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Tapa Gala Traditional Sports Games Based on Local Wisdom as Strengthening the Character of Mutual Cooperation

Rabwan Satriawan^{1*}, Khairul Amar², Ainun Fitriani³

¹²³STKIP Taman Siswa Bima, Indonesia

*Corresponding Author: Rabwan Satriawan, e-mail: rabwansatriawan@tsb.ac.id

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Abstract

The Study Purpose. This study aimed to describe the traditional *tapa gala* game based on local wisdom as a strengthening of *gotong royong* (cooperation) character in the implementation of the *Pancasila* Student Profile for elementary school students in Physical Education Sports and Health learning.

Materials and Methods. This research was a literature study research, by searching relevant literature to gain an in-depth understanding of the concepts of traditional *tapa gala* games based on local wisdom as a strengthening of *gotong royong* character in the implementation of the *Pancasila* student profile in Physical Education Sports and Health learning.

Results. Mutual cooperation character education in the traditional game sport *tapa gala* showed that the traditional game sport *tapa gala* contains various aspects of mutual cooperation character education. The traditional game sport *tapa gala* had the potential to be implemented in Physical Education Sports and Health learning in an effort to strengthen the character of mutual cooperation to promote cooperation between students in learning.

Conclusion. The traditional *tapa gala* sports game based on local wisdom is also a local cultural heritage that must be preserved by students in Physical Education Sports and Health learning as a strengthening of mutual cooperation character to implement the *Pancasila* Student Profile.

Keywords: *Tapa Gala Game, Gotong Royong Character, Pancasila Student Profile.*

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Introduction

One of the problems faced by the Indonesian nation is the fading of morals and national identity in the younger generation. The Affective values of education are gradually being lost in the younger generation due to the effects of Globalisation and Modernisation (E. Susanto, 2013). The phenomenon of moral decadence among the young generation in Indonesia and the general public in the form of free sex, drugs, fights, radicalism, and others has become a concern for many parties. This is predicted to be caused by the loss of character education in education (Sayektiningsih et al., 2017). Education in Indonesia seems to focus more on intellectual

development, while other aspects of students, namely affective aspects and moral virtues, receive less attention (Purwanto et al., 2014). On the other hand, the development activities carried out require qualified human resources, strong character, democracy, and responsiveness to practical problems that must be resolved (Hariadi, 2015). Character education is an individual effort that is willing because it is able to develop to find more meaning, spirit value (awareness), and attitude. In the process of finding new values, enthusiasm, awareness, and attitudes, a person makes a liberation effort for himself to be better able to play a role in society (Iqbal, 2021). Character education is placed as a foundation to realize the vision of national development, namely to create a noble, moral, ethical, cultured, and civilized society based on the philosophy of Pancasila (Rosad, 2019). In implementing character education in schools, the government has implemented it with various strategies. One of the strategies implemented is the strategy of implementing character education at the education unit level. The implementation of character values to be developed can start with values that are essential, simple, and easy to implement, such as clean, tidy, comfortable, disciplined, polite, and courteous (Susilawati & Kartini, 2019).

Local culture contains character education values that are important to be transformed for the younger generation. Local culture that contains local wisdom values is contained in traditional games (Irman, 2017). Traditional games are a form of expression and appreciation of community traditions in creating situations and activities that are happy and fun (Hapidin & Yenina, 2016). Traditional games are symbolic of hereditary knowledge and have various functions or messages behind them (B. H. Susanto, 2017).

Traditional games are easy to do both in how to play, as well as making the game tools (Saputra & Ekawati, 2017). Traditional games are considered to have a very good impact in helping to develop children's emotional and social skills (Nur, 2013). Traditional children's games are education in the packaging of games that have important values for child development, both motor and psychological (Pebryawan, 2015). Children may express themselves via play, which helps them develop a variety of talents and creativity that will help them succeed in life (Irman, 2017). Traditional games encourage kids to explore their imaginations, try to acquire what they want, and make use of their surroundings. Additionally, teaching kids how to play traditional games is the first step in encouraging them to appreciate and love their country's culture (Nurhayati, 2012).

