



JOURNAL OF CONTEMPORARY
GENDER AND CHILD STUDIES

Vol 1 No 2 Year 2022 Page 36-40

<https://zia-research.com/index.php/jcgscs>

Lato-Lato Viral Games and Their Social Impact on Children

Khamim Zarkasih Putro

Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

Email : khamim.putro@uin-suka.ac.id

ARTICLE INFO

Article history

Received 12 August 2022

Revised 27 October 2022

Accepted 27 December 2022

Keywords

Elementary Age Children

Lato-Lato Game

Changes in behavior

ABSTRACT

The lato-lato game is a traditional game with the current trend which is made of two pendulums tied to a string. The existence of lato-lato games helps children reduce playing gadgets so that children are not affected by the negative effects of playing gadgets. This paper aims to describe the social impact of playing lato-lato, especially on SD/MI-age children. This research uses a qualitative descriptive approach with the method of literature study. The results of this study indicate that playing lato-lato can help in social development of children, because playing lato-lato is more fun when played together, so that children interact more with their friends than playing gadgets at home.

ABSTRAK

Permainan lato-lato merupakan permainan tradisional trend saat ini yang terbuat dari dua bandulan yang di ikatkan pada seutas tali. Adanya permainan lato-lato membantu anak dalam mengurangi bermain gadget sehingga anak tidak terkena dampak buruk yang ditimbulkan dari bermain gadget. Tulisan ini bertujuan untuk mendeskripsikan dampak sosial permainan lato-lato terutama pada anak usia SD/MI. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan metode studi kepustakaan. Adapun hasil dari penelitian ini menunjukkan bahwa permainan lato-lato dapat membantu dalam mengembangkan sosial anak, karena bermain lato-lato lebih menyenangkan jika dimainkan bersama-sama, sehingga anak lebih banyak berinteraksi dengan temannya dari pada bermain gadget di rumah.

PRELIMINARY

The social impact of playing lato-lato, which is currently viral, has also hit SD/MI-aged children. In everyday life, humans cannot live alone and meet their own needs. Despite having wealth and position, humans always need other humans. This confirms that humans are social creatures. As social beings, humans, from children to the elderly, need to socialize and interact in everyday life (Rut, *et.al.*, 2020).

Changing times is something that cannot be avoided, one of the consequences is technological progress. Advances in technology encourage social development in children to decline, children will prefer to watch TV alone at home, laptop or smartphone. This will disturb the nature of children as social beings because of the lack of socialization with society or peers. Children's social attitudes are influenced by several factors such as family, community and school. A child grows and develops in a family environment, and his attitude is formed through interaction with the people around him (Listyaningrum, 2018).

Children aged 6-12 years are the primary school age children enter to gain knowledge for their successful adjustment so that children in their lives cannot be separated from their peers and other adults such as family, school and society. Children carry out various activities at home, at school, and also in the community, especially in the environment where the child lives. Children's activities include learning and playing, especially among SD/MI-aged children. Elementary school age children are the early stages of school children. Therefore, when a child is bored with learning, the child will stop his learning activities for a while and the way to get rid of learning boredom is by playing (Mbadhi, *et.al.*, 2018).

Playing is an activity that is very familiar in children's lives, so it is never separated from elementary

school age children. Every child plays games, because by playing they will make social adjustments. When children play with their peers, there will be interactions with other friends, so that children are able to work together in games. Thus children can gradually reduce their selfish attitude and become social beings who adapt and get along with their social environment (Mbadhi, *et.al.*, 2018).

Based on the technology used, the game is divided into two, namely modern games and traditional games. Modern games are games that use advanced technology, such as online games. Modern games can be played alone or in groups (Nurastuti, *et.al.*, 2015). Modern games, such as online games, have a negative impact on children's social skills. For example, children who are used to playing online games will find it difficult to interact and socialize with their friends. Because online games are individualistic and do not require interaction with other people. Likewise in online games that play in groups can be done remotely and don't need to meet. So that the child has poor social skills (Rut, *et.al.*, 2020).

Traditional games are games that are played without the use of advanced technology. Traditional games are games that are carried out using simple tools to play them with the aim of entertaining and containing positive values (Listyaningrum, 2018). The lato-lato game is a very viral game at the moment. Lato-lato is a traditional toy consisting of two plastic/rubber balls attached to strings to form a pendulum. In the middle of the rope between the two balls, there is a special grip that players use to move the lato-lato. Playing lato-lato also has positive and negative impacts, especially on children's social skills which will be discussed in this article.

