/ Day -	:	I/ I/ 1
Day/ Date	:	Monday/ 2022
Time allotment	:	08.00 – 11.00
Basic Competence (KD)	:	1.2, 3.3, 4.3, 3.6, 4.6, 2.11, 3.12, 4.12, 3.15.4.15

MATERIAL
1. Grateful to have fingers that can be used to play marbles (NAM 1.2)
2. It's fun playing marbles with a variety of media according to my wishes (FISMOT 3.3, 4.3)
3. Measuring the jump distance of my geometric shape marbles with the non-standard measuring tool "Pinch of Hand" (KOGNITIF 3.6, 4.6)
4. Cooperation when playing marbles with friends (SOSEM 2.11)
5. Recognize words from various geometric shape patterns using graphic media (BAHASA3.12, 4.12)
6. Make various miniature geometric pattern marbles using cardboard in various colors according to your preferences (SENI 3.15, 4.15)
LEARNING MEDIA
1. A storybook about marbles
2. Game variety reference book
3. Miniature marbles with various media and geometric patterns.
4. Graphics and Word Cards
5. Carton of various colors
6. Adhesive / glue
7. Worksheets
8. Stationery
ACTIVITY PROCESS
WelcomING Children (±30 MINUTES)

✦ Children are welcome and free to play outdoors ✦ Parents fill out child delivery absences.

I. INTIAL ACTIVITIES (± 60 MINUTES)
  • Rows
  • Singing variations and games
  • Habituation of character and religious cultivation
    - Singing, praying before studying, children attendance
    - A short story about "playing marbles"
    - Grateful to have fingers that can be used to play marbles
    - Cooperative when playing marbles with friends
    - Appreciation about today's activities
  • Toilet Training

II. BREAK (± 30 MINUTES)
  • Cuci washing hand
  • Snack time

III. CORE ACTIVITIES (± 60 MINUTES)
  ❖ Core Activities provide opportunities for students to explore building meaningful play experiences by applying a Scientific Approach (children observe, ask questions, gather information, reason and communicate through play activities)
  ❖ **MAINACTIVITY :**
  • Activity 1: It's fun playing marbles with a variety of media according to my wishes
  • Activity 2: Measuring the distance my marbles jump with the non-standard measuring tool "Pinch of Hand"
  • Activity 3 : Recognizing words from various geometric shape patterns using graphic media
  • • Activity 4 : Make various miniature marbles with geometric patterns using various colors of cardboard as media according to their preferences

IV. FINAL ACTIVITY (± 30 MINUTES)
  • *Recalling*
  • Praying after studying

Pengantaran anak ✦ Children are delivered back to parents who pick up ✦ Parents fill in the child's pick-up absences.
INSTRUMENT
1. **Anecdotal Notes (Attached)** 2. **Checklist (Attached)** 3. **Work Results (Attached)**

Tasikmalaya,   2022

Headmaster,   Teacher Group B,

(………………………………)   (………………………………)

Figure 2. Traditional Game Based Daily Learning Implementation Plan

(RPPH)

Researchers conducted the observations at the UPI Pilot Laboratory Kindergarten to see the curriculum and learning tools used. Then the researchers also collected data related to the curriculum and learning tools used in several kindergartens in Tasikmalaya City to find out whether traditional games had been included in learning or not. Apparently, there are still some kindergartens that do not include traditional games in learning activities.

Based on this problem, the researchers designed a learning tool in the form of a traditional game-based lesson plan so that traditional games are sustainable and the benefits can be felt by the community, especially children. After making the initial RPPH product as a teaching tool, the researcher then tested the feasibility of the RPPH. The test was carried out twice, namely on a narrow scale and on a wide scale. The narrow scale is carried out by a kindergarten teacher who is an expert in curriculum and teaching tools, while the large scale is carried out by teachers from several kindergartens in Tasikmalaya City.

Product research and development is carried out with an initial planning stage that is carried out by observing several kindergartens in the City of Tasikmalaya to see whether the curriculum and learning tools used include traditional games or not. After observation, the researcher found that there were still a number of kindergartens that did not include traditional games in the learning process.

The product developed was then validated by experts and several school principals and teachers in Tasikmalaya City. Validation was carried out twice, namely on a narrow scale by experts and on a broad scale by several school principals and kindergarten teachers in Tasikmalaya City.

Based on the results of the validation obtained, it can be concluded that learning tools in the form of RPPH are generally appropriate to be used in kindergarten. Of the 43 participants who carried out the validation, 19 participants stated that the RPPH was very feasible to use, 22 participants

stated that the RPPH was feasible to use, 1 participant stated that the RPPH was quite feasible to use, and 1 participant stated that the RPPH was not suitable for use. .

Furthermore, based on the results of interviews conducted with several teachers and principals regarding the curriculum and learning tools, especially RPPH, it can be concluded that RPPH based on traditional games is very appropriate and can be used to support learning in kindergarten. In addition to supporting learning, traditional games included in learning also provide benefits for children, especially in their growth and development.

CONCLUSION

The development of a prototype curriculum based on traditional games is an important thing to do. Apart from giving impact to children's development, it can also make traditional games re-exist so that traditional games can continue to be sustainable. With the traditional game of marbles, children can also develop their physical motor skills for the better. The game of marbles is only one of the traditional games, and there are still many other traditional games that need to be developed for curriculum development, especially the prototype curriculum. Ministry of Education and Culture has approved a prototype curriculum to be applied at every level of education in Indonesia.

