

Javanese Traditional Games in BIPA Learning in the VUCA Era: An Effective Strategy to Improve Language Skills

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ABSTRACT

This research aims to identify and introduce Javanese traditional games as a tool for BIPA learning in the VUCA (Volatility, Unpredictability, Complexity, and Ambiguity) era to improve the language skills of BIPA learners. The research method used a qualitative research method with a phenomenological approach. Primary data sources include observation of BIPA classes, interviews with BIPA teachers and learners, and documentation of traditional games. Secondary data sources include literature on traditional games, language learning theory, and cultural context analysis in the VUCA era. Data collection was conducted through classroom observation, and interviews with BIPA teaching lecturers and BIPA learners. Data analysis was conducted through thematic techniques to identify themes in the data. The results of the analysis show that traditional Javanese games can improve language skills, creativity, and engagement in BIPA learning. As well as helping to understand culture and social values related to language. Research that introduces Javanese traditional games in BIPA learning is an effective strategy to improve the quality of language learning in the VUCA era. The results of this study are used as a reference for BIPA teachers or BIPA researchers to integrate Javanese traditional games into the BIPA learning process.

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1. INTRODUCTION

Indonesian for foreign speakers often called (BIPA) is an activity applied to foreigners to learn about the use of Indonesian in depth. The development of international relations in modern times can have a positive impact by increasing Indonesia's role in the global world. The existence of the BIPA program also provides benefits for people from various foreign communities to master Indonesian, both for academic, business, tourism, and diplomacy purposes. In the BIPA program in addition to language learning, they will also master vocabulary, and grammar, and even they can get to know and easily remember through cultural traditions in Indonesia. However, it is not easy for them to learn because foreign speakers are used to the concept of the mother tongue from their home country. So the learning media is applied to improve language skills by internalizing from the learners themselves. The internalized way is a way of learning language by covering their daily lives and they can apply it in their daily lives. Getting to know Indonesian culture will be more interesting and easier through games that

exist in Indonesia. Learning to communicate in Indonesian helps to understand the language more contextually and deeply. Some learning media will focus on the integration of cultural elements (Kusumaningsih & Fatoni, 2019).

By improving the quality of Indonesian for foreign speakers, the learning process is maximally organized to facilitate the achievement of the expected learning objectives. One of the learning processes that is easier and more responsive for them to accept is through traditional games. Traditional games that will be introduced to them are still from ancient times. Traditional games are a wealth of Indonesian culture that is still closely related to the heritage passed down from ancestors. Each tribe in Indonesia has its characteristics and types of traditional games (Nasution et al., 2023). Traditional games were born in ancient times and have been preserved by the next generation. Traditional games have noble values from their ancestors. Defining traditional games as activities that grow and develop in an area. The values contained in traditional games are cultural values and life values (Salaebing & Nugraheni, 2023). In addition, in terms of its characteristics, this type of learning through games can increase learning motivation which contains imagination, challenge, desire, and curiosity, and can increase their interaction. Thus, without realizing it, it will facilitate direct communication (Simanjuntak et al., 2024). Traditional games can increase the creativity of players. Players will be invited to make a rule or game tool. Because traditional games do not have written rules. The rules will be implemented according to the player's agreement (Winarsih, n.d.).

Traditional games are also a reflection of the local wisdom developed by communities in adjusting to their social and natural environments. The values contained in these games teach about the importance of adaptation and resilience in the face of natural and social challenges, which is relevant to the concept of VUCA where cultural adaptation plays an important role in surviving in a changing world. Traditional games can be related to the application of VUCA, namely Volatility, Uncertainty, Complexity, and Ambiguity. VUCA means tendency, uncertainty, complexity, and difficulty. VUCA was originally used to describe increasingly complex and changing world situations, it can also be applied to understanding how traditional games shape individual abilities in dealing with dynamic environments (Fuentealba et al., 2023; Taskan et al., 2022; Wijaya et al., 2024). VUCA means tendency, uncertainty, complexity, and difficulty. Originally used to describe the increasingly complex and changing world situation, VUCA can also be applied to understanding how traditional games shape an individual's ability to deal with a dynamic environment (Ningsih et al., 2023).

