



SEMAI: Nine Anti-Corruption Values in Traditional Games as a Promotive Form in Early Children

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Abstract

Nowadays, many children do not know traditional games, especially in urban areas. This is because the development of increasingly sophisticated technology makes children more interested in playing gadgets than playing with their friends. Aim this research is to find out the anti-corruption values contained in traditional games. This research method is a literature study, researchers explore or examine books, journals or other data that are in accordance with the research theme. The steps in this research are topic selection, information exploration, determining the focus of research, collecting data sources, presenting data and compiling research results. The analysis technique in this research uses the content analysis method. Researchers selected, compared, combined and categorized the research results according to the research theme. The result of this research is that every traditional game in Indonesia has positive character values that can shape children's character. The character values contained in these traditional games are in accordance with the nine anti-corruption values set by the KPK. These values include honesty, justice, discipline, independence, responsibility, caring, courage, hard work and simplicity.

Keywords: Anti-Corruption, SEMAI, Traditional games

Introduction

Transparency International's Corruption Perception Index (CPI) notes that in the last five years Indonesia's CPI has decreased. In 2019 Indonesia's CPI score was 40 and in 2022 it plunged to 34/100 and was ranked 115 out of 180 countries (Indonesia, 2023). Based on data from the Central Statistics Agency in 2023, it shows that the IPAK (Anti-Corruption Behavior Index) value is 3.92 on a scale of 0 to 5. This rating has decreased slightly compared to 2022, which was 3.93 (Central Statistics Agency, 2023). As an explanation, the IPAK value ranges from 0 to 5, if it is closer to 5, it means that it is getting better where people start to behave more anti-corruption. This illustrates that the idealism of people who hate corruption is not accompanied by behavior that reflects anti-corruption in life. This shows us that idealism is not enough if it is not accompanied by real actions of anti-corruption behavior. Therefore, it is necessary to instill the habit of anti-corruption behavior from an early age.

The absence of concrete steps has led to the proliferation of a culture of corruption in Indonesia even from the simplest things. We can see this from the behavior of people who are accustomed to rubber clocks (procrastination), without us realizing the rubber clock habit as a small example of behavior that leads to time corruption (Satwika et al., 2017). Another example is the tradition of giving gifts as a thank you or giving gifts with the aim of making their affairs smooth. These habits trigger corrupt behavior among the community. There are still many people who are less sensitive or less aware because this is a common occurrence in society. Anti-corruption socialization and guidance are implemented in the anti-corruption education

curriculum, the hope is that this education can be internalized from kindergarten to college. So it is hoped that the nation's next generation will have behavior with integrity and can break the culture of corruption.

Child in the age range of 0-6 years which is also known as the golden age. At this age children tend to enjoy exploring the things around them and socializing so they prefer to do physical activities such as playing (Santrock, 2013). One of them is through traditional games in addition to being one of the fun physical activities by playing traditional games can also preserve the cultural heritage of ancestors. Indonesia is famous for the variety of cultures from the ancestors. Culture is the wealth of the Indonesian nation that must be preserved. One of the cultures that must be preserved is traditional games. Traditional games are a symbol of hereditary knowledge that has various functions, values that can improve community skills (Sari et al., 2021). Traditional games are one of the characteristics of a nation's culture, so that through traditional games they can shape children's character. Traditional games symbolize games in certain areas that are in accordance with the culture of the local community. Of course, this traditional game has different concepts and rules tailored to each region.

But unfortunately, even though the concept of playing comes from the region itself, there are still many children who do not know how to play, it is mostly the parents who play because they remember their childhood. The development of the times has spurred cultural civilization to continue to change. Of course, this change is not only in the social environment but also in the way children play. Not only in traditional games, the progress of this era has resulted in changes in lifestyle. Nowadays, parents often utilize gadgets so that children play at home because they will feel safer when children play at home. So we rarely see children playing traditional games and there are even children who do not recognize traditional games at all.

The existence of advances in technology makes children prefer to play gadgets, rather than playing traditional games. Whereas traditional games are a means for children to train physical motor skills, problem solving skills and the ability to socialize with their environment. This is not found in games on gadgets. Games are described as children's work that can provide pleasure for children (Putri & Zulminiati, 2020). Play becomes a new experience for children, they create an experience that will be remembered until they grow up. But in reality there are still many parents who do not understand this. So they prefer their children to play indoors because they think playing at home is safer than outside. In addition, parents also think that playing is a waste of time so they limit children's time to play. Whereas with children playing, especially traditional play outside the home develops children's physical motor skills both fine and gross.

