

The Implementation of *Jemparingan* Games in Kulon Progo Regency, Yogyakarta (A Case Study at Pembina Wates State Kindergarten)

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Abstract

Jemparingan is a traditional Mataram style archery sport activity typical Yogyakarta Palace. This study intends to analyze the implementation of *Jemparingan* sport and its benefits in early childhood. The place of the research is Pembina Wates State Kindergarten, Kulon Progo Regency, Yogyakarta. The method of this research is a qualitative case study approach. The subjects are children in grades A and B. Data collection techniques are observation, interview, and documentation. For data analysis was used Miles and Huberman theory, namely data reduction, data presentation, and conclusions. The results of this study were the *Jemparingan* game as a play and learning activity in Pembina Wates State Kindergarten, which effectively trained children's focus, fine motor skills; train focus of the eye; increase concentration; confident; and build the character of the child in the kindergarten from an early age. The conclusion of this research is *Jemparingan* sport can be a fun game, effectively increasing child's skill, and introducing Yogyakarta's local culture to children from an early age.

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INTRODUCTION

Kindergarten (TK) is a formal educational institution in Indonesia that serves children aged 4-6 years. Early childhood learning activities can effectively increase children's growth and development if the activities are carried out with fun or without pressure. Ideally, learning activities in kindergarten are carried out by playing because playing can make a significant contribution to children's development. Through playing, children's development needs can be met, such as motor development, cognitive development, creativity, language, emotions, social interactions, values, and attitudes to life (Amiran, 2016). This is supported by Yus (2013) that the stages in learning and absorbing information obtained by children when playing are part of children's self-development.

Rapid advances in technology affect children's play activities. Currently, children tend to play using digital game media such as video games, Play Station (PS), and online games. This happens because digital games such as gadgets present dimensions of motion, color, sound, and songs in one device so that the games can be attractive to children (Munir, 2017). The games have the impression of being modern games because the games are played using sophisticated equipment, which is very different from children's traditional games (Nur, 2013). Modern games tend to be done independently or in one direction, while traditional games are done face-to-face and often in groups (Anggita et al., 2018).

It is undeniable that children now prefer to use a gadget as a medium for playing, both playing educational games as well as adventure and entertainment (Novitasi & Khotimah, 2016). The use of a gadget has changed daily habits, including habits in early childhood in which children use it as a medium to play. In fact, not a few children and toddlers have already used gadgets (Chusna, 2017). Kabali et al. (2015) state that children start getting to know gadgets from the age of 2. As many as 72 percent of children aged 2-6 years are familiar with gadgets and 27 percent of them are familiar

with gadgets at the age of less than 2 years (Sucipto & Huda, 2016).

Frequent use of gadgets has negative impacts on children's growth and health, such as self-isolation from social life and lack of emotional management, the development of fine and gross motor skills of children is hampered (Suhana, 2017; Sapardi, 2018). Besides that, it can hinder language skills and the cognitive development of children (Yumarni, 2018). Ideally, for early childhood, gadgets are recommended for only 30 minutes and only once a week (Sapardi, 2018).

Also, excessive use of gadgets can cause sleep disturbances for children, visual disturbance, back pain (Sunita & Mayasari, 2018), obesity due to lack of movement in children (Fatmawati, 2019), and the effects of excess radiation can lead to cancer (Nurhaeda, 2018). So, it is necessary to have control and balance in using the gadget as a medium for children's play and provide fun and new activities for children, such as traditional games.

Playing traditional games is effective in improving all aspects of children's development, including training the strength of the muscles so that it trains physical and motor aspects (Hasanah, 2016), improving cognitive aspects (Afrianti et al., 2020), training social-emotional skills (Rahayu et al., 2016), and effectively instilling character values in children from an early age (Musyaddad, 2019). Children's social-emotional learning can be directed at building children's character (Adi et al., 2020), such as independence, responsibility, self-confidence, empathy, obeying rules, sportsmanship, honesty, persistence, respect for others, being able to work together, and helping each other.

Traditional games are cultural elements that cannot be underestimated so that the games need to be preserved as the existence of state identity. The games have no small effect on children's psychological development, nature, and social life (Wulandari & Hurustyanti, 2016). Children need to be introduced anymore to traditional games that are rarely played in the present era, and one of which is the *jemparingan* game.

Jemparingan is a game and a sport used to train focus of the eyes and concentration. *Jemparingan* comes from the Javanese language, which means the art of throwing arrows (Kustoto, 2015). *Jemparingan* is a type of traditional sport that is typical of Mataram Yogyakarta. It is an archery activity with the *timpuh* position or cross-legged wearing traditional clothes (Kulon Progo Regency Education Agency, 2019: 21). Utami and Koentjoro (2018) explain that *jemparingan* is a traditional Mataram-style archery activity that was once carried out by the family of Sultanate Palace of Yogyakarta.