2. METHOD

The research method used in the study of traditional Javanese games in BIPA learning in the VUCA era as an effective strategy to improve language skills is a qualitative method with a descriptive approach. The application of this method provides an overview and analysis of how traditional games can be applied in a learning medium to improve language skills in foreigners. This research is a type of action research (action research) that emphasizes activities by testing an idea in practical learning or real situations on a micro-scale to improve the quality of the teaching and learning process. The action to be implemented is to create and improve understanding of language skills.

In addition to data collection techniques through classroom observation, interviews conducted with BIPA teaching lecturers and BIPA learners, and documentation. Through observation by observing how traditional games take place, the use of Indonesian in communication, and the application of traditional games in helping BIPA learning. In addition, through interviews digging up information from the parties concerned in supporting the research process such as BIPA participants, BIPA teachers, and community leaders involved. Through data collection documentation techniques by taking several types of traditional games that are packaged into game guidebooks, as well as articles in the mass media. This research will continue to involve relevant community leaders as a sense of respect and get permission to maintain the characteristics of traditional games in Indonesia.

3. RESULTS AND DISCUSSION

3.1 Javanese Traditional Games as Learning Media for BIPA

Javanese traditional games can be useful for improving Indonesian for Speakers of Other Languages (BIPA) learning to recognize numbers and including several types of games that can help improve speaking skills and understanding of Indonesian culture. Here are some examples of traditional Javanese games used for BIPA learning.

1. *Bekelan*

Fig 1. Traditional Game of *Bekelan* (Source: www.azkashaquila.com)

Bekelan is a traditional game that uses a small rubber ball and four metal seeds, usually played by girls either individually or in groups. This game trains hand-eye coordination, accuracy, and concentration. In the context of learning Indonesian for Speakers of Other Languages (BIPA), *bekelan* can be an effective tool to introduce everyday vocabulary such as names of objects and number recognition (Vidya Asteria, 2017). In addition, the interaction between players during the game provides an opportunity for students to practice speaking and communicating in Indonesian naturally, making the learning atmosphere more enjoyable.

The traditional game *bekelan* can be applied in Indonesian language learning for foreign speakers by incorporating language elements in every step of the game. The *bekelan* game in the application of BIPA learning is as follows: In the process of using Indonesian instructions, it can be seen when there is a turnover, for example, before their turn, they can say “It's my turn now,” or after completing a round, they can announce “I managed to take three *bekel* seeds.” In addition, they also influence their motor skills through the technique of playing *bekel*, which is about throwing the ball and collecting the seeds. This helps improve vocabulary understanding of action-related instructions (such as “throw,” “catch,” “pick up,” and so on).

Learners can also be practiced with the listening method where the teacher or senior players can give spoken instructions in Indonesian, and the foreign-speaking players have to listen and follow the instructions. This improves the ability to hear and understand Indonesian.

2. *Dakon*

Fig 2. *Dakon* Traditional Game (Source: www.inibaru.id/tradisinesia/Dakon-permainan-tradisional-yang-hampir-punah)

Dakon is a traditional game that requires a perforated wooden board with a total of 16 holes, namely 7 small parallel holes and 1 large hole located on the right and left sides and *Dakon* seeds which are usually from mustard seeds, rubber, pebbles, clam shells, or marbles played by two players to collect seeds into a “barn.” This game requires players to think strategically, making it ideal for developing analytical skills to prevent their opponent from gaining more points (Andalusia & Dwi Ariyanto, 2022). In BIPA learning, *Dakon* can be used to train students to speak in the context of a game with the discussion of rules, strategies, and steps taken. It helps introduce students to vocabulary related to counting, greetings, personal pronouns, how to communicate with their interlocutors, physical movements by playing the seeds in a clockwise direction, how to hold the seeds with one hand grasped, how to place the seeds per hole, and strategies to collect the most seeds in the biggest hole (Jaluwin Andayani, 2020).

