The Traditional Game of Hide and Seek on Early Children's Development Aspects

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Abstract: With the development of modern times, at this time the games that are of interest to early childhood are online games. With the existence of online media, it can dominate children to play games that are already available, so that children nowadays do not know about traditional games, especially hide-and-seek games, most children nowadays in hide-and-seek games only hear the terms of the game without knowing how to play the game. This study aims to describe the development of early childhood with the traditional game of hide and seek based on previous research studies. The method used in this research is library research. The steps of literature study are choosing a topic to be used as research, looking for some information about the topic to be discussed, focusing on research, looking for various reading materials to focus on research, reading and making research notes, reviewing materials that will be the focus of research, and classifying materials reading that will be the focus of research. The results of this study are that the traditional game of hide and seek on aspects of child development is that it can stimulate physical motor development which can result in an increase from cycle to the next cycle, then on aspects of social development children will work together, interact and empathize, then on aspects of children's cognitive development can mention the sequence of knowing numbers, mathematics, solving problems by discussing, and in aspects of language development children will get to know literacy in hijaiyyah letters. The conclusion of this study is that hide-and-seek games can develop aspects of physical-motor, social, language, and cognitive development.

Keywords: development cognitive, language, physical-motor, social, hide and seek, traditional games

INTRODUCTION

An era that is increasingly developing and technology is increasingly advanced, starting from early childhood who already know and use various kinds of gadgets. The use of technology is like a double-edged knife, if you use it properly you will get positive results, and if you use it inappropriately you will get negative results such as having a sense of dependence, less socializing, being quiet, and not moving. So it is likely that technological developments will affect the development of children. Games that can stimulate children's development are traditional games based on local wisdom.

Local wisdom is a cultural work in ancient times and must be used as a way of life. (Darihastining et al., 2020) Local wisdom is a local cultural property and has values that are respected by the community (Astuti, 2016). In the cultural sphere, there are several aspects of local wisdom, namely: traditional ceremonies, folklore, children's games, clothing, food, and traditional games (Chairiyah, 2017). A traditional game is a game activity that appears in a certain area which is loaded with cultural values and values in the life of a society that has been formed from generation to generation (Kurniati: 2016).

The game of hide-and-seek or in Sundanese is called ucing sumput which means cat and sumput means hide (Kurniati: 2016) is a traditional game played by one person who has the task of being on guard and counting and looking for replacements to take turns on guard, then other children tasked with hiding to be searched by guards (Maghfiroh, 2020). This game can be played by more than one person where it can be done anywhere which does not require a fee, can be played by boys and girls (Muharrahman et al., 2023).

The game of hide and seek is very closely related to character in children, namely in research (Maghfiroh, 2020)The Role of Traditional Games in Forming Character 4-6 Years explains that the game of hide and seek is honest when it is found by a cat, tolerance is when hiding does not drive away, cooperation is

when hiding his friend does not tell the cat, creative that is when the child thinks of a strategy to move to get to a hiding place and is responsible, the child finishes the game

Then research (Yusti & Dewi, 2021) Literature Study Regarding Early Childhood Character formed through Traditional Hide-and-Seek Games explains that the character of tolerance is that when children participate in games according to the game, the child learns to respect and respect, the empathetic character of children will learn cohesiveness in when playing, honest character when the child is closing his eyes while playing the game, hard work character if the child is looking for a cat, independent character when the child is a cat then the child must look for his own friend, and disciplined character if when the child is running he falls then his friends help each other

Furthermore, research (Witasari & Wiyani, 2020) Character Education Through Traditional Children's Games explains that the character that is developed is to hone children's emotions so that tolerance will arise which will lead to empathy for other people so that it can create comfort for the group.

The main problem in this study is what early childhood development is formed through the traditional game of hide and seek. In line with these problems, the author determines that the purpose of this research is to describe the development of early childhood which is formed through traditional games in previous research, book sources, theses and dissertations before.

METHOD

In this study using literature study, in scientific research is one important part of the overall steps in the research method. Literature study is research that is carried out by collecting information and data with various kinds of materials such as books, previous research results, articles, journals, notes related to the problems to be solved (Sari, 2020)

The steps in library research are: preparing equipment in the form of paper, pens and small notes, compiling a work biography which is the most important reference to be used for research, setting the time that is planned in one hour, one month, and taking notes and making notes research, meaning at the time the research was recorded. In these steps, selecting a topic to be used as research, looking for some information about the topic to be discussed, focusing on research, looking for various reading materials to focus on research, reading and making research notes, reviewing material that will be the focus of research, and classifying material. readings that will be the focus of research (Zed, 2008).

The stages in the literature study are: registering journals, books, theses, dissertations about traditional games and hide-and-seek games, describing from journals, books, theses, dissertations about traditional games of hide-and-seek, after the information is found, then the researcher reviews and compiles, then information materials regarding the traditional game of hide and seek were read, recorded, and rewritten (Zed, 2008).

RESULTS AND DISCUSSION

Research that supports traditional hide and seek games on aspects of children's social emotional development, namely Efforts to Improve the Social Skills of Children 4-5 Years through Hide and Seek Games is research conducted by (Meli et al., 2022) which proves that the pre-cycle results are 52.92%. with the results of BSH, then in cycle I the results were 62.26% then in cycle II the results were 83.69% which was successful that hide and seek games can improve children's social skills. Furthermore, in the study (Harahap et al., 2022) explained that there was an influence of hide-and-seek games on children's social life with a result of 59.1%.