Traditional games contain local cultural values that develop in the community. Traditional games have their own meaning in instilling children's attitudes, behavior and skills (Khasanah et al., 2017). Through traditional games can develop children's skills optimally, because in addition to playing children can also learn. Traditional games are key in physical education and emotional development of children. In addition, through traditional games children learn to recognize the culture of their region, so that when children play traditional games can add to the child's insight. In ancient times traditional games were the most important part for our ancestors even though today they are rarely played by children. Of course they still remember well about traditional games in their day because they often play them. This gives us an understanding that traditional games have an important meaning and provide special memories for each individual who plays them. Traditional games are economical games that do not require a lot of money because in this game you can use objects around so that it can be played by all groups, young, old, male and female (Ilsa & Nurhafizah, 2020). Traditional games

are easy to play and the tools are easy to make. Generally, the tools in traditional games are natural and tend to be done outdoors. While modern games use more electronic tools that are played indoors. Based on this background, researchers are interested in writing about SEMAI in traditional games as a form of promotion in early childhood.

Methods

This type of research is a literature study (library research), meaning that in this study researchers collect data through information from books, theses, dissertations, regulations and sources written in print and electronic media that are tailored to the research theme. This literature study method is used to compile and describe the nine anti-corruption values in traditional games. Aminati mentioned the steps in the literature study including (Aminati & Purwoko, 2013); a) Selection of topics, b) Exploration of information, c) Focus of this research, d) Collection of data sources, e) Preparation of data presentation, f) Preparation of reports. The data sources of this research include journals and books that are relevant to the theme of this research. Researcher collect data with documentation by looking for data on things in the form of books, articles and journals (Arikunto, 2020). Analysis data in this study is the content analysis method. The reason researchers use content analysis is to obtain information that can be re-examined in accordance with the context so that the information obtained is valid (Krippendorff, 2018). Researchers conduct analysis through the process of selecting, comparing, combining and grouping various understandings so as to find data that is in accordance with the research theme (Aminati & Purwoko, 2013).

Result/Findings

Identify the character education values contained in traditional games as follows.

Table 1. The character education values

No	Game Name	Character Education Value
1.	Engklek atau Sudamanda	Sportivitas, togetherness, hard work and honesty
2.	Petak umpet	Honesty and responsibility
3.	Cim-ciman	Honesty, Discipline, independence, care with other, hard work.
4.	Gobak Sodor	Honesty, sportivitas, togetherness and fairness.
5.	Boy-Boyan	Cooperation, hardwork, responsibility, tolerancy, respect for others, patience
6.	Congklak atau dakon	Patience, improve cognitive abilities in solving problems, honesty and teach care for others.
7.	Permainan karet	Honesty, sportivitas, discipline, care, responsibility and independence.
8.	Bermain keong	Honesty, care, responsibility and dexterity.

9.	Nekeran atau kelereng atau Gundu	Train strategizing, honesty, sportsmanship, responsibility, and fairness.
10.	Layang-layang	Patience, respect for others, courage.
11.	Ular Naga Panjangnya bukan Kepala	Courage, respect for others, sociability, sportsmanship, honesty and fairness
12.	Cublak-cublak suweng	Honesty, responsibility, patience
13.	Kucing-kucingan	Sportsmanship, honesty, cooperation, patience

Discussion

Indonesia is rich in a variety of cultures, one of which is traditional games. Traditional games are defined as games that have been played since ancient times and played from generation to generation (Rejeki et al., 2020). Traditional games are also known as folk games (Badu, 2011). Traditional games are an intergenerational heritage that has symbolic meaning in every movement, speech and tools used. Traditional games played by children can make children feel happy because these games are active, making it easier for children to explore and try new things. Traditional games have their own meaning, namely instilling skills in children, attitudes and behavior of children (Aqobah et al., 2020). Traditional games are games that are simple but able to have a positive impact on the players (Hadi et al., 2018).