3. *Gasing*

Fig 3. Traditional Game of *Gasing* (Source: www.smansabangko.sch.id/artikel-3/gasing)

Gasing is a game that tests the ability to spin a round tool until it spins steadily on the ground, requiring high skill and accuracy. It develops gross motor skills and body coordination. In BIPA, the game can be used as a learning medium to introduce vocabulary related to physical movements such as “spin,” “pull,” or “throw.” (Jaluwin Andayani, 2020). In addition, the development of creativity and communication through players giving instructions or explaining how to spin the spinning top correctly in Indonesian, to improve their communication skills. In the top game, they will also get to know counting skills to measure time, through how long the spinning top runs to maintain its champion.

4. *Petak Umpet*

Fig 4. Traditional game *Petak Umpet* (Source: www.fokussatu.id.com)

Petak Umpet is an interactive game where one player searches for another player who is hiding, requiring strategy and cooperation. In BIPA, hide and seek offers an opportunity for students to learn vocabulary about north, west, south and east, location, and movement while playing, for example running, walking, tiptoeing, blindfolding, and hiding (Simanjuntak et al., 2024). The interaction during the game provides a context that supports language learning, as students have to speak and give hints and answers in Indonesian (Riani et al., 2021). In addition, this dynamic situation invites students to communicate spontaneously, accelerating their Indonesian learning process.

5. *Jamuran*Fig 5. Traditional Game of *Jamuran* (Source: www.tgrcampaign.com)

Jamuran is a group game played by four to twelve children. *Jamuran* games are more interesting if played in the afternoon or evening under the full moon (Riani et al., 2021). A child in the center of the circle leads the game by mentioning certain types of mushrooms or instructions, while other children follow. In BIPA, this game can be used to enrich students' vocabulary involving *jamuran* songs so that foreign speakers can learn Indonesian vocabulary in an interactive and fun way. Especially with instructions or categories of objects, in the *jamuran* game players must communicate to carry out the instructions of the player in the center. While the other players must demonstrate what has been ordered in a few counts. Because each player gives different instructions, this game can also train the brain motor to readily carry out instructions and follow the applicable game rules. As well as introducing them to traditional Javanese culture through activities that involve singing in Javanese and the movements performed.

6. *Cublak-cublak Suweng*Fig 6. Traditional Game of *Cublak-Cublak Suweng* (Source: www.depok.urbanjabar.com)

Cublak-Cublak Suweng is a traditional game from Yogyakarta played by more than three children, involving singing and simple movements. In this game, one child is in charge of leading while the others follow the song with hand movements. For BIPA, this game provides benefits in practicing speaking rhythm, intonation, as well as vocabulary recognition through the rhythm of the sung *cublak-cublak suweng* song lyrics. In addition, they are also trained in fine motor and gross motor through the way of holding, accuracy of movement, and eye movement. The *Cublak-Cublak Suweng* game also requires a strong feeling to be right when guessing who is the last holder. It teaches social values such as cooperation and honesty which are important in Javanese culture (Riani et al., 2021; Solikah & Setyowati, 2020; Yantoro et al., 2021).

7. *Gobak Sodor*

Fig 7. Traditional Game of *Gobak Sodor* (Source: www.penelitianpariwisata.id.com.)

Gobak Sodor is a traditional game played by two teams to race across a line without being caught or touched by the opponent. The game requires team strategy and physical agility from running agility, eye direction, and concentration to prevent the opposing players. In BIPA learning, *Gobak Sodor* can be used to teach vocabulary related to direction and movement, as well as improve communication and teamwork skills (Riani et al., 2021). Players can learn to speak strategically by giving instructions or interacting with teammates, so their speaking skills can develop naturally.

