

GAME DEVELOPMENT IMPLEMENTATION OF TRADITIONAL VALUES OF CHARACTER IN THE 21ST CENTURY

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Abstract: The traditional game is the type of game that is interesting to study. Along with access to the use of media technologies is growing very rapidly, and the 21st century is in sight, then the game is a traditional question, "Is it still necessary?". The use of media technologies bring changes to child's play activity today. Traditional games as an a typical game to a region or country is now being abandoned. Modern games such as playstation, online games and gadgets is the type of game the most fun and liked children. Imagine, the gadget becomes child play facilities very quickly provide information according the wishes of children. Psychologically children who often play gadget will affect the development of his attitude. Kids are more likely to individualistic and difficult to interact with others. In contrast to traditional games which case it contains the noble values. FAnother interesting development related enomena manner in which humans are faced with in the 21st century with all its characteristics. Characteristic study skills a must-have in the 21st century is Creative, Communication, Collaboration and Critical Thinking. Along with the 21st century as the digital era, where the type of the modern game in the end it gives a negative impact. One of them is the problem of social skills that should have this skill possessed by children entering the 21st century, The purpose of this study was to find out how the implementation of the traditional games against the development of 21st century character values used method is to use the study. Researchers with the literature obtained in the end found that the implementation of the traditional game with all the values of the sublime in it affect the development of the character values in the 21st century.

Keywords: Implementation, traditional games, the character of the 21st century

1. Introduction

The flow of information and globalization continues to grow rapidly, making access to the information obtained to be fast as well. A variety of information that occurred in parts of the world, can now be directly known thanks to advances in technology (globalization). Expanding access to information not only related to science, social or cultural. Play as a unique phenomenon occurs in every person throughout his life, from childhood to adulthood changes also. In 2007 the January Heim, Petter Bae Brandtzæg, Birgit Hertzberg Kaare, Tor Endestad in a journal Children's usage of media technologies and psychosocial factors were mentioned that use of total media played during the last 5 years is getting a lot of research that is contradictory to the way and the child's psychosocial factors (Heim et al, 2007: 426).

Traditional games, which is an integral part of the future of our forefathers, have almost disappeared. Generations of parents still remember some of them, but the children in modern society to know them badly. (Kovalecik, Opic, 2016: 96). The question that arises is "why parents no longer continue their traditional games to children?". Is it because they want to try to do something contemporary, or the influence of lifestyle that wants to replace the games children with material shaped goods with fast access and in accordance with the desired. Children today are poorer, because the feeling of togetherness began to spread when the traditional games children learn social skills and togetherness, cooperation and honesty to the commitment to the rules that apply in the game. Every game has certain rules that give meaning to the game. At present, the modern game is no longer involves a lot of physical while playing (passive). (Vujanovic in Kovalecik and OPIC, 2016: 96).

Framework 21 st early learning skills support the integration of 21st century skills (critical thinking, collaboration, communication, creativity, technological literacy, and social-emotional. This framework identifies early childhood (ages 18 months - 6 years). Infants younger (ages 0-18 months) in order these skills is given bahlkan not only in pre-school but in all facets of life. (Scott, 2017: 2). The framework of learning early 21st Century (P21 ELF) was developed to encourage educators, providers of services to children, administrator, and maker a policy to include early learning as they develop strategies for the full integration of 21st century skills into their learning programs including games, both traditional modern maupum.

2. Related Works / Literature Review

Play and Child Development

Play and child development are two points that can not be separated. Related to each other as a whole. Activities for children to play into the development of various aspects needed by children who would be long term. So it is not the maximum playing time given to children in their development then there are shortages or other delays in the developmental aspects in a research journal of Tatjana Kovacevic and Siniša Opic titled, " Contribution of Traditional Games to the Quality of Students'

Relations and Frequency of Students' Socialization in Primary ", stated that, "Playing is an important factor in the overall development of children, child custody and indicators childhood psycho-physical development of children can be determined from the period of play at the time. (Lecturer Dobud in konselevick, 2016: 98).

Based on the above definition and journals, there are similarities that affect the development of children's play. Karlovac is one of the areas in the central part of Croatia. While the definition of psychosocial child is the child's ability to interact with their environment.

Other reference is the reference in this study related to play with aspects of child development, is Vygotsky quoted Berk and Winsler (1995), states that play as representasional - make-believe that emerged in the pre-school, then developed into a game with which to dominate the child school age. Vygotsky put fantasy play in a prime position in his theory that acts as a factor that directs the development of the child (Berk and Winsler in Kurniati, 2016: 7).