Traditional games that are owned by each region and number in the thousands throughout Indonesia are a form of Indonesia's cultural wealth. Each traditional game displays its own side for the development of children's intelligence both intellectual, spiritual, and emotional intelligence (Sudrajat et al., 2015). The current globalization in the world, including in Indonesia, causes everything that is traditional to be abandoned and even forgotten by the community. Traditional sports games such as *Bentengan*, jump rope, *Gobak Sodor*, and so on are now increasingly set aside by the existence of modern games such as playstations and online games (B. H. Susanto, 2017). Modern games lead more children to a consumptive culture (Astuti et al., 2017).

Traditional games generally use natural game tools and the place of play is carried out in nature, while modern games use electronic devices, and are generally carried out in closed rooms. Traditional games tend to contain social character values, while modern games tend to contain individual character values (Irman, 2017). Some of the negative impacts of playing online games without self-control are; having a weak immune system due to lack of physical activity, sitting too long, often eating late, and often being exposed to radiation beams from computer monitor screens; can damage a person's mental development; inhibit the process of self-maturation; affect learning achievement; waste and dishonesty; and difficulty socializing with others (Nafisah, 2016).

Even if traditional games typically have a higher impact on youngsters, the influence of modernisation can make them less attractive to play. The character development of the younger generation can benefit greatly from the many parts of character education included in traditional games. The local cultural history of children's games, on the other hand, must be protected. Strong student passion is essential for the learning of Physical Education, Sports, and Health (PJOK), hence many initiatives are needed to make old-fashioned children's games again appealing to kids. Examples of potential efforts include research projects, the production of educational material, and other acts.

Materials and Methods

This research was a literature study research, which is one of the important research methods to collect information and an in-depth understanding of the research topic. A literature study was conducted by searching relevant literature to gain an in-depth understanding of the concepts of traditional *tapa gala* sports games based on local wisdom as a strengthening of *gotong royong* character in PJOK learning as an implementation of the Pancasila student profile.

Results

Character education values in traditional children's sports include:

1. Personal character including honesty, responsibility, hard work, discipline, sportsmanship and others.
2. Social characteristics such as cooperation, mutual cooperation, togetherness, social care, peace love, and others.
3. National character including democracy, nationalism, deliberation, tolerance, and others.
4. Religious characters include religion, moral values, wisdom, and others (Irman, 2017).

Of the four aspects identified, aspects of personal character and social character were found more in traditional games. The results of this identification strengthened the results of research stating that traditional children's games had *gotong royong* character education values that were very useful for children's development. The aspects of personal character development and social character tended to be more prominent or more dominant in traditional games.

Another aspect that was no less important was the aspect of nationality, which is also very useful for building the character of mutual cooperation as a citizen, especially for the younger generation. This aspect of nationality contains positive characteristics that can be used to build national insight from an early age or children's age. This can be applied in the form of learning materials displayed in the form of learning media as has been done in the studies that have been done.

The traditional game sport of *tapa gala* even has character education values. This showed that the traditional game of *tapa gala* could also be applied in religious-based schools. In addition, the traditional game of *tapa gala* could also be utilized for children with certain disabilities, namely *tunalaras*, as shown in the results of the reference research.

Analysis of the value of mutual cooperation character education in the traditional game sport tapa gala showed that the traditional game sport tapa gala contained various aspects of character education. The traditional game sport tapa gala had the potential to be implemented in Physical Education Sports and Health learning in an effort to strengthen the character of mutual cooperation to promote cooperation between students in learning.