Then according to (Kurniati, 2016) suggests that the traditional game of hide and seek (ucing sumput) can develop children's social skills, such as skills for cooperation, namely the existence of a linkage to the group, even though in this game there is no group there is no competence. In this game, children who are older will help children who are younger or in Sundanese called children of onions, so that it will not bring up an attitude of wanting to win alone, then children's skills can adapt themselves, in this game children already know each other and know each other. so that there will be no obstacles to adjusting to other children, so that they can adjust to the position of the cat who is the prey, then the skill in interacting, is that the child's attitude can appear to invite his friends to play and help to clean up the game. Furthermore, skills in self-control, meaning that the child will have a sense of being bored, this attitude can endanger the child when the child runs, the child can avoid falling, if there is a conflict between children, the child can resolve it properly. Then

the skill in empathy, it will appear in the child to have a feeling of pleasure when his friend succeeds, but on the other hand dislike arises so that there is reproach to his friend who fails to participate in this game, for example his friend continues to be a cat. Furthermore, skills in obeying rules (discipline), in this game there are procedures that must be carried out by children, and skills in respecting other people, children have the opportunity to see the games being carried out by their friends.

Then research (Firoziah & Andrisyah, 2022) found that the hide-and-seek game on aspects of cognitive abilities increased from 5 children whose cognitive aspects had not yet developed to very well developed cognitive aspects. Furthermore, research (Insiyah, 2019) when children play there are problems individually but children can solve individual problems by discussing them which results in agreement between children so they can continue the game. Then research (Sentaningrum, 2021) explains that children in the pre-cycle say the numbers 1-10 get an average value of 7 percentage points an average value of 70%, followed by cycle I get a value of 5 percentage points an average value of 50% and in cycle II obtained an average value of 8 percentages of 80% then in sorting the numbers 1-10 in the pre-cycle obtained an average value of 5 percentages of an average value of 50%, then in cycle I obtained an average value of 6 percentages of the average value 60%, and in cycle II obtained an average value of 9 percentage points an average value of 90%. Furthermore, research (Marini et al., 2023) explains that playing hide and seek can develop children's mathematical abilities because at the hompipah stage children are introduced to many concepts of many and few, choosing the next cat by lining up is associated with concepts in ordinal numbers and objects. Subsequent research (Muharrahman et al., 2023) explained that playing hide and seek can improve children's gross motor skills, namely at the time of initial observation the child's motor was 47.5 with a presentation of 18.2% then in cycle I there was an increase in the average value of 61.3 or of 45.5%, and in cycle II of 63.7% and the average value of 73.6. Then in the study (Sari et al., 2020) explained that the results increased at the beginning of the pre-cycle to produce 2.74 by 0% then in cycle I it produced 3.43 by 30% and in cycle II with the result 4.09 by 100%, the conclusion is that the traditional game of hide and seek can improve children's gross motor skills. Then research (Cinthia et al., 2022) that playing hide and seek can improve children's gross motor skills with an initial average of 46.1 with a percentage of 22.2% then in cycle I it increases with an average score of 63.3 with a percentage of 55.6 % and in cycle II increased with an average value of 71.1 with a percentage of 77.8%. Furthermore, research (Ashar & Inrawulan, 2021) revealed that in cycle I it resulted in a percentage of 79% of children being able to walk, run and jump, resulting in 70% of children being able to move their eyes, legs and head, as well as physical games in following the rules resulting in 43%, so that the average is 64% and the success indicator reaches 80%, while in cycle II it produces a percentage of 82% of children can walk, run and jump, resulting in 83% of children being able to move their legs, eyes and head, as well as in physical games in following the rules produces 65%, so that the average in cycle II produces 82%, it has reached an indicator of success

Furthermore, in the study (Agustin et al., 2016) explained that the influence of the traditional game of hide and seek on aspects of literacy (language) development gave a result of 59.1% on children's literacy. Then in the study (Qurani, 2020) explained that the hijaiyyah letter card hide-and-seek game method obtained percentage results in the first cycle observing teacher activity by 76.6%, in observing student activity cycle I by 70%, then in cycle II the observation of teacher activity was 91.6%, in the observation of student activity by 90% then there was an increase in students' ability to recognize hijaiyyah letters by using the hide and seek game with an average value of cycle I was 63.15 and the child's learning mastery presentation was 42.10% then in cycle II obtained an average value of 80.26 with a child's learning achievement of 89.47%.

Game of Hide and Seek

The game of hide and seek is a game where a cat will look for its prey which is hiding in various places (Kurniati, 2016). The technique in the game of hide and seek is by hompimpa first by determining who the person will be as a cat who has the role of finding a friend who is hiding then the child those who participate in this game form a circle formation, then the children move their right hand to position their hands face down or on their backs, if there are children whose hand positions are different, then that child will become a cat.

When the children move their hands, the children say "hompimpa alaikum gambreng" or it could be with a suit. At that time the cat is known, then the children determine the location of the cat to settle down, after a mutual agreement, the other children scatter and hide. The cat then closes its eyes (mengpeun) while facing a

wall, tree, or whatever so the cat does not see its friends hiding, then the cat counts 1-10 or it can be the count that has been agreed upon before playing then the cat will ask its friends if it is done. what not, if his friends say not yet then the cat closes his eyes and when no one answers then the cat reacts to find and guess his friends then run and compete to win the game so as not to be on guard (Dewi & Yaniasti, 2016; Kurniati, 2016; Meli et al., 2022; Putra & Dewi PF, 2018; Syamsurrijal, 2020).

CONCLUSION

The Traditional Game of Hide and Seek is a game that can stimulate aspects of early childhood development, even though in this day and age online games have affected children but when looking at hide and seek games there is no need to use tools but children must follow the agreed rules. From previous research, data and information have been obtained regarding aspects of social, physical, motor, language, and cognitive development that can stimulate children's development.

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