

Engklek Edukasi: Fun Hopping, Learning To Follow Rules

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ABSTRACT

Character education is expected to be able to prepare Indonesia's golden generation in 2025 who are not only intelligent, but also have high morals and integrity. This research aims to develop the traditional game Engklek Patuh Aturan (EPA) as a Civics learning media that combines the fun of playing with character education. This study uses a qualitative approach, which describes and elaborates on the influence of the use of learning media in education. The data collection techniques were carried out through literature studies with several approaches. Furthermore, literature review from academic journals was also conducted, especially those that review the impact of games on children's social skills and compliance with rules. Then, a comparative approach was used by comparing literature on other traditional games in character education, so that similarities and differences in their impact can be seen. Based on the results of a review of various literatures, it can be synthesized that indeed the traditional games Engklek Patuh Aturan (EPA) are an effective traditional game for realizing national character values. Therefore, it is necessary to carry out a strategy of introducing traditional games for children by using it as the Civics Learning Media in introducing and instilling the value of nationalism. One alternative effort can be made to preserve traditional games that have various benefits for life.

Keywords: Engklek, Character, Civic Education.

1. INTRODUCTION

Traditional games are increasingly being displaced by the tide of modernization, dominated by advanced technology and gadgets in children's lives (Muriel & Crawford, 2018; Sanusi et al., 2024). Physical activities that rely on creativity, such as traditional games, are now being replaced by digital games, which are more passive and individualistic. This phenomenon raises concerns about children's physical, social, and emotional development, especially at an early age (Majeet, 2023). One such traditional game being overshadowed is engklek (hopscotch), which was once widely known as an enjoyable yet educational

activity. In this context, revitalizing traditional games becomes crucial, not only to preserve cultural heritage but also to support holistic child development.

Traditional games play an essential role in developing various aspects of children's abilities. Studies have shown that games like engklek can help improve motor coordination, social skills, and rule comprehension (Syahria, 2020; Warmansyah et al., 2024). Additionally, Lestari & Bahri (2024) found that traditional games encourage children to learn cooperation and adherence to rules. For instance, engklek involves hopping movements that train physical balance while teaching the importance of order and compliance with game rules (Hariyono et al., 2023; Suhendar & Rambe, 2023). Furthermore, this game also has the potential to serve as a value-based learning medium that supports character education in early childhood (Muzzakir et al., 2024; Dalimunthe et al., 2024).

This article aims to explore the benefits of engklek as an enjoyable and effective educational medium for teaching children to follow rules. This research highlights the potential of engklek as a physical activity-based learning tool that can be integrated into formal and informal learning activities. Additionally, the article seeks to provide recommendations on how this traditional game can be reimaged to remain relevant in today's educational context while preserving its traditional values.

Based on the existing social and literature facts, the hypothesis proposed in this study is that engklek, packaged as an interactive educational activity, can significantly improve children's adherence to rules while providing a fun learning experience. This game is also believed to integrate physical, social, and cognitive aspects into one holistic activity. Therefore, engklek edukasi can serve as an engaging and effective alternative to address the challenges of monotonous and less physically engaging learning methods.

2. RESEARCH METHOD

This study employs a qualitative approach with a case study method to explore the potential of the traditional game engklek as a learning medium for character education at SD Madyotaman, Surakarta (Anam et al., 2022). Data collection techniques included interviews, observations, and document analysis. During the interview, Mr. Yusuf Riyadi, S.Pd., a teacher at the school, explained that the game engklek has not yet been implemented in learning activities. Traditional game-based learning media can help students develop values such as cooperation, discipline, and adherence to rules.

Direct observations were conducted within the school environment to understand the learning situation, student characteristics, and teaching methods applied (Dignath & Veenman, 2021). From the observations, it was noted that students show a high interest in activities involving physical movement and social interaction. However, traditional game-based learning, such as engklek, has not

been optimally utilized. The observations revealed that this game has the potential to increase students' active participation while simultaneously supporting their character development.

In addition, a literature review was conducted by examining relevant resources, such as journal articles, books, and research reports. This review strengthens the argument that traditional games, particularly engklek, can serve as an effective alternative learning medium. By integrating findings from interviews, observations, and literature, this study offers a solution in the form of a engklek-based learning design that can be implemented to support the achievement of character education objectives in elementary schools.

3. RESULT AND ANALYSIS

Based on the review of various literature, it is shown that the Engklek Patuh Aturan (EPA) game is an effective traditional game for fostering national character values. The Engklek Patuh Aturan (EPA) game, which is enjoyable, challenging, and incorporates various moral messages and knowledge about the diversity of ethnicities and cultures, facilitates students in understanding moral knowledge embedded with values. As a traditional game, Engklek Patuh Aturan (EPA) contains character values that help students recognize the cultural diversity present in Indonesia. This engaging and well-designed traditional game effectively conveys moral messages, aiding in the acquisition of knowledge and the application of specific character values. Its imaginative and creative elements help students easily understand and remember the moral messages embedded within the engklek game while connecting these messages to everyday life. As such, Engklek Patuh Aturan (EPA) becomes an effective tool for teachers to use in fostering students' overall development across various aspects.