In fact, studies on the social impact of playing lato-lato on SD/MI-aged children have been widely discussed by children's social researchers. In fact, many people have researched this related matter, including discussing the influence of traditional hide-and-seek games on the social adjustment of elementary school-age children, improving early childhood social skills through traditional games, and traditional games to strengthen social interactions in elementary school children after the pandemic covid-19 (Prayogo, *et.al.*, 2022).

Looking at previous research which has almost the same theme as written by Listyaningrum (2018) regarding the effect of the traditional gobak sodor game on the social attitudes of class III students at SDN 01 Manguharjo Madiun City, this research focuses more on the use of the traditional gobak sodor game on the social attitudes of elementary school students, whereas the research I conducted focused more on the social impact of playing lato-lato on elementary/MI-aged children.

Based on the Literature Review above, it is known that there is something that needs to be added regarding the social impact of traditional games on SD/MI-aged children. Thus, further and in-depth studies are needed on this matter which is summarized in the research title, "Social impact among SD/MI-aged children by playing lato-lato".

METHOD

This research uses a qualitative descriptive approach with the method of library research or Library Research. Qualitative descriptive research is a type of research that describes data in such a way, explaining data or events through explanatory sentences in a qualitative way (Hanum, *et.al.*, 2020). While library research or Library Research is collecting data by conducting studies of reviewing and deciphering books, literature, notes and reports related to the problem to be solved. The object of study in this study uses reading books and journals that are very relevant to social impacts on early childhood. Thus, this research can reveal material and substance regarding social impacts among SD/MI-aged children by playing lato-lato. For this reason, data checking in this study was carried out using reference materials (Adlini, *et.al.*, 2022).

FINDINGS AND DISCUSSION

The social behavior of children is mainly influenced by the family environment. Then its development is influenced by the school environment and society. The guidance and treatment of parents for children is very influential on the social development of children or norms in social life. The more developed social media, it will affect the development of children, especially social development. The use of gadgets in children is increasingly concerning and will certainly have a negative impact on the growth and development of children, especially children of SD/MI age. Because a child will adapt more quickly to technology and often get carried away with the sophistication of Gadgets and the various features in them (Ariston & Frahasini, 2018).

One solution that can be offered is by introducing and re-running traditional games. Traditional games are one of the many elements of Indonesian culture that are spread throughout the archipelago. Traditional games have many benefits for those who play them, including as a way to stimulate the growth and development of SD/MI-aged children in cognitive, emotional and discipline development. Traditional games not only contain elements of entertainment, but also contain cultural values that can develop children's abilities such as thinking, motoric and arithmetic. Examples include congklak games, bamboo guns, hide and seek, marbles, high jump and many more (Nuriyah & Muslihin, 2022).

With the existence of traditional games that are loved by children now, they will be able to reduce the impact of sophisticated Gadgets, for example lato-lato games. Lato-lato is a traditional game that has become a trend nowadays among children, even at almost all ages. Lato-lato consists of two plastic pendulums of various colors and a rope is attached to each pendulum. The way to play it yourself is by hitting these two hard balls, some even hit them with various styles. This will be an alternative for children to temporarily leave gadgets. Traditional games are inherited from our ancestors, so preserving these games will preserve the culture of our ancestors (Widaty, *et.al.*, 2021).

The current viral lato-lato game in Indonesia is due to several factors. One of them is the rise of social media campaigns. Lato-lato became famous after West Java Governor Ridwan Kamil uploaded an activity playing lato-lato with President Jokowi at a market in Subang, West Java and has been viewed 5 million times online so far. Then this game became viral so that many people were interested in playing lato-lato and joined in playing it.

The forms of playing lato-lato also vary, ranging from pendulums made of plastic using strings to lato-lato equipped with tools to hold them that are commonly used by small children. With the increasingly viral nature of this game, without realizing it, this game can even increase concentration and improve children's abilities. Because when playing lato-lato, balance is needed so that the two pendulums can hit each other up and down.

Lato-lato is a game originating from America called clackers, which means two balls connected by a rope. With the development of lato-lato games, this is also the best way for parents to reduce their child's dependence on cell phones a little. So that children can avoid the negative impacts arising from the sophistication of cell phones. In fact, this can also build a growth mindset that emphasizes that process is important, there is no instant success, so you have to keep practicing. Children will think that if they want to be successful they have to practice a lot, everything starts with consistent and continuous practice. Because when playing lato-lato requires practice in order to maintain balance so that lato-lato can hit each other up and down (Yusuf & Lusiana, 2022).

