The purpose of this study was to determine the sport values in traditional games as playing activities for children. The natural activity of children is playing. The games that children play include team games and individual games. This research is a qualitative research employing a phenomenological approach method. The technique of selecting informants in this study used the Snowball Sampling technique. The subjects of this research were children, parents, and community leaders in Banjarnegara Regency understanding and knowing information about traditional games. Data collection techniques of this study consisted of observation, interview, and document analysis techniques. The data validity test used triangulation technique. Data analysis involved 4 stages, namely data collection, data reduction, data presentation, and conclusion drawing. The research results identified the sport values contained in traditional games, including cooperation, sportsmanship, honesty, struggling power, how to achieve victory, accept a defeat, self-esteem, trust, and self-confidence. Besides having positive impacts for health, traditional games can also train children to socialize with the surrounding community, know how to tolerate, help each other, and work together. Traditional games that can be found in Banjarnegara included mandahan, ular naga, marbles, engklekan, congklak, jumping rope, cublak-cublak suweng, stilts, jamuran, bentengan, and gobak sodor.
INTRODUCTION

The rapid development of technology affects children's playing activities (Kamaludin et al., 2020). Children today more often play games on their gadgets that use technology. In particular, various online games are available on smartphones, tablets, computers, laptops, and others (Danu Iksan, Sahputra Rachmat, 2013). This can cause the children to be individualistic and lack direct communication with their friends (Aqobah et al., 2020).

Traditional games are one of the cultural heritages from our ancestors that have existed for a long time (Widodo & Lumintuarso, 2017). As a culturally rich country, Indonesia has a diverse traditional culture (Syahputra et al., 2017). Unfortunately, along with today's technological advances, traditional culture is getting more and more immersed (Suprayitno, 2014). The culture that also dims is traditional games. In fact, the implementation of traditional games can combine elements of community culture and fun children's games at once (Saputra & Ekawati, 2017). We can categorize an activity as a traditional game once we identify it as an element of tradition or custom in a particular community (Artobatama, 2019).

Traditional games are better for children's development compared to modern games (Apriliawati & Hartoto, 2016). Traditional games teach the process and values of wisdom that are educational and foster a sense of nationalism to the children (Adi et al., 2020). Further, traditional games are also simple and easy to play (Lingling et al., 2019). Though it looks simple, in traditional games, there are tremendous benefits, such as being able to train children in social life with peers, practicing dexterity, and developing children's motor skills (Hanief & Sugito, 2015).

Games using technology have several disadvantages, including the lack of experiencing the process of a game directly. The process in question is less able to feel how to work together, how to learn to tolerate, understand and forgive, and less able to stimulate the development of motor, cognitive (thinking), and affective (emotional) balance in children (Witasari & Wiyani, 2020). Various efforts have been made to raise the prestige of traditional games, including activities such as cultural festivals, traditional game festivals, and children's play or dolanan anak (Nurdiansyah, 2018).

Traditional games give children a sense of joy (Martínez-Santos et al., 2020). The cheerful and happy atmosphere built always creates a pleasant togetherness (Supeni et al., 2020). This is the initial seed in creating harmony and fostering a sense of togetherness in society. Traditional games are games that require togetherness. This makes children learn to organize, make, or run games with various agreed-upon rules and run together with their 'enemy' (Hayati et al., 2017).

In this study, the researcher wanted to discover the values of sports in various traditional games that are still actively used as children's play activities. We hope that this research can contribute insight and education to parents, the community, and the children themselves so that they do not abandon traditional games. Because every movement contains benefits not only physically but also mentally good for the development of the child.

METHOD

The type of this research is qualitative research with a phenomenological approach (Iwandana et al., 2018). Qualitative research is a natural setting to understand and interpret the phenomena seen. The informant retrieval technique used the Snowball Sampling technique. The subjects of this research were children, parents, and community leaders in Banjarnegara Regency who understood and knew information about traditional games. Informants were not limited in number since the nature was like snowballs in which the information seeking related to the research was widespread or enlarged depending on the phenomenon encountered in the field. Once it was enough to get the results of research that could answer the formulation of the problem, the researcher stopped. The data collection techniques employed in this...
study were observation, interview, and document analysis.

The validity test of the data used triangulation techniques. Data analysis in this study used four stages, namely the data collection stage, the data reduction stage, the data display stage, and the conclusion verifying stage. The preparation of research instruments, especially interview guides, cannot be separated from the help of expert judgment to correct them. The questions grid in this study shows in Table 1.

