

*Research Paper*

Identification of the Needs of the Traditional Game Materials on Cultural Literacy Program in Non-Formal Education Institutions

Ari Putra, S.Pd.¹, Prof. Dr. Mustofa Kamil, M.Pd.²¹LPDP, Pendidikan Luar Sekolah, Universitas Pendidikan Indonesia, Bandung, Indonesia²Pendidikan Luar Sekolah, Universitas Pendidikan Indonesia, Bandung, Indonesia

ABSTRACT

Education is implemented base on the needs of community. One of the trends of the educational program is a literacy program. Literacy is a form of transformation of literacy which is divided into six basic literacies, one of which is a cultural literacy. The program is implemented so that the public gets the education as well as have an understanding of the culture and identity of people very closely by strengthening the values of character education. This study departs from the implementation and the needs of the learning materials on cultural literacy-based learning program "Kaulinan Urang Lembur" (traditional game) developed by ECO Bambu Cipaku. Learning materials is a component in the learning that was very instrumental in achieving learning outcomes. Non-formal education program is known as flexible learning activities. This research aimed to describe the structure of the curriculum of cultural literacy program *Kaulinan Urang Lembur* in ECO Bambu Cipaku, to identify the needs of learning materials literacy program cultural *Kaulinan Urang Lembur*, and (to know the conceptual framework of an ideal learning materials on Cultural Literacy program *Kaulinan Urang Lembur*). This research used qualitative research methods with the techniques of data collection through doing interviews, doing observation and documentation. The results of this research showed that a form of analysis of the identification of the needs of the materials needed by the tutor in the cultural literacy program which was implemented in the form of the need for support from the community or students in developing the programs. In addition, researchers make draft material which was ideal for a facilitator in developing learning material.

Key words: Learning Materials, Cultural Literacy, Traditional Game, Non-Formal Education.

INTRODUCTION

Education is implemented in according to the needs of community. Nowadays, the educational programs especially in non-formal education units have many models of learning activities, in keeping with the trend of the current needed by the community. One of them is the literacy program. Literacy is a form of transformation of literacy which is divided into six basic literacies, one of which is a cultural literacy. This program was developed in order to obtain educational community as well as have an understanding of the culture and identity of

this people very closely by strengthening the values of character education. This study departs from the implementation of cultural literacy-based learning program "Kaulinan Urang *Lembur*" (traditional game) developed by ECO Bambu Cipaku. Cultural learning programme is organized in the form of educational leisure activities. Cultural literacy programme developed by ECO Bambu Cipaku in the last three years it's been running in according to a defined learning objectives.

ECO Bambu Cipaku make the settings of learning by way of mempersiapkan and designing curriculum

such as; create a learning device, prepare media learning tailored to the age of the citizen's education and increased the collection of readings related to culture. On the process of its implementation, ECO Bambu Cipaku learning activities using the book readings on traditional game learning skills guide books not devoted to the facilitator. Learning is interaction done by educators and learners, which is its main characteristic is the instructions. In addition to instruction, other traits of the learning berakaitan learning components with which one is learning materials. Learning materials is a learning device that is used as a guide in the conduct of educator learning instructions. Learning materials or tutor's Handbook is a learning component which is very important for educators to reverse engineer learning to conform with the rules.

The needs for learning materials become crucial in achieving the learning objectives set by the institution. Researchers interested in analyzing the needs of relevant materials in the inaugural program of cultural literacy-based traditional games held in ECO Bambu Cipaku.

MATERIALS & METHODS

This research used the qualitative method which invites researchers to think the inductive basis (Musfiqon, 2012.p.70). The researchers used a qualitative approach by describing the data obtained in field by means of outlines, describe and examine the results of the identification of the needs of the materials required by the Facilitator on the literacy program transitional game-based culture. The technique of data collection conducted using interviews to the informant who is the Facilitator, field observation and study conduct documentation.

RESULT AND DISCUSSION

Description of Curriculum Structure on Cultural Literacy Learning in ECO Bambu Cipaku

ECO Bambu Cipaku hosted the traditional game-based learning programs with the goal of increasing the

understanding of the people about culture and strengthens the character values of the student's education through learning. These goals tailored to the goals of national education embodied in Act No. 20 Year 2003 i.e. National educational goals is to develop the potential of students in order to become a man of faith and piety to God Almighty, precious, healthy, have learned, accomplished, creative, independent, and become citizens of a democratic and accountable.