Besides having character values, traditional games are also part of what can encourage child development (Syaukani & Subekti, 2018). There are values in traditional games such as educational values, religious values, norms and ethical values that develop in society so that they have a positive impact on children (Rejeki et al., 2020). We can see that traditional games can also train physical strength, agility, physical skills and skills to manage emotions, agility and courage of children (Khasanah et al., 2017). So important traditional games are able to provide positive moral and character education in children. The implementation of traditional games as a vehicle for character education is not only applied in the community, but also in families and schools.

Moral education and the role of the family have a close relationship because it is from the family that children begin to learn moral values and are familiarized in everyday life. In short, character education in children has the aim of guiding children to have a balance between feelings, reason so that it can give birth to positive behavior (Izza, 2019). Educating children through traditional games is not a difficult thing because all children basically like games, so traditional games are the right media to develop children's morals.

One of the most popular traditional games that is still played today is Sunan Giri's *cublak-cublak suweng* (Cholimah, 2023). The meaning of this dolanan song from Sunan Giri's *cublak-cublak suweng* is the virtues of human life that teach us to be a person who is always grateful for what we have or not greedy. We can see this based on the lyrics of sir-sir pong dele kopong pong dele kopong (soybean without contents). The meaning of the lyrics is that to get to the place of true wealth or true happiness one must rid oneself of lust for the worldly. Based on the song from *cublak-cublak suweng*, it is hoped that humans can become humble

individuals, respect each other and always use taste and hone their conscience. In line with Herawati who states that in the game cublak-cublak suweng there are several character values, including harmony with peers, cooperation, honesty, patience and being able to increase children's creativity (Herawati, 2015).

Next is the *dakon* game, a game that has unique media. The *dakon* media has undergone many developments such as the original oval shape of *dakon* then developed again in the shape of a fish. *Dakon or congklak* teaches children to always try tirelessly but not to forget to set aside savings for the hole at the end. Not only that, through this *dakon* game, it also teaches children about ownership through the grains that are in each player so that honesty is needed in this game. In this *dakon* game contains many positive values such as honesty, independence, caring, sportsmanship fan sharing (Mulyani et al., 2020). We can see that in this game there are opponents playing so that children must learn to accept victory and defeat. Indirectly through this game teaches children.

The development of social attitudes in children can be done through group games, one of which is the game of *gobak sodor*. The way to play the game of *gobak sodor* is by cooperating with his friends in a team, then divided into those who guard and play. *Gobak Sodor* is a traditional game that can train children's responsibility and honesty. The reason is because in this game if a child is touched by his friend then he must guard, while there are some children who sometimes do not want to admit their mistakes because they do not want to be a guard. Therefore, this game teaches children to be honest and dare to admit their mistakes. In addition, the value contained in *gobak sodor* is the cooperation between one guard and another guard. Cooperation needs to be developed early because basically every human being needs the help of others because humans are social creatures (Viyo et al., 2024). Social is a need that must be fulfilled by children for their independence in the future so that it can provide benefits in children's lives.

In line with Marlina who states that social attitudes are reflected in activities to interact with others (Marlina, 2014). The development of social development aspects of children in kindergarten is very important because children become aware of cooperation, helping, mutual cooperation, sympathy. empathize with friends and want to share and want to share with other friends (Khosiah, 2019). Riri added that the value contained in this *gobak sodor* game is sportsmanship, respecting the opinions of others and fostering an attitude of tolerance. So this game is very important to develop in early childhood because currently children prefer to play with gadgets compared to traditional games with their friends (Anggraini & others, 2020).

For early childhood, playing is a necessity that can provide pleasure for themselves. In addition to providing fun, play is also a way to develop the abilities that children have. For example, in playing children will learn to socialize with their friends, they will learn how to respect their friends. In addition, children's cognitive abilities also develop, children learn to solve problems faced without the help of adults and develop children's imagination. This gives us information that playing for early childhood is not just filling time and looking for fun but playing is also a way for children to learn. The importance of play is also stated in the curriculum that play is one way to hone the abilities of early childhood (Hayati & Hibana, 2021). Play has

many benefits in children's growth and development, especially in traditional games. The benefits of traditional games are proven to be able to shape children's character including are: 1) Teaching harmony, because this traditional game always creates a happy, cheerful atmosphere that creates togetherness. Through this traditional game is the beginning of harmony in life in the community (Andriani, 2012). 2) Train children's social skills, in traditional games children learn to make their own rules and these rules are agreed upon together (Hayati & Putro, 2021). If there are children who do not comply with the rules, the children must accept the consequences of what they have done. Indirectly, children learn to accept and admit mistakes and respect and care about others. In addition, it also trains children to help others or work together. 3) Fostering a caring attitude, seen from the use of game materials that are inseparable from nature (Retnaningsih & Rosa, 2022). This fosters an attitude of caring about the environment and people around them.