Discussion

Traditional games are the result of Indonesia's cultural diversity obtained from the heritage of previous ancestors (Utami, 2020). Traditional games originated from habits containing local wisdom values and formed a game that was passed down from generation to generation (Diantama, 2018). Traditional games are able to stimulate various aspects of child development (Winarni, 2011). Basically, traditional games can be modified and combined with other traditional games by adjusting the age of the child, the availability of land, and the equipment owned and adjusted to the local wisdom that exists in certain areas to form children's mutual cooperation character (Maghfiroh, 2020). So that some research results say that aspects that can be stimulated through traditional games are the development of moral and socio-emotional values such as honesty, independence, persistence, obeying rules, cooperation, and other positive values (Budiman & Karyati, 2021).

The application of traditional tapa gala games for elementary school students is one way to introduce the nation's noble culture (Buadanani & Eliza, 2022). Introducing various traditional games to children through educational institutions is a good first step to take. After children know traditional games, they will be more active in playing them, so the longer they are implemented, the more they will be able to preserve traditional games (Aypay, 2016). In reality, currently, the existence of traditional games, especially the traditional game of tapa gala, has begun to be eroded by cultural developments. Some children no longer recognize the game, and the results of the study concluded that children were preoccupied with virtual games which resulted in the body becoming passive (Widiyatmoko, 2019). Some children only stay at home to play games on smartphones (Mudzakir, 2020). This culture certainly does not support government programs related to character education.

The traditional game of tapa gala is a typical game from Bima, West Nusa Tenggara, but this game has rules similar to the commonly known game of *gobak sodor*. The results of the study said that traditional games that have local wisdom, such as the tapa gala game, can train children's flexibility and can also train children from social, emotional, and spiritual aspects (Savara et al., 2020). The results of the study said that the characters integrated with traditional games were honest and disciplined characters (Diantama, 2018). Traditional games originate from local culture so this activity also helps preserve local culture and participate in introducing and loving local culture (Rahmat, 2022).

Local culture contains character education values that are important to be transformed for the younger generation. Local culture that contains local wisdom values is contained in traditional games (Setyaningsih, 2017). Traditional games are a form of expression and appreciation of community traditions in creating situations and activities that are happy and fun (Hapidin & Yenina, 2016). Traditional games are symbolic of hereditary knowledge and have various functions or messages behind them (Sudrajat et al., 2015).

Traditional tapa gala games, which draw on local knowledge, are simple to play and set up (Irawan et al., 2021). Children can express themselves via play, and they will develop a variety of abilities and creativity that can subsequently help success in life (Irman, 2017), this is like children playing traditional tapa gala games developed into local wisdom. Traditional games based on local wisdom tend to contain social character values, while modern games tend to contain individual character values (Satriawan et al., 2023).

Conclusions

The traditional game sport of *tapa gala* contains many aspects of character education that are very useful for the development of mutual cooperation character for students in PJOK learning. The influence of modernization can cause traditional games based on local wisdom not to be considered interesting to play even though traditional games in general have a better influence on children, more specifically on strengthening the character of gotong royong. This will support the implementation of the Merdeka Curriculum, in which there are 6 Pancasila Student Profiles in the implementation of the Merdeka Curriculum, one of which is the character of mutual cooperation. As a result, traditional *tapa gala* game sports founded on local knowledge are also a local cultural treasure that students in PJOK learning must conserve in order to promote the character of mutual collaboration and execute the Pancasila Student Profile. In order for the traditional game sport of *tapa gala* to once again be an activity that draws kids to play it in PJOK learning, different measures are required.

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Information about the authors:

Dr. Rabwan Satriawan, M.Pd., : rabwansatriawan@tsb.ac.id, <https://orcid.org/0000-0002-4333-1497>; Physical Education Health and Recreation, STKIP Taman Siswa Bima, Indonesia

Dr. Khairul Amar, M.Or.,: khairulamar@tsb.ac.id, <https://orcid.org/0009-0001-9607-2820>, Physical Education Health and Recreation, STKIP Taman Siswa Bima, Indonesia

Ainun Fitriani, M.Pd.,: ainunfitriani@ts.ac.id, <https://orcid.org/0000-0002-3151-443X>, Physical Education Health and Recreation, STKIP Taman Siswa Bima, Indonesia

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