Jemparingan comes from the word *jemparing*, which means '*manah*' in Javanese, which means heart or 'feeling' in which in reality it is almost identical to 'thought' (Utami & Koentjoro, 2018). *Jemparingan* has a philosophy of the symbols used and the procedures for its implementation, involving:

Jemparingan uses a bow or *gendhewa* and an arrow or *cemparing* made of wood and bamboo. The process of making the bow and arrow is still manual. Each tool is made according to its characteristics. This teaches *jemparingan* players to always *titen* (aware) of the tools used.

Jemparingan is done by sitting cross-legged or *timpuh*. Sitting cross-legged aims to keep the players relaxed and maintain peace of mind. Maintaining a rhythm in the *jemparingan* teaches them to always be calm in solving problems in life. Sitting cross-legged is not only about peace of mind but *manunggaling kawulo Gusti*, concentrating the mind on God Almighty. As said by Paramita et al., (2020) that the activities starting from sitting to releasing the arrow are teaching about how humans get to something that is not visible. Teaching this feeling is also a form of knowing God.

This archery style is in line with the philosophy of *pemethanging gendhewa pamanthenging cipta*, which means the stretching of the bow is in line with the aimed concentration at the target. In everyday life, *pemethanging gendhewa pamanthenging cipta* has a message that when someone has goals, he

should fully concentrate on his goals to achieve those goals (Kulon Progo Regency Education Agency, 2019: 21).

Playing *jemparingan* is a sporting and feeling activity. *Jemparingan* can train to form a player's characters such as strong, focused, and having clarity of heart and mind (Lathif & Siswanto, 2016). So, this *jemparingan* game is useful if it is taught and played from an early age because it makes the children's whole body move and improves the quality of their life, which then they become an adult human being with great values.

In Kulon Progo Regency, Yogyakarta, a kindergarten that implements traditional games especially typical of the Yogyakarta area, as a learning activity for children aged 4-6 years, namely the *Jemparingan* game is Pembina Wates State Kindergarten, Kulon Progo, Yogyakarta. This kindergarten is the only kindergarten institution in Kulon Progo regency that has implemented the *jemparingan* game, so this kindergarten becomes a reference or example for other kindergarten in Kulon Progo regency. This study analyzes how children of early childhood play the *jemparingan* and finds out why the previous curriculum did not include a game of *jemparingan*. This needs to be known to answer in-depth why this game is involved as a learning activity. The purpose of this study is to analyze the implementation of the game of *jemparingan* and its benefits in early childhood at Pembina Wates State Kindergarten, Kulon Progo, Yogyakarta.

METHOD

This study was used a qualitative method with a case study approach that explores data about the implementation of the *jemparingan* game in Pembina Wates State Kindergarten, Kulon Progo Regency. This study involved 72 children aged 4 to 6 years in Pembina Wates State Kindergarten, Kulon Progo Regency, Yogyakarta.

The data collection technique was used partial participant observation or passive participation where the researcher interacts with

the research subject but is not involved in activities (Ciesielska et al., 2018), semi-structured interviews with the headmaster and the *jemparingan* trainer, and documentation in the form of photos and videos while playing *jemparingan* activities.

Data analysis was used Miles and Huberman, including 1) data reduction, which was done by selecting data from observations, interviews, and documentation results of playing *jemparingan* activities; 2) presenting data in the form of narrative text from observations, interviews, and documentation results; and 3) conclusions.

RESULTS AND DISCUSSION

The most effective learning for early childhood is through a concrete activity and a

play-based approach (Holis, 2016). In general, games type can be classified into modern and traditional games (Wijayanti, 2016).

Jemparingan is a traditional game because its playing activities do not use electronic or digital media. In general, *Jemparingan* is categorized as a sporting activity. Players who are skilled at playing *jemparingan* are also called athletes. However, in the world of education, especially in Pembina Wates State Kindergarten, Kulon Progo, Yogyakarta, *jemparingan* is categorized as a playing activity because it gives a sense of pleasure and satisfaction when playing it. The game of *jemparingan* is carried out outdoors by children without pressure.

Figure 1 describes the *jemparingan* game activity carried out by the Pembina Wates State Kindergarten, Kulon Progo Regency, Yogyakarta



Figure 1. *Jemparingan* game activities at Pembina Wates State

Figure 1 shows that grade B children were doing *jemparingan* activities. When playing *jemparingan*, children are required to wear traditional Mataram Yogyakarta clothing. This activity was carried out by sitting cross-legged on a mat and shooting an arrow or *cemparing* using a *gendhewa* or a bow at the target area which is 3 meters in front of it.

The *Jemparingan* game at Pembina Wates State Kindergarten, Kulon Progo, Yogyakarta was included in the curriculum as learning in June 2018 when there was the new headmaster's change. The *Jemparingan* game is held in

semester 2. The reason it was not implemented in semester 1, children are considered not ready because they are still adjusting to

formal learning activities. The *jemparingan* game is actively held on Fridays during the first hour of learning. *Jemparingan* game schedule is rolling each week for each class.