Argument developed that some contribution to the development of children's play that is a high number of mental functions, among others:

- a. Effect of playing against reason.
Playing fantasy foster the child's ability to reason. Playing helps children to separate the meaning of the object object.
- b. Effect of play on the imagination and kereativitas. In imaginative play, children can enter a fantasy world and do things you can not do in real life.
- c. Better effect on memory. Atmosphere plays can produce better memory for the child rather than in the task of naming or touching objects.
- d. Effect of play on the language
Playing fantasy that involves interaction with other people greatly facilitate the development of children's language.
- e. Effect of playing against social behavior. In the children's playground exercise self-control, which is a prerequisite for positive social behavior.

Based on the above theory to say that the play has many benefits for aspects of child development, such as the development of religious and moral values, emotional, physical or motor, cognitive and social development. It is in line with the policy of early childhood education in Indonesia is Permendikbud No. 137 of 2014 on National Education Standards in ECCE stating that the standards to be achieved related aspects of child development is the development of religious and moral values, emotional, physical or motor, cognitive and social development. And all aspects of it found in the main activity of the child in play.

The similarity of this concept supports my research literature study on the implementation of the game against the child's development. Further development of this child on some aspects supports the achievement on the characteristics of the 21st century.

Traditional game

Indonesian nation was always known as a religious nation, friendly, likes cooperate, deliberation. Based on the philosophy that is the direction and development of character education should always be maintained or may be revived with a pattern and a system that is more real. Traditional games as a kind of game are taken from the local socio-cultural historical activity passed down from one generation to the next and on an ongoing basis by many people.

In the study Haerani Nur entitled "Building Character Through Children's Traditional Games" (2013). In that study, it was found that the characters as outlined in the 2013 curriculum of religious character, integrity, nationalist, responsibility, and self can be realized through traditional games. So the importance of the traditional game as the nation's cultural heritage should be in various Daerah must continue to be preserved.

Indonesian government partisanship make national game as a means of character formation which is then implemented in several programs in different areas. In West Java province tepatnya famous Bandung Bandung MASAGI program.

The traditional game is part of the heritage and cultural traditions of a person is in a place (country), but, with the passage of time, they are forgotten and not passed on to the younger generations one of them is due to the modern lifestyle and alienation increase. (Kožić, 1988: 51). This view into the same reasons researchers give reasons why this title is lifted.

Almost all developed and developing countries traditional games at this time slowly indeed many left even more ironic is not recognized anymore in a society. The phenomenon of the gadget as a modern game that reduce the negative impact of social interaction and lead to personal children tend to be individualistic, because the imaginary associated with inanimate objects that seemed alive. Finally, when interacting with the real world, everything must be fulfilled as he found in the gadget world. Stressing and emotional improvement in children early childhood eventually rise.

However, it is unfortunate that the existence of traditional games children in Indonesia are shrinking and disappearing from time to time. A supporting a research carried out among school children in a district in Bantul, Yogyakarta Province in 1997/1998 mengungkapkan bahwa of 30 kinds of traditional children's games in Yogyakarta, only 13 species permainan yang still known and often or

very often played by children children, the rest (17jenis) is no longer known (Ariani in Ahimsa-Putra, 2008: 206-207).

Journal study, titled, "Children's usage of media technologies and psychosocial factors ", of January Heim, Petter Bae Brandtzæg, Birgit Hertzberg Kaare, Tor Endestad and Leila (2007), stated thatThe use of media has changed over the last five years and prior studies have produced contradictory results about how to use the media to psychosocial factors affect children. (Heim, 2007: 425). In this paper, the contradictory is not described in detail how her positive factor because the look on the negative impact of its course. Researchers today agree with how the media versus traditional games into technology that would become enemies some social character that is dangerous to pick the 21st century.

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The traditional game is always associated with life in a country. These games are an integral part of his childhood in an area or the countryside. Usually can not be seen outside the context of time and space in which they exist, to determine the condition of our rural life in the past, we can understand the simplicity and modesty them in a variety of media used. In a journal entitled, "*Contribution of traditional games to the quality of students relations and frequency of students socialization in primary education* ", made by Kovasevic and OPIC in a country called Croatia, that Children used props from the natural environment in which they live and, using imaginative solutions, they play freely and have fun. highlight that type of game and its performance is determined by the season, the environment and the room where it happened. Children play in the meadow, and the plane where the cattle grazed, by streams and rivers where they bathe, on page harps roads. In winter, the game is played in homes and in the snow, in the bottom of rivers, streams and rivers were frozen.

With song and dance, the children participate in the customs connected with religious holidays throughout the year. Apart from the obligation merkeanak children find the time and the place to play. But in the end the changes happening in life and many games disappear. Because of advances in this technology so that the settlement spread, eventually living in rural areas gradually be disappearing. (Kovasevic, Opic, 2013: 100).

