

Game “Sepak Tekong” As A Method for Increasing the Ability of Reading Situation in Primary School

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Abstract. In every country have a game that fulfills the loaded cultural literacy. Indonesia also has a few tradisional games. One of the games that have loaded the literacy culture that is *sepak tekong* in the Minangkabau. The purpose of this study is so that make *sepak tekong* games become learning methods to improve the ability to read the situation of primary school students and preserve *sepak tekong* games in everyday life. The game of *sepak tekong* is one of the traditional Minangkabau games. *sepak tekong* games are carried out in groups where one person keeping of the *tekong* and the rest is hiding. Those in hiding read the situation from guards to be able kicking *tekong*. The ability to read situations can increase creativity and sensitivity of students in the scope of interpretive skills to predicting or deciding an action. This study is a library research where the implementation uses literature. The hope of researchers is to make *sepak tekong* games as a method of learning to read fun for primary school students, especially improving the ability to read the situation.

Keywords: *Sepak Tekong, Ability to Read Situations*

1. INTRODUCTION

Indonesian language learning includes four skills namely listening, speaking, reading and writing. Language literacy in elementary education is the ability to read and write. The ability that writers will focus on is the ability to read students. The kind of reading skills that writers will restrict on the ability to read the situation. Reading is a very important activity because it affects the ability of a person to interpret the text so that the increase in the growing Rahmawati [1] and according to Thomas [2]The situation is an interpretation of Someone before giving a reaction. From these two understandings the author concluded that reading a situation is a person's ability to interpret an incident before giving reaction to the incident as a knowledge. The ability to read this situation is one of the process and implementation of the learning that students do in the process of observing and analyzing and conducting it. Read the situation according to the level of critical thinking skills in curriculum 2013 where students perform the observation/observing process, ask, find, communicate to be a conclusion of the reaction/action obtained by the students To the learning process. Reading the situation teaches students to be able to make decisions based on the results of predicting an event in determining action.

Etymologically the term method comes from the Greek word *metodos* which consists of two syllables that are "metha" which means passing through and "hodos" which means way or way. In the Depdikbud [3] Methods are an orderly and well thought-out way to achieve the intent". In line with Djamarah (2010)[4] In other literature the method is interpreted as a means used to achieve the objectives set in teaching and learning activities. To create a fun learning then the writer uses one of the traditional games that exist in the writer that is often played by children. The game is called *sepak tekong*. *Sepak tekong* game is a traditional game originating from West Sumatra. *Sepak tekong* in Bahasa Indonesia means that the sepak tekong while the Indonesian Tekong is canned.

The *sepak tekong* game is played by a boy of 7 years – 8 years old, and the ideal number in this game is between 5 people – 10 people. Done on a page that has hiding places. The tools needed in this game are small milk cans filled with sand or rocks, with the aim of when the *sepak tekong* will emit a sound and when the *sepak tekong* player must shout sepak tekong and thus the children hiding Know in which direction the cans are in his friend. Before the game began, first the players set the best place to set the slash and boundaries to hide. The next step was held lottery by way of Hompimpa and after staying two more people then done suit.

The goal of making sepak tekong games as a learning method reads the situation and the sepak tekong game is able to improve the reading skills of the student's situation. This research was built based on the development of several references which resulted that traditional games were able to increase knowledge, skills in the teaching and learning process as Badu [5] concluded that the implementation of traditional educational training models based on local potential showed that there was an increase of 15.72% in the form of knowledge and the skills of parents of early childhood. In line with Kamal [6], Gipit [7] which states that the social skills of children with the application of traditional games are higher than those who do not apply the game in the learning process.

The rationale of the author raises *sepak tekong* as a method of learning because of the author's desire to distract the world playing students with learning activities while playing outdoors. This game besides as a place to have fun for students also its implementation can provide learning as expected in the curriculum 2013 is thematic that use scientific approaches through sepak tekong games. One of the material that the author chose is the ability to read the situation where students will learn to follow the process of scientific approach with the method of sepak tekong because with this game students have a learning experience. In this research researchers will only discuss that *sepak tekong* can be an interesting method of learning for students and can improve the ability to read the situation of elementary schools in particular.

Read the situation According to William [8] and Anderson [9] The reading activity will be obtained (understanding) if the differentiate does not understand the symbols of the writing language then the reader does not do the reading.