In addition to the determination of the purpose in learning, Sturktur curriculum contained in the existing kaulinan learning ECO Bambu Cipaku curriculum Masagi Bandung. The curriculum is becoming an alternative in character education, because pengimplemntasian includes four aspects of life, namely religion, bela State, Sundanese culture, and love the environment. In addition, character education is one of the ways used to direct someone in living in accordance with ethical and moral that applies within a Community (Istiningsih, 35:2016). Based on the results of interviews with facilitators who are in ECO Bambu Cipaku, this curriculum is a hope given by the public, so that *students* that follows learning does not leave the local culture, did not rule out can religion and love for the environment. In realizing the concept of Bandung Masagi, ECO Bambu Cipaku continues to develop learning by visiting partner schools to introduce the local culture is to provide a learning program on the kaulinan spare for children who are in school partners of these institutions. Because the main objective in this curriculum is to enter a character value charges, ECO Bambu Cipaku attempted to reinforce the learning process by means of strengthening basic competence of *students*ing program kaulinan. Analysis on the game of the people have a lot of charge value character, according to the son, A dkk (2018:90) who's been doing research in ECO Bambu Cipaku, there is a relationship between the value of the character with some of the traditional games include Stilts

religious value, care, and self-confidence, Gobak Sodor has a caring, confident and cooperative, cingciripit has a value of honesty and confidence, on bebedilan there is the value of cooperation and confidence, as well as the Congkak has the value of honesty. Kids get social and ethical rules more easily with the game (Gelislia, Yucel dkk,2015:1860). According to Iwata Takahiro (p. 237, 2010) traditional games real interaction to offer players.

Researchers try to figure out the structure of the curriculum of the ECO *Bambu Cipaku* made on the basis of curriculum structure in General, based on the results of the interview data as follows:

- 1) *kaulinan* Curriculum contains 8 game. The game is divided into kakawihan game (song) and traditional sports. Teaching material is provided in accordance with needs and age groups of citizens to learn. Because learning program in ECO *Bambu Cipaku* divided into two for kids and adults, so learning adapted to the age group. Games like congkak which only requires small group devoted to children.
- 2) hours of instruction for each game are allocated according to the needs of the citizens. ECO *Bambu Cipaku* make allocations in playing one game was 45 minutes. To play the 8 traditional games, residents learn to spend as much time 360 minutes. Usually the game is performed starting from the morning to the afternoon
- 3) due to its filler is free time, ECO *Bambu* does not have effective time because it can be implemented anytime, because it uses the principle of the non-formal education that is flexible

Next cultural literacy learning in ECO *Bambu Cipaku* already maintained its position well. This is proven by the discovery of some documents about the learning component into the reference material the facilitator teaches *students*. These documents form the learning implementation plan (RPP). According to

Riyana, Cegi (p.7,2008) instructional learning objectives should be divided into general purpose and specialized, so do to facilitate educators or facilitators in the learning measure.

On the implementation plan contained purpose of learning and learning indicator of success in learning. The purpose of learning the basic competence be spesifict. In the RPP Kaulinan in ECO *Bambu Cipaku* there is a listing of the competence that can be used as a goal of the learning activities. Here is a listing of the basic competencies contained in existing learning plans in ECO *Bambu Cipaku*, researchers doing the study documentation on games *Galah Asin*.

**Tabel 1. Basic Competence of Learning Cultural Literacy
LESSON PLAN
TRADITIONAL GAME GALAH ASIN
GUIDING OF IMPLEMENTATION TECHNICOF
CULTURAL LITERACY**

Basic Competence	After following this cultural literacy program, program participants are expected to know and understand the positive messages in the game <i>Galah Asin</i>
------------------	--

Basic competence on games *Galah Asin*, which is the organizer of the admissibility of the expected positive values of the games played by the students. Researchers gave questions to the informant about the positive values like what actually will be accepted by learners.

Q: what kind of positive Value will be obtained by studying after completing the traditional game?

I: the positive Value that are contained in the character education, ranging from responsibility, honest, cooperative, etc.