Haan and Huysmans (2004). Children in developed countries to spend more time with new media than in other leisure activities, excluding holidays. Children aged eight years and over in the United States spend an average of 6.43 hours of media per day in 2005 (Haan and Husymans in Heim, 2007: 426). In this journal also emphasized how the relationship between social competence of children, interaction with family and friends and their general self-concept. It is from exposure to research the concept of traditional games are just the opposite when going left able to neutralize or stabilize the psychosocial. This media threats and written by analysts in this journal that new technology induces personal isolation in which children alone staring at the screen in their own private space, thereby reducing the experience of their psychosocial Other studies, especially qualitative that new media is a new opportunity to play, communicate, social support and learning among children, which in turn can increase psychosocial well-being (de Haan and Huysmans, 2004; Tapscott, 1998) , Some of the research so far has seen psychosocial factors in relation to the use of children's media technology in general.

What about the traditional game activity can help children who have social problems. Can be seen from how pran role played and the rules that appear in every game, so as to reflect, and guide them to understand important things in social life. (Docket and Play in Kurniati, 2016: 19). Other research that aligns idea notion researchers that a journala study entitled, "The traditional game of Java as a learning strategy based on local knowledge to foster global skills in Primary Schools", has even proved that traditional games has value and proven benefits over the long term for education than the modern game. However, the fact that the quality of education in the various countries of the world is uneven, although they also know and have traditional games as part of the cultural elements of the school and community support less of the existence of such games. As one of them can be seen in the

quality of basic education in Indonesia, especially in high-level thinking skills are still low. From this point, needs to be learned about how the traditional game of Java, as one of the largest cultural heritage in Indonesia, can serve as a strategy to foster global skills for the 21st century madrasah / elementary school. This study was conducted to study literature by the method of textual criticism and external criticism followed by a synthesis. The findings of this study indicate that some traditional games are basically Java potential as a strategy to foster 21st century skills. This is not independent because of its characteristics and forms of traditional Javanese some games contain characteristics of 21st century skills that include critical thinking, communication, collaboration, and creativity. (Prastowo, 2018: 1). This study was conducted to study literature by the method of textual criticism and external criticism followed by a synthesis. The findings of this study indicate that some traditional games are basically Java potential as a strategy to foster 21st century skills. This is not independent because of its characteristics and forms of traditional Javanese some games contain characteristics of 21st century skills that include critical thinking, communication, collaboration, and creativity. (Prastowo, 2018: 1). This study was conducted to study literature by the method of textual criticism and external criticism followed by a synthesis. The findings of this study indicate that some traditional games are basically Java potential as a strategy to foster 21st century skills. This is not independent because of its characteristics and forms of traditional Javanese some games contain characteristics of 21st century skills that include critical thinking, communication, collaboration, and creativity. (Prastowo, 2018: 1).

The end of iteratur relevance to this study, the journal is very supportive because therein discussed how traditional games although gradually abandoned but still be an asset that continues to be developed into the 21st century.

21 St century early learning skills framework developed by Scott compiled in 2017 is learning and innovation (4Cs), among others:

1. Kreativitas and innovation

Children are able to express their thoughts and feelings creatively through many activities, including painting, writing, drawing, sculpture, drama, dance, movement, and scientific exploration. Creativity can be expressed in various forms such as how a child approaching a task or problem.

Part of creativity is to learn to innovate. Innovation with small children is their way of testing ideas and interact with their world. Children often start to imitate the observed behavior and begin to innovate using ideas or new solutions if the approach is typically unsuccessful.

2. Critical thinking and problem-solving

Solving the problem involves the ability to produce and implement a solution to a problem. Solving Problems occur when a child uses trial and error to solve the problem until a solution had been found. These include imitation and observation of learning by observing others and use their problem-solving approach; sorting and classifying to compare, differentiate, classify, sort and categorize the object; use logic and reasoning to produce solutions to problems based on rules that are generally accepted as true, and; planning and sequencing to develop and follow a multi-step plan to achieve a goal.

3. Communication

Listening, talking, telling stories, and share their thoughts and ideas is communication skills. Children learn by listening to others and hear the story. They imitate the language they hear, body language, facial expressions, and eye contact. Children gain an understanding of themselves and the world through communication. Early Strong communication skills are directly related to the success of subsequent literacy. Develop verbal and nonverbal communication patterns are strong also foster self-confidence and positive social skills.

4. Collaboration

Collaboration is how children begin to build friendships and working with others. The little boy was originally watching others and ended up sharing or playing together. When they get older, they

become aware of the feelings and ideas of other children. Small children are motivated by the reception and they learn to respect others, to compromise, and appreciate the perspective and skills of each when engaging in collaborative activities. Learn these skills since (Scot, 2017 :)

So 4 points above be taken literature research related characters in this title of the 21st century.

