

Culture Introduction through Monopoly Game for Early Childhood

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Abstract - Culture is an inheritance of a nation that must be preserved. Culture introduction can be instilled early on through some kinds of methods. One of methods that can attract children's attention is method of playing. Playing is children's need and they can play traditional games or modern games. One of popular modern games in the world is Monopoly which its contents have been customized for young children. So that, they can get to know Indonesian culture more. Multicultural monopoly game with educative contents can be a tool to introduce culture to children.

Index Terms - Culture, Monopoly Game, Early Childhood

I. INTRODUCTION

Every country has different culture. Indonesia is an archipelago country that has diverse cultures, ethnic groups, language, customs, and arts. These diversity becomes characteristic of Indonesia in global world. Many foreigners come to Indonesia because they are interested in Indonesian culture. Therefore, Indonesian must continue to preserve their culture as an identity of the country.

Nowadays, one of Indonesian's problems is the presence of foreign culture, such as songs, dances, culinary, and fashions. Because of globalization, there are some effects that cannot be adapted properly by Indonesia citizens. Moreover, sometimes they feel more proud with other countries' culture. Therefore, a solution that can be taken to prevent an excessive influence of the globalization is getting to know Indonesian culture first. Culture introduction can be instilled since at very young age of children in order to be the next generation without losing their nation identity.

Giving culture comprehension for early childhood is not easy because children accept information concretely and still cannot think abstract yet. Consequently, proper strategy and concrete method can help children to understand the meaning of culture. Culture introduction in early childhood is an effort to preserve Indonesian culture as Peraturan Menteri

Pendidikan dan Kebudayaan Republik Indonesia Nomor 10 Tahun 2014 about Tradition Conservation Guidance states. Tradition Conservation is an effort of protection, development, and utilization of a custom of cultural support community group that its distribution and heredity take place from generation to generation

Before delivering understanding to early childhood, teachers must have knowledge about Indonesian culture. However, some teachers are still experiencing difficulties in gaining knowledge about Indonesian culture, as a result, they still apply a method based on text books that are less recorded and too monotonous. In fact, in studying Indonesian culture, teachers cannot only apply based-on-books method, but there are discussions that require explanation and introduction of the culture, such as interaction. Interaction between teachers and students in the classroom is very important to create a comfortable class, so that students can follow the learning activities with a happy atmosphere.

II. RESEARCH ELABORATIONS

Culture is all things related to all aspects of human life and is shared together. The word culture means mind, reason, and results. According to the science of Anthropology conveyed by Koentjaraningrat, culture is the whole human ability based on their thoughts, reflected on the behaviour and object of their works, and obtained by way of learning. Thus, culture is a human creation. Koentjaraningrat explains that culture has 3 forms, they are:

- 1) Form of culture as a complex of ideas, thoughts, values, norms, and rules. It is in the mind of people in which the culture is alive.
- 2) Form of culture as a complex of activities and patterned actions of human in society. This second form consists of human activities that interact, relate, and socialize with each other from time to time according to certain pattern based on the customs of conduct.

3) Form of culture as objects of human works. This third form is also called physical culture, the form of all physical results of activities, deeds and works of human in society, then the most concrete, and in the form of objects or things that can be touched, seen, and photographed.

The three forms of culture above cannot be separated in community life. Ideal culture and customs leads to human actions and works. Ideas, actions, and works of humans result cultural objects.

There are seven elements of culture that can be found in all the nations in the world. The seven elements that we can call as main content of each culture in the world are language, art, religion, technology system, social system or kinship or community, knowledge system, and livelihood system. Each element of culture incarnate in the three form of culture, namely as form of culture system, social system, and elements of physical culture.

Culture introduction can be delivered by various methods as Gita Widya LS states that by visiting National Museum on weekends, children can watch some activities such as story telling about historical relics, culture, and cultural introduction which are then recorded and uploaded to social media so that it can be useful for community, especially local communities (outside Jakarta) who are interested in the Indonesian culture features in National Museum. Visiting the museum can also enrich knowledge about the history and culture of Indonesia.