Jemparingan is done on a mat that is set 3 meters away from the target. The children do archery by sitting cross-legged. The distance between where the children shoot and the target is 3 meters, in contrast to adults distance when playing *Jemparingan*, which is 5 meters. The

target shot should be a pendulum or *bandul*, similar to a gong or *kentongan* and with a sponge behind the pendulum.

However, for early childhood, this object is still difficult to be targeted, meaning that the child is still having trouble hitting the target in the form of a pendulum so that the pendulum is

replaced using archery boards or targets commonly used in modern archery. Besides, not all of the bow and arrow positions can be practiced right in front of the chest like *jemparingan* sports in general because some children are not yet strong enough to hold the bow in front of the chest to reach the target.



Figure 2. *Jemparingan* activity accompanied by the trainer

Figure 2 showed some children who were still assisted by the trainer when playing the *jemparingan*, by holding the bow or *gendhewa* to release the *cemparing* or arrow to hit the target.

The aim of implementing the *Jemparingan* game for early childhood in TK based on the results of interviews with the headmaster and the former archery athlete is to introduce the *Kemataraman* culture to the children from an early age as residents of Yogyakarta, train children's

Therefore, how to play *jemparingan* for early childhood should be adjusted with the condition of the child. The trainer must accompany the activities of children in playing *jemparingan*.

Figure 2 describes the *jemparingan game* activity carried out by the Pembina Wates State Kindergarten, Kulon Progo Regency, Yogyakarta.

focus, confidence, honesty, and sportsmanship. Because there are hyperactive children with special needs in this kindergarten, they are given *jemparingan* games to train their

focus. Besides, this game also trains normal children's focus in general.

The implementation of the *Jemparingan* game actually has not been effective in internalizing the value of the character of *Kemataraman* in early childhood. The headmaster admit that the children aged 4-6 years do not understand the meaning of cultural preservation but this needs to be introduced early through cultural symbols and activities. The headmaster hopes when the children grow up, they do not forget their own culture and it is better if they can take part in preserving it.

The benefit of playing *Jemparingan* is to train focus and concentration on children from an early age so that they can also focus when teaching-learning process in class takes place. Besides, they can train concentration, knowledge, attitudes, skills, and agility (Krisdaniastutik & Hadi, 2017). Playing *Jemparingan* requires caution, slowly, not in a hurry, so this game also trains children's patience. Playing *Jemparingan* also requires confidence so that this game is effective in increasing children's self-confidence.

After getting used to playing *Jemparingan*, the children became more confident, less discouraged, and not easily satisfied. They easily express pleasure, especially when they are successful in achieving targets. This shows that they are trained to concentrate. Playing archery also trains smooth muscles, it is proven that the children with special needs in kindergarten can shoot the target, they are also able to queue up to wait for their turn to shoot. Although before that, the child has difficulty in controlling himself so he keep moving. Even, the student often walk around without stopping or running alone without direction. After actively playing *Jemparingan*, the student becomes calmer. It is evidence that *Jemparingan* is also useful for self-control in early childhood, even for children with special needs.

Through archery, the concentration of children with special needs such as ADHD (*Attention-deficit hyperactivity disorder*) can be improved. This is because with archery, children are required to exert more concentration to reach the target correctly. Carefulness and patience are required in this archery sport so that it can increase the concentration. Besides, it will also help children to hold their emotions and be more patient (Susanti & Suryaningsih, 2019).

The obstacles experienced in playing *Jemparingan* are (1) limited area or place to play it. The school does not have its own field for playing it, so the children still use the existing semi-indoor space. (2) There are some children who still can't fit the arrow with the bow correctly. It takes more time for technical problems. (3) Once a week, *Jemparingan* playing time is still lacking if the goal is to preserve a spirituality culture from an early age, so the children is introduced through materials, symbols, and actively playing at basic stage techniques.

So, *Jemparingan* which has been known by the public as a traditional sport activity typical of the Mataram Kingdom of Yogyakarta, which is played by adults, nowadays has been implemented as a playing and learning activity for early childhood especially in Pembina Wates State Kindergarten. Apart from introducing the

local culture of Yogyakarta, this game is effective in training children's focus, fine motor skills, eye acuity, and increasing concentration, self-confidence, and building children's character from an early age.

CONCLUSION

Jemparingan is a traditional Mataram style archery activity that was formerly carried out by the Jogjakarta Sultanate Palace family. Pembina Wates State Kindergarten uses *jemparingan* as a playing and learning activity. The game is played according to the rules but still adjusted to the age of the child. This game is effective at training children's focus, fine motor skills, eye acuity and increasing concentration, self-confidence, and building children's character from an early age.

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