It can be concluded, that like the main purpose of these institutions control the cultural literacy program is to strengthen and build the value of the existing characters in the citizens learn, so those values remain in the citizens learn. A derivative of basic competence is an indicator of the success of the learning. Here is a listing of the success that is the indicator of the basic competencies. According to

Mulyasa (p. 139,2010) is a reference competence assessment indicator to measure to reach basic competence.

Tabel 2. Indicators of Achievements Learning of Cultural Literacy

LESSON PLAN TRADITIONAL GAME GALAH ASIN GUIDING OF IMPLEMENTATION TECHNIC OF CULTURAL LITERACY	
Indicators of Achievement	Participants were able to find out how games <i>Galah Asin</i> . Participants were able to know the song at games <i>Galah Asin</i> . Participants were able to understand the positive messages in the game <i>Galah Asin</i> .

If the Indicator analysis above is divided into cognitive, affective, and psychomotor. There is a cognitive study on learners can find out how to play be the rules and the number of participants, pole vault games knowing the songs on the game *Galah Asin*, almost close to actual aspects of psychomotor, cognitive, when they do games *Galah Asin*. Affective aspects that are found from the results of the analysis of the above success indicator is the learners can receive positive messages on games *Galah Asin*. Next is a method of learning. Learning that is held in the ECO Bambu Cipaku done with the learning model expository. Learning is more learners provides opportunities to gain knowledge from one source. Facilitators became the center of knowledge, since the facilitator method using lectures, demonstrations and faqs. It is considered effective by the facilitators due to its diversity of residents learning coming to ECO Bambu not only from outside but from the West Java. This makes the learning citizen needs to get briefed on the steps that both the game and the game material.

Materials Needs of Cultural Literacy "Kaulinan Urang Lembur"

Researchers conduct analysis on the need of cultural literacy materials in this case on learning skills Kaulinan Urang *Lembur*. Materials owned by the institutions already exist, but are still in the category yet. Ideally materials contained in an institution should have been done by an

expert in their field validator. This learning resource needs that make researchers interest to analyze the concept of the learning materials as required by the existing facilitator in ECO Bambu Cipaku.

Seen from the systematic implementation and program services. ECO Bambu Cipaku giving skills to the people who previously did not understand the game and its functions be skilled in playing the game. The learning materials should be owned by this institution was kinds of skills learning materials.

From the results of the interviews conducted by some of the Facilitator, regarding the needs of the materials, the materials state that the educator is actually owned by the institutions, it's just still not usable because it is still in the stage of completion. Materials used by ECO Bambu Cipaku not shaped textbook, but rather through other sources of knowledge of learning i.e. practitioners who are experts in the field of traditional games, power point, the facilitator experience itself and the the surrounding environment. Researchers gave questions about why such things as learning materials by the institutions. According to the informant that it can streamline time in managing citizens learn in learning. So, the materials do not become stiff because of the ECO Bambu Cipaku follow the principle of non-formal education is learning that is flexible.

Results from an interview, regarding the ability of skill in making learning materials, facilitators say being able to make it just the lack of reference in developing such materials.

The difficulties faced by a facilitator in developing learning materials is a reference that does not yet support them in preparing teaching materials and solutions in faced it is to create a joint venture with pop culture, traditional games, community and students.

Conceptual Framework of Learning Materials Cultural Literacy "Kaulinan Urang Lembur"

Researchers are trying to design a simple conceptual learning materials relevant to the cultural literacy program. Conceptual learning materials refers to modelling is made by PP-PAUD Jaya Dikmas Giri. These learning materials in the form of skill learning materials that can be used for the implementation of learning.

Viewed from its needs, materials needed by these institutions on the basis of the results of the interview are materials that are capable of doing the game and explain the value of the characters contained in the traditional game. It took a character analysis in making a game that would have produced a textbook. In the learning materials will also have to explain how to do the game and some of the benefits to be gained after completing the game. Here is a systematic reference module created by researchers, as the conceptual beginning in making learning materials.

a. The introductory Sheet of Module

Learning materials in the form of modules beginning with the determination of the title of the module and the learning objectives have been adapted to the basic competencies and product will be accepted by the citizens. Talking about Cultural literacy learning materials must be given titles that are related to cultural literacy. The title become the identities of the materials are made. Therefore, the selection of the title should really be noticed in sustainability-making materials. In addition, in giving instructions to the reader about the title of the material to be provided to citizens. Each part of learning materials should be given instruction the activity is an activity of learning or what kind of game types. The early part of the name of the game is to be implemented. For example:

Learning Activities I

PLAYING GALAH ASIN

The identity of the game described in the learning objectives that will accrue to learners. These goals should be clear. The function of these learning objectives are

created as a reference for educators in generating the expected output. In this case if the *Galah Asin*, educators must first estimate the goal that has been set in the RPP. The manufacturer of the materials must be identified in advance some part of such materials. For example, the learning objectives that include; basic competencies, learning materials and learning activities.