The importance of engklek educational media for students in Citizenship Education (PPKn) learning requires teachers to have the ability to understand and implement it effectively. Several studies support the significance of engklek game media in developing character, including the research by Buana and Siti Uswatun Kasanah titled "Model Pembelajaran Berbasis Permainan Engklek Dalam Upaya Pengembangan Karakter Sejak Usia Dini" (2018). This study developed a learning model based on the engklek game. The resulting product included the syntax of the engklek-based learning model, competency network, lesson plans (RPP), learning media, student worksheets (LKS), and authentic assessments. The study concluded that during the learning process, students appeared more disciplined, as evidenced by their punctual attendance, effective participation in discussions, and timely completion of assignments. Students were also observed to be more active and enthusiastic in the learning process (Hendrickson, 2021).

The next relevant study is by Aditya Toni Setiawan and Dwi Handayani, titled "Model Pembelajaran Berbasis Permainan Tradisional Ancak-Ancak Alis sebagai

Pemerkuat Karakter Bangsa di Era AEC” (2017). The application of a learning model based on the traditional game *ancak-ancak alis* has shown positive side effects in developing national character. Handayani (2013:154) explained in her research that, apart from the instructional impact of achieving learning objectives, the application of this model also provides side effects such as improved orderliness during learning, enhanced cooperation among students, increased honesty, responsibility for assigned tasks, and the ability to tolerate peers. Additionally, the observed side effects include students becoming more active in learning activities, enjoying the learning process, improved communication skills, enhanced courage, and the ability to think critically about issues (Saldıray & Doğanay, 2024; Suhendar et al., 2024).

Another study by Azizah et al., titled “Pengembangan Model Pembelajaran Nobangan Berbasis Permainan Tradisional Suku Kaili terhadap Nilai Karakter Cinta Tanah Air” (Development of the Nobangan Learning Model Based on the Traditional Kaili Tribe Game for the Value of Patriotism), showed that the Nobangan learning model, as a culture-based learning model, was successfully tested and met the criteria of being valid and practical. This aligns with Nieveen’s opinion, which states that a learning model is considered good if it meets the criteria of validity, meaning the model is developed based on a strong theoretical rationale and exhibits internal consistency. Furthermore, practicality is demonstrated when experts and practitioners agree that the developed model can be effectively implemented (Haakman et al., 2021; Thirunavukarasu et al., 2023).

From several findings and the results of previous research analyses, it can be synthesized that the traditional game *Engklek Patuh Aturan* (EPA) is indeed a suitable learning medium for character education. The character values that can be nurtured and developed include sportsmanship, discipline, cooperation, empathy, respect, honesty, and patience while waiting for one’s turn. Therefore, it is essential for teachers and students to collaboratively explore various traditional games as learning media in Citizenship Education (PPKn) to foster character development. In addition to being engaging, traditional game media are rich in noble philosophical values that can be introduced to students as an effort to cultivate a sense of patriotism.

Character-based Citizenship Education (PPKn) learning using game media needs to be implemented, especially in elementary schools, considering that this type of learning aligns with the developmental stage of students, who are in the process of character formation during their active phase. By using the traditional game *Engklek* as a medium for PPKn learning, character development can be optimized, as students have more opportunities to learn through various activities such as group discussions and presentations, playing games, completing assignments, working collaboratively, and engaging in interesting, challenging, and enjoyable activities.

This is reinforced by John D. McNeil's perspective, cited in Mayer (2014), which states that in the moral education domain, schools should develop skills in moral reasoning by focusing on personal and social issues and offering relevant perspectives from various dimensions (Lee et al., 2021; Abulibdeh et al, 2024). Therefore, the character-based PPKn learning model using the traditional game Engklek Patuh Aturan (EPA) aligns with the goals of moral education by developing students' moral skills and relevant perspectives across multiple dimensions.

In the era of Revolution 5.0, technological advancements are accelerating rapidly, making traditional games in Indonesia, such as Engklek, increasingly rare among children. Elementary school-aged children now tend to prefer internet-based or online games on smartphones. However, these digital games have the potential to negatively impact children, such as reducing opportunities for social interaction with others, which may hinder the development of positive character traits as social beings. On the other hand, traditional games encourage direct interaction with peers, offering numerous benefits and enriching children's social experiences. Additionally, traditional games embody cultural elements that have developed within communities, along with customary rules and norms that need to be preserved across generations. Thus, Engklek, as a traditional game, serves not only as a form of entertainment but also as a medium to introduce local cultural elements that strengthen children's character (Sitio & Usodo, 2021; Suhendar et al., 2023).

Therefore, strategies are needed to reintroduce traditional games to children by using them as learning media in Citizenship Education (PPKn) to instill and promote the value of nationalism. It is essential to conduct research on the development of Engklek Patuh Aturan (EPA) game media so that students can become familiar with, appreciate, and preserve traditional games that offer various life benefits. One alternative effort to preserve traditional games is to use Engklek Patuh Aturan (EPA) as a PPKn learning medium to introduce and develop character values.

4. CONCLUSION

Based on this article, the traditional game Engklek Patuh Aturan (EPA) can serve as an effective learning medium for character education, particularly in Citizenship Education (PPKn) at the elementary school level. Through this game, students not only learn to follow rules but also internalize broader character values such as discipline, cooperation, responsibility, and respect. This game also fosters social interaction among students, which is crucial in shaping their character as social beings. Amid rapid technological advancements and the dominance of digital games, traditional games like Engklek offer children the opportunity to engage in activities that strengthen social skills and moral values.

Additionally, Engklek Patuh Aturan (EPA) plays a significant role in preserving local culture by introducing students to values of nationalism and love for their country. Therefore, implementing this game in the educational context of elementary schools is expected to provide an enjoyable, challenging, and beneficial alternative for strengthening students' character while simultaneously preserving Indonesia's traditional cultural heritage.

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