Another medium used to introduce culture to children is to use Pop-UP book by Adiza Belva, *et.al*, titled "POBUNDO (Pop-Up Budaya Indonesia) as a Culture-based Media for 4th Grade of Elementary School Students". The results of this study show that two classes experienced a significant between pre-test and after being treated. So that, the Pop-Up Budaya Indonesia is a culture-based learning media that is feasible, interesting, and effective to introduce Indonesian culture. Interesting media can increase children's attention in learning and understanding Indonesian culture.

In addition to culture introduction, games can be applied to improve children's understanding of culture as it attracts children's interest. Learning while playing is a great way to inculcate something new or good habits in early

childhood because early childhood is a time when children love to play. Early childhood can easily absorb provided information, especially if the information is presented attractively through a game. Games can make children quickly understand given materials as Karsono et al research shows that a quartet card game can increase children's understanding of art diversity of 92.33% of complete evaluation. The research presents that children can get many benefits from the quartet card game. In addition to understand the material about understanding of archipelago tradition arts, children can also improve their social development because this game requires team work among them in a group.

Playing is one of methods in teaching and learning activities. The method is used to realize strategy that has been set. Therefore, it can be said that the method is a way that can be used to implement the strategy. This is in line with Eveline Siregar and Hartini Nara who state that method is an approach to achieve goals. In other words, method means a way which is used to accomplish something. The usual method used by teachers in learning is commonly called as method of learning. Learning method is the way in which teachers create a fun teaching situation and support for a smooth learning process and achieve satisfactory learning achievement. In line with this, Eveline Siregar and Hartini Nara argued that method of learning is a way that teachers use, so that in its function, the method is a tool to achieve learning objectives. Based on these definitions, it can be concluded that the method of learning is the way used by teachers in creating a fun teaching situation for the achievement of learning objectives.

The world of children is a world of playing. Through playing, children can get many lessons that contain cognitive development aspect, social, emotional, and motor development skills both gross and fine motor skills. Playing can stimulate children to develop in general either development of thinking, emotion, or social. Children aged 2-8 years old are children at the preoperational stage. According to Piaget, the main characteristic of development at this stage is the use of symbol or sign language, and the development of intuitive concepts. One of games that can help children to increase their potential is educative game. Educative game is an activity that is very fun and can be a medium which is educational and useful to improve speaking ability, to think, and to socialize with

environment or to strengthen and train limbs, develop personality, make closer relationship between educator and learner, facilitate student activities and so on.

Educative game can also mean a form of activity undertaken to derive pleasure from a method or media used in playing activities, whether consciously or unconsciously, have educational content which is useful developing learners themselves. Furthermore, educative game is a form of educational activity which is performed with educational method or media. In addition, according to Hapidin and Yehina, implementation of traditional educative game models can effectively improve the character of early childhood, develop various aspects holistically and integrated, and build some positive characters. Educative game media can also develop a variety of children potential. Not only traditional educative games, modern educative games can also help children in their development stage.

One of the most popular modern games in the world is Monopoly. Until these days, Monopoly game is favored and played by society. This game is performed using money toys, so that children can recognize money in early stage and help them in improving financial intelligence. As has been observed by Nik Amah, a game named Poly Fund (Monopoly Fund) is one of the educative game to cultivate financial intelligence. Poli Dana uses the story line of a market for its buying and selling transactions such as buying fruit or selling vegetables and so on. Sale and purchase transactions are very helpful for children in understanding how to use money, because children can think when and how much nominal money should be received and purchased.

In addition to improving financial intelligence, monopoly game can develop a better team work among team mates or how to socialize with peers. According to David A. Goslin, socialization is a process of learning that is experienced by someone to acquire knowledge of skills, values, and norms, so that he can participate as a member in a community. Children can gain benefits from socialization, such as knowing each other and understand what kind of behavior should be had, so that it can help in the forming of children's character.

III. RESULTS OR FINDINGS

Games can provide many benefits for early childhood development such as can shape character, develop children potential, and increase sense of curiosity. Designing monopoly game based on Indonesian culture can be a solution to introduce the culture to children. Different from monopoly game in general, multi-cultural monopoly game contains various Indonesian culture features, such as dance, folk songs, culinary, and tourist attractions. By playing this game, children can be more familiar with and understand Indonesian culture.