Learning Objectives:

- 1) the Participants knowing how *Galah Asin* game
- 2) the Participants were able to understand the positive messages in the game *Galah Asin*

Learning objectives created as signs so that facilitators in delivering learning. On learning objectives above, the participants are expected to gain skills in playing the game of *Galah Asin*. In addition to emphasizing skills in playing, citizens can learn positive messages in the plays of the game. Learning activities that emphasize learning in order to get the output gain of the characters.

b. Mind Mapping Sheet of Aperseption

This section is a brief chart about the material to be discussed by the facilitator. The facilitator can explain the material taught in the classroom through concept maps in addition, equipped with the aperseption as an introduction to early towards the discourse containing the introduction and pictures about the phenomenon (problems) that are relevant to the content of the modules will be studied.

c. The content of Modules

In this third part, the facilitator can sort materials will be given in accordance with the approaches that are able to improve the ability of thinking citizens can learn, reflect the attitude and developing the skills of learning. The facilitator should also make the learning model course of activities, ranging from how the process of observing,

asking to the materials the learning, explores the knowledge of a given material.

d. Activity

Activities in teaching and learning activities should also be made so that learning becomes more directional. On learning activities, citizens learn is taught using learning methods that correspond to a given game. If any problems are solved using a method that suits the citizens learn. Seating citizens learning should also be written in the module so that the facilitator can reach citizens learn

e. Test/Evaluation

In part this is a model of evaluation will be given to residents to learn for example, in doing the game. Playing skills and enthusiasm in the play is also the subject of evaluation. The test here is not in the form of a written question, but rather the testing results of the game are given together. Expected in the evaluation study, the citizens invited together to explain the value and benefits of traditional games, such as pole vault Salty benefits is to train co-operation within the team, coaching, leadership skills, brain skills finding the right strategy, increase strength and agility.

CONCLUSION

On this research it can be concluded that materials become very crucial in achieving the learning objectives. Need to increase the quality and capacity of facilitator in developing such materials. Learning materials can be developed by a

partnership made by the institution. ECO Bambu Cipaku has partnerships with institutions of higher education.

REFERENCES

- Gelisli, Y., & Yazici, E. A Study into Traditional Child Games Played in Konya Region in Terms of Development Fields of Children. *Procedia-Social and Behavioral Sciences*. 2015;197, 1859-1865.
- Istiningsih. Character Education of the Most Developed Countries in ASEAN. *Journal of Education and e-Learning Research*.2016; Vol. 3, No. 1, 32-37.
- Indonesia, P. R. Undang-undang Republik Indonesia nomor 20 tahun 2003 tentang sistem pendidikan nasional.2003.
- Iwata, T., Yamabe, T., Polojärvi, M., & Nakajima, T. Traditional games meet ICT: a case study on go game augmentation. In *Proceedings of the fourth international conference on Tangible, embedded, and embodied interaction*. 2010; (pp. 237-240). ACM.
- Mulyasa, Enco. "Kurikulum tingkat satuan pendidikan sebuah panduan praktis." Bandung: PT Remaja Rosdakarya. 2007.
- Musfiqon. *Panduan Lengkap Metodologi Penelitian Pendidikan*. Prestasi Pustaka: Jakarta.2012.
- Putra, A, Hasanah, V.. Traditional Game to Develop Character Values in Nonformal Educational Institution. *International E-Journal of Advances in Education*, 2018;4 (8), 86-92. DOI: 10.18768/ijaedu.415411.
- Riyana, Cepi."Komponen-Komponen Pembelajaran." Jakarta: Direktorat Jenderal Pendidikan Islam Kementrian Agama RI.2008.

How to cite this article: Putra A, Kamil M. Identification of the needs of the traditional game materials on cultural literacy program in non-formal education institutions. *International Journal of Research and Review*. 2018; 5(6):53-58.