In contrast to modern device-based games, such as cellphones, tablets, or others, lato-lato is more fun when played together. Especially when played simultaneously and simultaneously, the lato-lato sounds that are played produce beautiful melodies and can be entertainment for some people. So that lato-lato is able to build social interaction for children. Social interaction is a dynamic relationship between individuals and individuals, individuals and groups, and groups and groups. Because when playing gadgets, children will just feel at home and hinder children's social interactions with their peers and other people. With this lato-lato game, it can strengthen children's social relations in the current era of globalization (Nurastuti, *et.al.*, 2015).

Playing lato-lato also has positive and negative impacts on those who play it and those around them. The positive impacts of playing lato-lato include; first, it can divert and reduce gadget addiction experienced by children nowadays. Excessive use of gadgets will have a negative impact on children. Children who spend a lot of time with gadgets will be more emotional, and may even develop a rebellious attitude because they feel disturbed by other people or their parents who intend to interact physically with their children when they are engrossed in playing gadgets. Tend to be lazy to do daily activities such as studying. With lato-lato, children will divert their time when playing gadgets by playing lato-lato (Ariston & Frahasini, 2018).

Second, it can improve children's cognitive and motor skills. When playing lato-lato, children will coordinate their cognitive and motor skills. Motor is the driving force of body movement through the coordinated actions of the nervous system, brain, muscles, and spinal cord. The child will try to focus and concentrate in order to maintain balance so that the lato-lato can move up and down and produce 'etek-etek' sounds (Rochanah, 2015). Third, playing lato-lato has the potential to create a competitive spirit among children or can encourage children to achieve goals. When playing with friends, children will be

enthusiastic and fight to win the game. So that this game can bring up an attitude of fighting spirit to achieve the desired target.

Fourth, playing lato-lato can also be used as a simple healing for children because when playing lato-lato with their friends, children will laugh, feel happy when they win the game and are disappointed and sad when the results don't match the target they want. . So that playing lato-lato can help children control their social emotional development. Fifth, this game can help children think creatively and innovatively. Children will make various innovations while enjoying and playing it. Children will look for new styles in playing it. Through this, children's creativity will continue to develop in a fun way. Because, to develop children's learning creativity can be done by playing (Fatmawati, 2019).

Sixth, playing lato-lato can improve social relationships that are fun for parents and children. Playing lato-lato can be quality time for parents and children and can be a way for parents to appreciate or appreciate their child's strengths. So that children will feel valuable and this is important in the growth and development of children. Seventh, lato-lato can have a positive effect on sellers and buyers economically. Because this game can be owned by anyone at a relatively affordable price.

Conversely, playing lato-lato can also have a negative impact on the people who play it and those around them. The negative impacts of playing lato-lato include; First, if it is played at the wrong age and is also played excessively, it will cause the hands to swell and get lumps when accidentally hit by the head, which often leads to fights between players. The lato-lato ball can hit the body or other objects around it if the rope breaks. Lato-lato can also be beaten against fellow players if a dispute arises during the game.

Second, this game can also disrupt the surrounding environment if played at the wrong time and can also interfere with the intensity of learning if played without knowing the time. When children bring lato-lato to school and play them during class hours, it will cause riots in the classroom. In fact, there are no regulations against bringing lato-lato to school. According to parents and teachers, because lato-lato is not a learning tool or medium, it can interfere with concentration in learning, safety factors, so that children are prohibited from bringing lato-lato to school. Even though lato-lato can also be used as an alternative to schools and teachers as a learning distraction so that the learning process is not monotonous.

Third, the sound produced by lato-lato can disturb the peace of others. The sound produced by lato-lato is loud enough that it might disturb the people around us. Sometimes people may feel annoyed when they hear lato-lato sounds when they are resting, working or studying. Fourth, when lato-lato is played excessively and takes a long time, it will have bad effects such as forgetting to eat, lack of rest or sleep, and can also reduce children's learning time. Of course, when a child is malnourished as a result of forgetting to eat and not resting, this can cause serious problems for the child's body.

CONCLUSION

Based on this research, it can be concluded that playing lato-lato can foster social attitudes in children. Because lato-lato is more fun when played together, and when children play lato-lato, it will train children to leave gadgets. So that children can play with their friends and increase social interaction in children. The positive impacts of playing lato-lato include; (1) can reduce gadget addiction in children, (2) improve children's cognitive and motor skills, (3) create a competitive spirit in children, (4) as a simple healing for children, (5) help children think creatively and innovatively, (6) improve the social relations of children and parents, and (7) give a positive influence on sellers and buyers because the price is relatively cheap. The negative impacts of lato-lato include; (1) it can cause injury to children if it is played excessively, (2) it disturbs other people because of its loud sound, and (3) it can cause bad effects for children if it is played excessively such as eating late and not having enough time to rest.