8. *Lompat Tali*

Fig 8. Traditional Game *Lompat Tali* (Source: www.bicarakatalyianas.blogspot.com)

Lompat Tali is a game that uses a long rope stretched right and left by two people, while the other players jump over the rope. This *Lompat Tali* game has different rules that can even change in the middle of the game. This game trains agility, balance, and coordination. In the context of BIPA, jumping rope is very effective for teaching vocabulary related to movement and instructions (Jaluwin Andayani, 2020). Students can practice giving directions to other players or describing how to jump correctly while interacting in Indonesian. This activity also provides a relaxed and fun learning atmosphere, making learning more interesting. The *Lompat Tali* game also improves social skills when other players are unable to jump then they can ask for help from other players with the condition of shaking hands as a mutual agreement. In addition, players indirectly communicate by interacting with other players.

By using traditional Javanese games in BIPA learning, students can improve their speaking skills and understand Indonesian culture more effectively. These games are not only fun but also provide opportunities for students to interact and communicate in Indonesian. Traditional Games from some that have been explained earlier, there is also a relationship with VUCA, namely VUCA which is Volatility, Uncertainty, Complexity, and Ambiguity. VUCA means the tendency, uncertainty, complexity, and difficulty associated with today's times. The

VUCA environment also helps to generate innovative ideas that are appropriate and responsive based on the situation (Fuentealba et al., 2023; Khan et al., 2021; Taskan et al., 2022; Yacob et al., 2023).

In traditional games, what explains volatility is the flexible application of the game depending on the region or group of players. This creates volatility as there can be changes in the way the game is played on each occasion or according to player interpretation. In addition, it is seen in the skill level of players, because more experienced or skilled players will dominate to always be able to win the match. Furthermore, also from adaptation in learning, because traditional games are applied in learning, such as language learning for foreign speakers, arises from the adaptation of rules or ways of playing for educational purposes. For example, the game of *bekel* may be simplified or modified to suit language teaching purposes.

In VUCA there is also Uncertainty which is applied to foreign speakers who will have difficulty in understanding the rules of the game because cultural differences such as cooperation, cooperation, or respect in certain games may be difficult to apply without a deeper cultural understanding and way of thinking. In addition, because they have never played before, they need adaptations related to physical and motor skills, for example in *bekel*, *Dakon*, and *Lompat Tali* games whose movements may not be familiar.

VUCA also contains the word Complexity, meaning a situation that has many parts and is difficult to understand or find answers to. The relationship between traditional games and complexity is seen when playing *cublak-cublak suweng* and *gobak sodor*, these types of games have a complex structure with different rules depending on the local area so that they can think logically and adapt to the lyrics of the language being chanted as well.

The next application of VUCA concerns Ambiguity or the difficulty experienced by foreign speakers due to the absence of sufficient information to understand the exact rules. Traditional games are not bound by existing rules, they can change according to existing conditions. Even in the performance of *Cublak-Cublak Suweng* and *Jamuran* songs that use the Javanese language with body movements, they consider (Wadiyo et al., n.d.).

3.2 Traditional Games Can Improve Indonesian Language Skills in BIPA Learning

Traditional games can improve Indonesian language skills in Indonesian language learning for foreign speakers through several ways that have been learned from related research. Traditional games have benefits that can foster players' creativity, can improve players' multiple intelligences, which include intellectual intelligence, emotional and personal intelligence between children, logical intelligence, kinesthetic intelligence, natural intelligence, musical intelligence, spatial intelligence, and spiritual intelligence of players. Here are some important points:

1. Improve Speaking and Listening Skills

Traditional games such as *Cublak-Cublak Suweng* accompanied by Javanese songs can improve speaking and listening skills in Indonesian. Traditional games like *Dakon* and *Bekelan* also develop players' self-awareness and responsibility. This helps them learn to control their emotions and be responsible in games, which is also true for foreign speakers learning Indonesian (Rifqi Nugraha et al., 2024; Solikah & Setyowati, 2020; Vidya Asteria, 2017).