In the situation has two different meanings and the spelling and pronunciation is the same but the meaning is different. The situation could mean the position (location of something, place, and so on. The situation then means circumstances.

Based on the defendant's reading and the situation above can researchers conclude that reading is an activity to understand the symbols or symbols of the language by placing the meaning of the situation as a form of state. So reading the situation is the ability to understand the symbol of language based on the circumstances that Pancasila can see and reach.

The Sepak tekong playing method to improve students critical thinking skills in opening discussion groups in the following games. In line with Rahman's opinion [10] the use of

learning strategy also helps students gather and develop ideas through structured conversations. The idea would be more mature when discussed in a group discussion.

Siporin [11], Hidayat [12], and Rahyubi [13] suggested that methods are a way of achieving a goal set forth in the field of discipline and practice in learning activities.

In the Depdikbud [3] method is a regular way used to perform a job to be achieved in accordance with the desired; A system of work to facilitate the implementation of an activity to achieve a defined goal.

Based on the above opinion, researchers concluded that the method is a way to achieve a planned/established goal. For this it is necessary to be a professional teacher who is able to create and develop creatively. The opinion is in line with Rahman[14]that Guru needs to reform in the learning as a way of anticipating the challenges of educational world laden with the use of technology.

According to Kelana [15]The *sepak tekong* game begins with making a circle of approximately half a metre in the middle of the school yard or home page as well as a surau courtyard. Then the milk can be used or can also be a coconut shell and placed in the middle of the circle in a state of the face as a tekong. Further determining who is the watchman of the Tekong, all players must be in the alias Hompimpah. The loser will be the keeper of the Tekong. After finding out who is losing and having to keep the Tekong, then he must go to one of the school walls or home closest to the Tekong. While closing the face and facing the wall, he will count to ten counts to give the friend a chance to hide, where the Guardian is not easily visible.

2. RESEARCH METHOD

Based on the background and purpose of this writing the author decided to do a research that *sepak tekong* games as a method in improving the ability to read the situation of students in elementary school.

This research was conducted in elementary school. This research is done because it is one of the traditional games played by children aged 8-14 years. According to some figures in West Sumatra explaining that *sepak tekong* games are beneficial for the learning process because students are the form of environmental games that have a strategy and thinking skills. Where now almost all students learn by not using a gadget.

This method of research library reseach where the literature research books and bournals and read about reading situations and learning methods and sepak tekong games. This writing uses the type of qualitative research phenomenology study in depth by using two approaches to study libraries and field studies. The subject of this research is grade IV students elementary School.

Data is collected by using literature through library study approaches and field studies which are then described based on observations and information obtained from the informant of observers and game actors in accordance with State materials when the game takes place in a school and home environment.

3. RESULTS AND DISCUSSION

Based on some of the literature the authors found stated that the ability to read the situation was an ability that invites students to think critically so that it needs to be improved. Increasing the ability needs to use the right method. Learning in elementary school is fun one

of them I am very interested in traditional games that used to be very famous once but when it is now started not to use again because the game kids already use digital media.

The *sepak tekong* game is one of the most common child games played when I was a kid. To start the game, it only takes a plastic ball and also a brick or lime to make a circle. Ideally, the game is between 5 and 10 people. Anggi [16]The game is quite simple but fun is even counted as one of the games that is quite draining. It can be played by both girls and boys as well. When I was small, the game was always played in a large enough group between 10-12 people and contains both men and women. The game can be done in residential areas or also in the field, which is important there is a place to hide. Some of the learning and/or benefits of the game are increasing physical activity or as one of sports activities, strategizing, loyal friends, and also agility.

The steps of a *sepak tekong* game in the library of Digital Culture Indonesia [15], as follows:

- a. Create circles with bricks or chalk (or other markers) in the agreed place (e.g. in the middle of the play area)
- b. Determine the boundaries of the game area, when it will not complicate guards.
- c. Hompimpah to determine the guard. The loser will be the keeper.
- d. Put the ball inside the circle. One of the children who will hide should kick the ball. Try to kick him far enough so complicating guards take the ball.
- e. When the ball is kicked out the circle, then the guard must chase the ball and take it back to put inside the circle. Along with the guards who chase the ball, the other players have to run and immediately find a hidden place.
(Guards are not allowed to look back when taking the ball)
- f. The keeper must put the ball back into the circle and hurry to find another player hiding. While searching, the guards had to pay attention to the ball in order not to be kicked by the player appearing suddenly.
(Guards are not allowed to take the ball when looking for hiding players)
- g. When you find another player, the keeper must run back to the ball. The keeper must mention the name while then touching the ball. So on for the player found.
(The first player mentioned or discovered by the guard will be the next aspiring guard, if not saved by other players)
- h. Other undiscovered players can save the first mentioned friend by running it towards the ball and kicking the ball out of the circle. When the ball is successfully kicked out of the circle, then the game is again started from scratch. Guard back chasing the ball and all the players. (Whether they have been found or not yet) Can hide back.
- i. If there is no rescuer, then after the player is found all, the game will be restarted with a new guard that was the first person who had successfully discovered by the previous guard.

At the time of giving the *sepak tekong* game of the writer Megamati steps systematically, so that field research is very helpful writers to make information and stipulate that the *sepak tekong* game is a method Fun and innovative learning because it teaches students to develop students ' critical thinking skills.

As the result of the field study of *sepak tekong* games is one of the most enjoyable traditional game and there are several areas with different names. Based on the field results when conducting student interviews pleased with this game and when given some pertanyaan about this game which relates to the subject matter at school they are more creative to answer and they are more Understand the possibility and courage to predict or argue about what they are having with the material on the subject.

The result of this research is that the *sepak tekong* game can be used as a method of learning because the *sepak tekong* has a systematic steps in the study so that it can be classified as a learning method.

Before the game began, first the players set the best place to set the slash and boundaries to hide. The next step was held lottery by way of Hompimpa and after staying two more people then done suit.

There are two ways to start a winning player lottery to hide:

- a. All the children with the Tekong guards stood by the Tekong, then one of them was in the work of the Tekong and the Sejauh-jauhnya leg. When the seeker pursues a tekong, the other players go into hiding.
- b. The searcher sits on the tekong while closing his eyes, at the same time the other player goes hiding shouting the word "ready". If among those hiding answered "not yet" then the seeker should not open his eyes, but if there is an answer then the searcher can start his job to search. When among those hiding there are known to the searchers and can be called the name then he will be immediately out of the place of hiding and try first to touch the Tekong than the searcher. If this is not achieved he was declared caught and the searcher would go again looking for the hiding player, when the searcher went to leave the Tekong and there are players who hid come in a break the Tekong then players who have already caught can Hiding again.
- c. The player that is considered lost is the player who the predicate more duties as a seeker.

The equipment playing the *sepak tekong* of coconut shell or small milk cans are filled with sand, with the aim when the *sepak tekong* will produce a sound and when the player must shout *sepak tekong*, the children who hide can know in which direction the cans are in his friend. The use of *sepak tekong* games as a useful learning method enhances the ability to read the situation and form character education, namely the value of struggle, solidarity, and the value of maintaining the trust, and this differentiate provides Experience and teaches students to predict the possibilities that occur in the game and teacher creativity in linking learning materials with the methods used to be important.

As the statement of results that the author said was out of the desire of *sepak tekong* game authors become a trend back and often played children outside school.

The results I get are very satisfying, where the possibilities that the writer wants can be realized well through the game of *sepak tekong* and the transformation of children who originally like monotonous on Gajed now they prefer to play With limited number of participants and four limited. The benefits of learning objectives are achieved, learning is fun for students, switching students through using the environment as a means of learning to make students more creative and innovative. In addition to the study, not only Menoton was done in the classroom [16].

4. CONCLUSIONS

Based on research results, the research conclusion is: a) The *sepak tekong* game includes the characteristics of a learning method. Because *sepak tekong* has a synthesis in coverflow so that *sepak tekong* can be called as one of learning methods; b) *Sepak tekong* games can improve the ability to read the students ' situation because based on the game of *sepak tekong*, students can increase the creativity and sensitivity of students within the sphere of interpretive skills in predicting or deciding on a Action. c) To set up a trade as a learning method we need to deepen the characteristics of a method/model/technique of the division itself. And proved to

be a traditionalpun to improve the ability to read the students ' situation. Therefore, a teacher must be precise and able to create an unexplained and meaningful learning for the students. Furthermore, research needs to be done with *sepak tekong* games can be used for other learning materials and say more.

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