Based on the explanation above, we can know that traditional games contain character values. These traditional games can change positive characters in children or in players (Rahadian, 2020). This is in accordance with Indonesian Law No. 20 of 2003 concerning the national education system which states that anti-corruption education has an important role in shaping the character of a child (Undang-Undang RI No 20 Tentang Sisdiknas, 2003). Meanwhile, SEMAI (Nine Anti-Corruption Values) contains the values of caring, honesty, responsibility, hard work, independence, discipline, simplicity, courage and fairness. SEMAI is the values of character education published by the KPK (Corruption Eradication Commission) with the aim that each individual avoids corruptive behavior. When described in the form of a chart to make it easier for readers to understand the values contained in SEMAI.

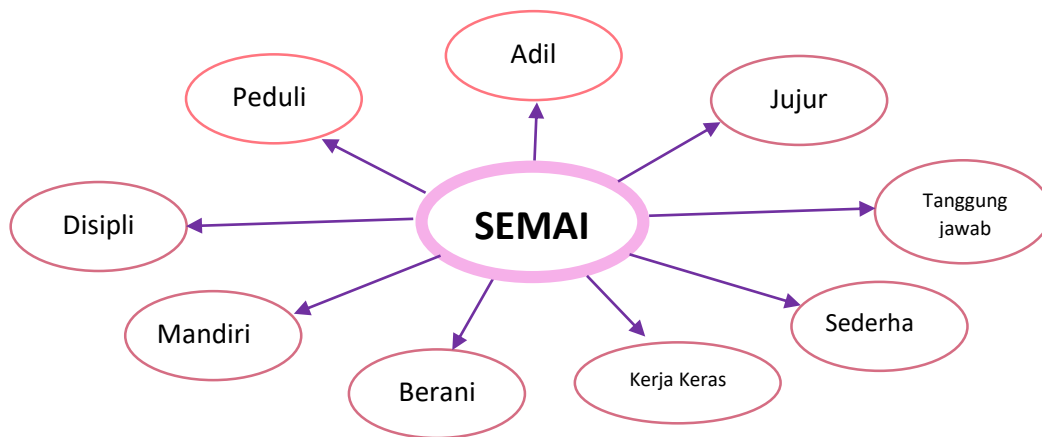


Fig. 1 SEMAI: Sembilan Nilai Anti Korupsi

Basic character that needs to be developed in early childhood is a character that is absolute and comprehensive character that comes from religion (Andriani, 2012). In line with Lickona who mentions it as the golden rule which includes the characters of honesty, fairness, empathy, mutual love, responsibility, caring, compassion and humility, responsibility, caring, compassion and having a humble attitude. These characters need to be instilled since childhood

through daily habituation so that they are formed in children (Arismantoro & Building, 2008). These basic characters can be found in traditional games that are the heritage of our nation. Therefore, traditional games can develop children's character. After internalizing the moral values incorporated in the Nine Anti-Corruption Values (SEMAI), educators must also have the right strategy to implement these values in children's daily lives.

Conclusion

Traditional games or often known as folk games are played from generation to generation. Traditional games are one of Indonesia's cultural heritages that need to be preserved. This is because at this time the development of technology so that many modern games that result in many children do not recognize traditional games. The phenomenon that occurs around us is that many early childhood children are adept at playing cellphones, rather than playing traditional games. They prefer to play games on their cellphones or make videos and upload them on social media rather than playing with their peers. As a result, nowadays they do not recognize traditional games, they feel unfamiliar with these traditional games. Whereas traditional games contain many positive values that are beneficial for their growth and development. The values contained in traditional games are in accordance with the national education system on anti-corruption education. This is in line with the KPK (Corruption Eradication Commission) which states that there are nine anti-corruption values (SEMAI) so that every human being can avoid corruptive behavior. The nine anti-corruption values include honesty, hard work, independence, responsibility, discipline, modesty, caring, fairness and courage.

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