REFERENCES

- Adlini, M. N., Dinda, A. H., Yulinda, S., Chotimah, O., & Merliyana, S. J. (2022). "Metode Penelitian Kualitatif Studi Pustaka" *EDUMASPUL Jurnal Pendidikan*, 6(1), 974-980. <https://ummaspul.e-journal.id/maspuljr/article/view/3394/1177>.
- Ariston, Y., & Singkawang, S. (2018). "Sosial Anak Sekolah Dasar" *Journal of Educational Review and Research*, 1(2). <https://doi.org/10.26737/jerr.v1i2.1675>.

- Fatmawati, F. (2019). "Meningkatkan Kreativitas Anak Melalui Kegiatan Bermain pada Pembelajaran Sentra Persiapan di TK Kemala Bhayangkari 29 Kota Jambi" *Jurnal Literasiologi*, 2(1), 19-37. <https://garuda.kemdikbud.go.id/documents/detail/1026509>.
- Hanum, F., et.al. (2020). "Pembelajaran Mata Kuliah Bahasa Indonesia" *Jurnal Education and Development*, 8(3), 33–36. <https://journal.ipts.ac.id/index.php/ED/article/view/1869>.
- Listyaningrum, D. (2018). "Pengaruh Permainan Radisional Gobak Sodor Terhadap Sikap Sosial Siswa Kelas III SDN 01 Manguharjo Kota Madiun" *Gulawentah: Jurnal Studi Sosial*, 3(2). <https://doi.org/10.25273/gulawentah.v3i2.3463>.
- Mbadhi, V., Ansel, M. F., & Pali, A. (2018). "Pengaruh Permainan Tradisional Petak umpet Terhadap Penyesuaian Sosial Anak Usia Sekolah Dasar" *Jurnal of Elementary School (JOES)*, 1(2). 103-112 <https://journal.ipm2kpe.or.id/index.php/JOES/article/view/348>.
- Nurastuti, M. F., Karini, S. M., & Yuliadi, I. (2015). "Pengaruh Permainan Tradisional Bentengan Terhadap Interaksi Sosial Anak Asuh di Panti Yatim Hajah Maryam Kalibeber Wonosobo" *Wacana*, 7(2). 1–14. <https://garuda.kemdikbud.go.id/documents/detail/1067240>.
- Nuriyah, A. S., & Muslihin, H. Y. (2022). "Dampak Permainan Tradisional Ngadu Kaleci Terhadap Sosial Emosional Anak Usia Dini" *Jurnal Pendidikan Anak Usia Dini Undiksha*, 10(1), 41–48. <https://ejournal.undiksha.ac.id/index.php/JJPAUD/article/view/34057>.
- Prayogo, M. M., Susanto, D., Nofrida, E. R., Wardani, K., Destyana, S. C., & Hidayah, M. N. (2022). "Permainan Tradisional untuk Memperkuat Interaksi Sosial Anak SD Pasca Pandemi COVID-19" *Artikel Luaran Abdimas*, 1(1), 142–152. https://seminar.ustjogja.ac.id/index.php/semnas_LP2M_UST/article/view/613.
- Rochanah, L. (2015). "Pengembangan Permainan Gelas Berangka Warna Warni pada Kemampuan Fisik Motorik dan Perkembangan Kognitif Anak Usia Dini" *SELING: Jurnal Program Studi PGRI*, 1(1), 11–19. <https://garuda.kemdikbud.go.id/documents/detail/965630>.
- Rut, N., Gaol, R. L., Abi, A. R., & Silaban, P. (2020). "Pengaruh Permainan Tradisional Terhadap Keterampilan Sosial Anak SD" *Jurnal Educatio FKIP UNMA*, 6(2), 449–455 <https://doi.org/10.31949/educatio.v6i2.568>.
- Widaty, C., Apriati, Y., Muktika, T., & Asmin, E. (2021). "Pergeseran Permainan Tradisional Menjadi Permainan Virtual sebagai Dampak Pandemi Covid-19 di Kota Banjarmasin" *PADARINGAN (Jurnal Pendidikan Sosiologi Antropologi)*, 3(2). <https://doi.org/10.20527/padaringan.v3i2.3425>.
- Yusuf, R., & Lusiana, L. (2022). "Pengaruh Permainan Tradisional Terhadap Keterampilan Sosial Siswa Sekolah Dasar" *Gelora: Jurnal Pendidikan Olahraga dan Kesehatan IKIP Mataram*, 9(2), 68-74. <https://e-journal.undikma.ac.id/index.php/gelora/article/view/6588>.