Table 1. Instrument Guides

| Variable | Subject | Indicator | Number | Amount |
|----------|---------|-----------|--------|--------|
| Sports values in children's play activities | Children | Type of game, moves performed | 1 – 9 | 9 |
| | Parents | The role of parents, the benefits of traditional games, the relationship between traditional games and sports | 10 – 17 | 8 |
| | Community Leaders | History of traditional games, philosophy of sports in traditional games | 18 – 25 | 8 |

Amount 25

RESULTS AND DISCUSSION

The followings are some identifications from the data of the study results: First, traditional games use or utilize tools or facilities in the surrounding environment without having to buy them. So the children need high imagination and creativity to play games. Many game tools are made or used from plants, soil, tile (genteng), stone, or sand. Specifically, a dakon game uses stones, sapodilla (sawo) seeds, snake fruit (salak) seeds, shells, gravels, etc.

Second, the dominant traditional games involve relatively many players. So, it is not surprising that we see almost every traditional game played by many children. Besides the enjoyment factor, because the children are with many friends, this game also has the aim of further training the interaction skills between players (developing interpersonal potential), such as hide and seek, congklak, and gobak sodor. The other games that are often played included mandahan, ular naga, marbles, engklekan, jumping rope, cublak-cublak suweng, stilts (egrang), jamuran, benteng, and gobak sodor.

Table 2. Research Results Notes

| Variable | Subject | Indicator | Research Notes |
|----------|---------|-----------|----------------|
| Sports values in children's play activities | Children | Type of game, moves performed | From the results of interviews, observations and documentation got results related to indicators, namely: the game used or utilized tools or facilities in the surrounding environment, the types of games that were often played included mandahan, ular naga, marbles, engklekan, congklak, and jumping ropes, cublak-cublak suweng, stilts, jamuran, benteng, gobak sodor |
| Benefits of traditional games | Parents | Could train children to socialize with others, cooperate with team members, accept defeat and admit victory |
| Philosophy of sports values in traditional games | Public figures | Traditional games possess noble values and certain moral messages such as the values of togetherness, honesty, responsibility, an open-minded attitude (if you lose), motivation for achievement, and obeying the rules.
Third, traditional games contain the wisdom values and moral values, such as the value of togetherness, honesty, responsibility, patience (if you lose), encouragement for achievement, and obeying the rules. All that could be obtained if the player really lives, enjoys, and understands the meaning of the game.

Fourth, many other benefits that can be taken from traditional games, for instance, socialization of children with others will get better. In starting and doing group games, they have to determine strategies, accept defeats, and recognize the victory of other groups, as well as communicate and cooperate with team members (such as in engklek, congklak, jumping rope, encrak/entrengan, bola bekel and others.

The world of children is the world of play. Through this traditional game, children are trained to develop skills and solve problems by trying various ways, by planning something, choosing, and determining the most appropriate way (Subekti et al., 2020). Playing can also help children’s development intellectually, socially, and physically (Devrizal et al., 2019).

Play is an intrinsic motivation from within the child. In addition to being physically healthy, playing actively in traditional games can also train children to socialize with the surrounding community, know how to tolerate, help each other, appreciate others, and so on (Mudzakir, 2020).

Traditional games that are quite diverse in Indonesia need to be explored and developed because they contain wisdom values, such as honesty, sportsmanship, persistence, and cooperation (Dwijayanthi, 2020). By practicing traditional games, children can train their concentration, knowledge, attitude, skills, and dexterity (Huda, 2018). To illustrate, traditional games can develop several aspects, including moral, spiritual, social, language, and motor function development (Nugrahastuti et al., 2012). There are several forms of traditional games that can be found in Banjarnegara, including mandahan, ular naga, marbles, engklekan, congklak, jumping rope, cublak-cublak suweng, stilts (egrang), jamuran, benteng, and gobak sodor.

**CONCLUSION**

The game will not only affect the development of children, but can also shape the characteristics of children in the future. Our role is to take part in preserving and introducing traditional games to today’s generation of Indonesian children so that they are not inferior to modern technology games. Playing, moving, and exploring the potential of children are necessary for the child development. The more choices of games and opportunities for children to actively play and explore, the richer the children will be with their experience. In principle, children must continue to move and must play actively so that all aspects of their development can develop optimally.

From the results of the study, the sport values in traditional games include cooperation, sportsmanship, honesty, struggling power, how to achieve victory, how to accept a defeat, self-esteem, trust, honesty, and self-confidence. Besides being healthy for the body, traditional games can also train children to socialize with the surrounding community, know how to tolerate, help each other, and work together. There are several forms of traditional games that can be found in Banjarnegara, including mandahan, ular naga, marbles, engklekan, congklak, jumping rope, cublak-cublak suweng, stilts (egrang), jamuran, benteng, and gobak sodor.

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