2. Improving the Ability to Imitate Words

Traditional games such as *Lompat Tali*, *Gasingan*, and *Bekel* train players to mimic some words and sentences. This helps improve children's language skills that are easy to pronounce, including foreign speakers learning Indonesian. Traditional games can improve children's language skills such as listening, imitating words, understanding commands, understanding games, recognizing word differences, imitating sentences, answering questions, and expressing opinions. Traditional games have a positive value in natural language learning. They have the potential to enhance active verbal communication, which is important for the language development of foreign speakers (Novinda & Haryadi, 2020; Sari et al., 2023).

3. Exposing Command Comprehension Skills

Traditional games such as *Dakon* and *Lompat Tali* involve physical activity and strategizing. Players must understand the commands and rules in the game, thus improving their language skills, including monolingual speakers. Traditional games also improve social skills and cooperation. For example, games like *Dakon*, *Gobak Sodor*, *Petak Umpet*, and *Lompat Tali* involve physical activity, strategy setting, and social interaction. Traditional games such as *Cublak-Cublak Suweng* and *Jamuran* allow players to express opinions and retell games that have been played. This helps to improve the ability to express Indonesian to foreign speakers, including foreign language speakers (Cendana & Suryana, 2021).

4. Using Traditional Media to Enhance Learning Innovation

Traditional games such as hide and seek and *gobak sodor* are used to improve listening and language skills. These games often include songs and can improve general knowledge and language skills (Mardiyah, 2021; Winarsih, n.d.). In addition, traditional games can also enhance learning innovation with Pancasila learner profiles and language skills. For example, games such as *jamuran* and *cublak*-

cublak suweng can improve language skills and social interaction. To create communication between one another.

5. Train Fine and Gross Motor Skills

Gross motor involves movements of the hands, feet, and body balance. As for the fine motor, it controls the movement of fingers and hands (Yusroni & Alimah, 2023). During the *Lompat Tali* game, gross motor skills involve jumping and running to cross the rope, thus requiring body balance. While in fine motor the body coordinates with the eyes and hands to pass the rope precisely. This game requires visual motor skills and concentration. Similarly, in the game of *gobak sodor*, players must be able to pass opponents and cross the line, so this game requires good body movement reading and communication skills.

6. Training to Remember Numbers

Traditional games can train number memorization such as in the *Dakon* and *Petak Umpet* games. *Dakon* players will count the number of grains on the *Dakon* board to get more than their opponents. While in the *Petak Umpet* game in addition to understanding the cardinal directions, they are introduced to the count for hiding. This helps them to increase their vocabulary in numbers (Hasiana et al., 2021; Wahid & Samta, 2022).

Javanese traditional games can affect improving language skills in BIPA learning because they not only improve language skills but also social skills and cooperation. Traditional Javanese games that are free and not bound by rules, sometimes make players create rules according to the agreement between players. Direct communication occurs so that the interaction of their understanding of Indonesian will be quickly understood.

4. CONCLUSION

Traditional games from Java can help improve comprehension of Indonesian with foreign speakers. The application is with the interaction of learners who play traditional games that occur communication between players. Traditional games are created with unique characteristics and tools and each region is different. These differences sometimes create rules that are sometimes uncertain. Traditional game rules will be regulated by agreement between players. This creates a VUCA relationship. VUCA describes Volatility, Uncertainty, Complexity, and Ambiguity. VUCA means tendency, uncertainty, complexity, and difficulty. With traditional games such as *Cublak-Cublak Suweng* and *Jamuran*, accompanied by songs, they will add vocabulary in Indonesian. In addition, the games of *Dakon*, *Lombat Tali*, *Gobak Sodor*, *Gasing*, and *Bekelan* will help players cooperate which fosters their active interaction in learning. Traditional games can also help them with gross and fine motor skills, through games that involve movement of hands, feet, and body balance. In addition to the Indonesian language, they also recognize numbers in the Indonesian language with *Petak Umpet* and *Dakon* games.

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