This cultural monopoly contains 24 boxes with different areas, such as Rendang (beef cuisine) from Padang, Saman dance from Aceh, Cublak Suweng Song from Central Java, and Bunaken Marine Park located in Manado. This game does not include all provinces in Indonesia because of limited memory capability of children to remember something new. If it is too much to be remembered, it will be not effective for children to play. In addition, number of songs and dances contents is more than other contents because children is faster in recognizing something new through sound and movement.

How to play the game is almost same with monopoly in general and the following is the rules of the cultural monopoly game:

- 1) In the learning activities, learners are divided into four groups with 4-5 members each group.
- 2) Each group will get a one-off turn to play the game in a single round. Each member of the groups will get a turn in turn.
- 3) Every child who gets a turn to play will throw the dice and will move according to the number shown in dice.
- 4) Children respond to the picture shown in the game column. When one of the group members stops at the image of songs and dances, he and other members have to sing and dance. Whereas when they get into culinary or tourist attraction parts, they have to buy the food or pay the entrance fee according to price listed on the column.
- 5) Children who throw the dice and get into "Take a Card" column have to take a card containing a question of cultural material or a challenge.
- 6) If the group cannot respond, the card can be transferred to other groups who can do it.

- 7) Children who throw the dice and get into column of “I Love Indonesia” are free to choose any column they like.
- 8) Every group gets toy money worth Rp 200,000 which should be shared equally among the members, so that each member has initial balance worth Rp 40,000 or Rp 50,000.
- 9) Every group that can responds to images on columns and cards containing challenges and questions will get score.
- 10) The winner is the group that can manage to get the highest score and earn the highest amount of money when a group run out their money altogether.
- 11) One member of each group is asked to conclude what the result of observation of the learning activity using monopoly game is.
- 12) Each group will get a star as a reward according to color and size.

Before play the game, teachers can do a pre-test in a form of questions of Indonesian culture. After that, teachers can give direction to children how to play the multi-cultural monopoly game, so that children can implement directly how to play the game. When the game is over, teachers can assess or evaluate children by giving question according to the cultural contents in the monopoly game.

Early childhood education has a thematic curriculum in its learning process which means that the learning process integrates all aspects of development in one theme. One of the themes given is “My Homeland”. “My Homeland” theme that usually learns about national anthem, independence day, and names of heroes can be added contents from the multi-cultural monopoly. The multi-cultural monopoly game can be used as a media for teachers in learning and teaching activities in schools. Creative content and good innovation can create an educative monopoly game that children love to play.

This cultural monopoly game can be an alternative media used by teachers in learning and teaching activity. Nowadays, one of booming songs and dances that is favored by Indonesia comes from foreign country, namely “Baby Shark”. This energetic song and dance is very easy to be remembered and practiced. The cultural monopoly game is expected to attract children to get to know their own culture.

Children as the next generation should be able to understand and have knowledge about Indonesian culture in order to preserve it.

Furthermore, benefit in term of economic aspect can be gain from this game because the game does not require a high cost in making and performing it, so that all schools can apply the game as a media in learning and teaching activity. In addition to affordable cost, this cultural monopoly game is not a one-time use media, but can be used continuously. If there is change in curriculum or children are bored with the existing material on cultural monopoly, the contents on the game can be modified with contents from other areas that have never been known before by children, so that their interest or learning motivation to learn remains high.

IV. CONCLUSION

Culture is very important to be instilled to children in early age. Early childhood cannot learn through abstract things but rather concrete or real things. Through the media of multi-cultural based monopoly game, children can recognize the culture of their home country, so that they will not lose their identity as the next generation. Multicultural-based monopoly game media has cultural contents such as introducing songs, folk dances, culinary, and tourist attractions. With this multi-cultural monopoly game, children can recognize and understand various culture in Indonesia. This game has many benefits such as improving financial intelligence when using money toys as a tool of transactions, team work, ability to socialize with peers, and so on.

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