3. Methodology

This study is a research library (Library Reseach). material taken from literature studies related to the considered problem. The theory underlying problem to be studied can be found by doing a literature study. Researchers can obtain information about the research related to the problem being studied. Drafting a literature review has the objective to collect information on scientific studies, in the form of theories, methods, or approaches that once flourished and has been documented in the form of books, journals, manuscripts, records, historical records, the documents contained in the library. The study of literature in this study using literature related to traditional games and literature relating to the characteristics of the 21st century.

4. Discussion

The traditional game is based on the research literature studies drawn from several sources above, has the aspect of the development of the values of the characters that are not only beneficial to the development of the values of characters in ancient times only but for the future that is the 21st century, namely the character of creative, critical thinking, kounikasi and collaboration.

The close connection between the development of children especially playing with the traditional game is part of character development / social skills in children. In the discussion of this study stated that the social skills developed in the traditional game in which there is a charge of learning the characteristics of the 21st century that includes 4 ©, ie Creative, Critical Thinking, Communication, and collaboration.

The traditional game with its inherent word "traditional" reflects something already past or the past. Culture, heritage and noble values reflected in the word. Modern game becomes versus traditional games.

Of the journal entitled, "The game radisional as a learning strategy based on local wisdom to cultivate the skills globally in SD" written by Prastowo (2018) became convinced that the traditional game into one of the best solutions to minimize contradictory media impact that produces behavioral psychosocial against children due to the rapid advancement of the era globaliisasi that impact on social skills.

Traditional games with the pattern of play and if think not many, there are only four types of games are included in the these groups, namely: bas-Liberation, dhakon, macanan, and mul-Mulan. This type of game is more many require concentrations of thinking, composure, cunning, and strategy. In general permainnya are competitive individuals, therefore, does not require extensive gaming arena. These types of games are generally favored boys. (Dharmamulya in Prastowo, 2018: 15)

Table. 1. Javanese traditional games with the pattern of play and if think the (Chritical Thinking)

No.	type Game	Performers Games	Game	end Game
1.	Bas-Liberation sepur	man	Think	Lose-win
2.	Dhakon	woman	Think	Lose-win
3.	Macanan	man	Think	Lose-win
4.	Mul-Mulan	man	Think	Lose-win Lose - win

Next, Javanese traditional game play and agility contest categories. This type of game is the category of children's games that rely more on endurance and physical strength, despite a game requiring simple tools and relatively spacious playground. The game is to be competitive, which is more commonly played by boys. The pattern of this type of game usually ends with win-lose position players; mentas-dadi, and the tone of penal sanctions for the loser of which is holding the winning, the losing menyangi, or losers "dicablek", the loser has to submit a seed game, the loser chasing wins (Dharmamulya in Prastowo, 2018: 15) ,

Table. 2. Javanese traditional games with pattern-collaboration kerjasama

No.	type Game	capability needed	Character Game	end Game
1.	Bethet thing-thong	Socialization ability	competitive; recreational	Lose-win
2.	Bibi Tumbas cucumber	Interaction Communication; Dialog	social; recreational	There is no
3.	Count muddy	Socialization ability	recreational	Dadi-mentas
4.	Genukan	Compactness Discipline	group; competitive; recreational	Lose-win
5.	Gowokan	Social interaction	recreational	Dadi-mentas
6.	Koko-koko	group cohesiveness	competitive; recreational	Dadi-mentas
7.	Dhingklik aglik	oglak- Help each other; Interaction social; compactness group	recreational	There is no
8.	Dhoktri	Socialization ability	competitive;	Lose-win

Based on several examples of traditional games mentioned above and take samples from the Javanese in Indonesia, then terbukti that of traditional games affect the implementation of character development in the 21st century.

5. Conclusion

- a. The traditional game became one of the games that must be preserved and further developed
- b. Modern game becomes a game that was born in the 21st century but in line with the terms of the negative impact
- c. Contradiction between the modern game with the characteristics of the 21st century will eventually happen.
- d. The traditional games are attached to the word abandoned his past and start a lot of people, it contributes to the development of character values in the 21st century
- e. Results of research in Indonesia, Java. Traditional games have been developed that support the development of the character values in the 21st century skills of 4 C is a specific group of elementary school age children. In this study, traditional games for children developed early childhood and comparison of the national game, which is still maintained by nergara other countries in the world, an example of Croatia.
- f. Being an important various stakeholders (government, communities, schools and families) to continue to develop traditional games to children as the generation that entered the 21st century.
- g. This study supports character education to be a solution to repair the nation's character nations of the world to become a counterweight to the acceleration of globalization, in which not only the positive impact that feed all the humans but anticipate the negative impact caused by the development of these technologies

- h. Expectations ahead of this study not only the study of literature alone, but become a research case study or an experiment to test the title of this research in the field.

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