The product development carried out is the development of the Daily Learning Implementation Plan (RPPH) based on the traditional game of marbles. Based on the results of observations and interviews with school principals and teachers in Tasikmalaya City, it was found that the RPPH developed was good and could be applied to learning in kindergarten.

REFERENCES

Al Ningsih, Y. R. (2021). Manfaat Permainan Tradisional Bola Bekel terhadap Perkembangan Anak Usia Dini. *Jurnal Penelitian Dan Pengembangan Pendidikan Anak Usia Dini*, *8*(1), 69–76.

Barab, S. & Squire, K. (2004). Design-Based Research: Putting a Stake in the Ground. Journal of the Learning Sciences, 1-16. doi:http://dx.doi.org/10.1207/s15327809jls1301_1.

Basuki, Ismet dan Hariyanto. 2014. Asesmen Belajar. Bandung: PT Remaja Rosdakarya.

Creswell, J. W. (2010). Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed. Yogyakarta: PT Pustaka Pelajar.Denda Suryadien ddk. (2022). Rencana Implementasi Kurikulum Prototipe Pada Masa Pandemi Covid-19 di Indonesia. *Jurnal PGMI Universitas Garut*, *01*(01), 27–34. https://journal.uniga.ac.id/index.php/pgmi/article/view/1754.

Hasbullah. (2016). Model Pengembangan Kurikulum Pendidikan Anak Usia Dini. *As-Syibyan*, *1*(1), 21–28.

Ida, S., Aziz, R., & Irawan, W. H. (2021). Critical and Creative Thinking Skills to Solving Math Story Problems in Elementary School Students. *Jurnal Tatsqif*, 19(2), 98–113. https://doi.org/10.20414/jtq.v19i2.4069

Kemendikbud [Internet]. 2022 Februari. Available form: https://ditpsd.kemdikbud.go.id/artikel/detail/kurikulum-prototipe-utamakan-pembelajaran-berbasis-proyek

Kunandar. (2014). Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013). Jakarta: Raja Grafindo Persada.

Kurniati, Euis. (2016). Permainan Tradisional dan Perannya dalam Mengembangka Keterampilan Sosial Anak. Jakarta: Kencana

Marzoan & Hamidi. (2017). Permainan Tradisional Sebagai Kegiatan Ekstrakurikuler untuk Meningkatkan Kompetensi Sosial Siswa. Volume. 2, No. 1.

Maspupah, U. (2018). Pengembangan Kurikulum Di Lembaga Pendidikan

Anak Usia Dini. *YINYANG: Jurnal Studi Islam, Gender Dan Anak*, *13*(1), 133–135. https://doi.org/10.24090/yinyang.v13i1.2018.pp133-135.

Mawardi, M. (2014). Pemberlakuan Kurikulum Sd/Mi Tahun 2013 Dan Implikasinya Terhadap Upaya Memperbaiki Proses Pembelajaran Melalui Ptk. Scholaria : Jurnal Pendidikan Dan Kebudayaan [Internet]. 4(3):107. Available form: https://doi.org/10.24246/j.scholaria.2014.v4.i3.p107-121

Mimin, E. (2021).Pengembangan Model Kurikulum PAUD 2013 Berbasis Kearifan Lokal Suku Ngalum Ok. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini [Internet]. 6(1):374–388. Available from: https://doi.org/10.31004/obsesi.v6i1.1327

Mu'mala, K. A., & Nadlifah, N. (2019). Optimalisasi Permainan Lompat Tali dalam Mengembangkan Motorik Kasar Anak. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, *4*(1), 57–68. https://doi.org/10.14421/jga.2019.41-06.

Mulyani, Novi. (2016). Super Asyik Permainan Tradisional Anak Indonesia. Yogyakarta: DIVA Press.

Muslihin, H. Y., Respati, R., Shobihi, I., & Shafira, S. A. (2021). Kajian Historis dan Identifikasi Kepunahan Permainan Tradisional. *Sosial Budaya*, *18*(1), 36–43. http://ejournal.uin-suska.ac.id/index.php/SosialBudaya/article/view/11787.

Ndeot, F. (2019). Pentingnya Pengembangan Kurikulum di PAUD. *Jurnal Lonto Leok Pendidikan Anak Usia Dini*, *2*(1), 30–36.

Nilawati, T. (n.d.). (2015).*Nilawati_Desain Pembelajaran PAUD.pdf*.

Nurwahidah, Maryati, S., Nurlaela, W., & Cahyana. (2021). Permainan Tradisional Sebagai Sarana Mengembangkan Kemampuan Fisik Motorik Anak Usia Dini. *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini*, *4*(02), 49–61. https://doi.org/10.31849/paud-lectura.v4i02.6422.

Wulansari, B. Y. (2017). Pelestarian Seni Budaya Dan Permainan Tradisional Melalui Tema Kearifan Lokal Dalam Kurikulum Pendidikan Anak Usia

Dini. *Jurnal INDRIA (Jurnal Ilmiah Pendidikan Prasekolah Dan Sekolah Awal)*, *2*(1), 1–11. https://doi.org/10.24269/jin.v2n1.2017.pp1-11

Yulianti, Hartatik, & Indawati, N. (2013). Pengembangan Kurikulum PAUD (Studi Kasus di PAUD Citra Kartini Desa Senggreng, Kecamatan Sumber Pucung, Kabupaten Malang). *Inspirasi Pendidikan*. 3: 306–315.