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## Traditional Games from Different Races in Malaysia

Isham Shah Hassan<sup>a</sup>, Fahanim Abd Rashid<sup>a</sup>, Nordiana Nordin<sup>a</sup> & Izwan Abdul Ghafar<sup>a</sup>

<sup>a</sup> Center of Architecture Technology, Politeknik Port Dickson

\* E-mail: [ishammurul1@hotmail.com](mailto:ishammurul1@hotmail.com)

### Abstract

This report describes the activities we have undertaken throughout our activities in Tadika Nadi Gemilang. Traditional product development as the output of society cannot be separate from the culture which includes sociology, time and spatial aspect between a man with another and the environment. Therefore, as a country constructed by culture, the history of local product development should be analyzed from semantics point of view. An interesting phenomena occur in difference of local culture art facts based on the characteristics of the society and historical time-line although they came from one root of culture, for instance Long Elephant, kabaddi, Catch the Dragon Tail, Marbles, Batu Seremban, Congkak, Ketinting and Cat Catching Mice and a traditional game which is still developed nowadays. As a boardgame which is be the sosio-culture reflection of a society, we can do a deep investigation of the semantic background. Local product development cannot leave semantics so the local values will not be sustainable. The purpose of this research is documenting and analysing semantics that are well-known by craftsmen and society in every detail of Long elephant, Kabaddi, Catch the Dragon Tail, Marbles, Batu Seremban, Congkak, Ketinting and Cat Catching Mice board development so the values can be maintained without leaving the local characteristic of the society.

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## 1. INTRODUCTION

Malaysia is rich with variety of traditional games. All these games played during free time and very popular among those who live in rural area. It has been played by our ancestor since they are young but nowadays, most of traditional games are not being played anymore by the children as they are more attracted to play computer games. However, some of the children who live in rural area still interested to play the traditional games and most popular traditional games played by children are congkak, wau, gasing, batu Seremban, ketinting, kabaddi and more. Because of this, there is no doubt that Malay traditional games is one of the cultural heritage that is priceless and cannot be replace because it symbolizes our costume, culture, and identity of one nation. Traditional games can be used as an entertainment for leisure. Traditional games can entertain someone because it is fun and can be played in a group. For example, congkak game that requires two people to play it and so does sepak game that be played in groups. Indirectly, this traditional game can reduce a person's stress can even nourish one's body. Traditional games not only entertain but even fill free time and good for health.

### 1.1 Characteristic of Traditional Games

As a game is structured playing, undertaken for enjoyment and educational purposes, it is characterized by rules, challenge and interaction. With respect this structured play role of game, the following are the characteristics of traditional game:

1. It is locally organized.
2. Have few rules. The rules are not written and enforced
3. Have few roles or positions for players
4. Use simple skills.

5. Have participations restricted to either boys or girls or men or women.
6. It lacks of precise boundaries or special facilities.
7. Use little or no equipment.
8. It is controlled by players rather than by referee.
9. Give men (boys) the opportunity for competition and self-testing but give women (girls) the opportunity to practice cooperation.
10. Utilize the observation and imitation methods of learning rather than any kind of sophisticated in teaching or coaching.

### **1.2 Roles of Traditional Games**

The major roles of participation in traditional are:

1. Physical development of the players.
2. Skills training and Skills maintenance for adult behavior. Traditional game play develops physical and cognitive skills, social decorum and respect for others.
3. The enhancement of the community values about age and gender roles.
4. Create opportunities for interaction within a community and between communities.
5. Perpetuation of heritage and sense of origin. Traditional game offer continuity and contextuality of ethnicity. Knowing these games helps in understanding of ones symbolic, social and physical culture. Local communal affiliation patterns such as age-set are reinforced as game participation helps strengthen the relationship of all ages.

### **1.3 Aim of Social Experiment**

Aim of this social experiment generally is to identify student knowledge about traditional games and expose them with the traditional games from different races with the help of traditional game's tools, in a form of report.

### **1.4 Objectives of Social Experiment**

Following the objectives for this event:

- 1.5.1 To practice effective communication skills in various situations among the students.
- 1.5.2 To develop students in leadership skills to lead self and others to work in one team.
- 1.5.3 To create integration and foster togetherness among student in 'Tadika Nadi Gemilang.
- 1.5.4 To identify student's knowledge about traditional games from different races.
- 1.5.5 To expose the students with traditional games from different races.

## **2.0 METHODOLOGY**

Early method has been used in planning this social experiment. It is important to have planning before start any experiments or project due to achieve excellence outcomes. This is to avoid any doubt or mistakes while doing the experiments and can improves knowledge of each member about the traditional games before the experiment start. Among the methods used are action cameras go pro hero session, digital camera canon dslr, chalk, congkak, marbles, cone, and others.

### **2.1 Method of Recording and Reporting Information**

Recording is the most important method to gain the right and accurate information. An action camera was set up at corner of the area to record the whole event before it was started. Random photos and videos also been captured during the event.

### **2.2 Interview Session**

Interview method is used to gain any specific information to strengthen existing information. Then the data will be collected and recorded. Aim for this interview is to know the respond of teachers towards the relation between traditional games in different races and ethnics nowadays. Headmaster of Tadika Nadi Gemilang been interviewed to complete this data.

### **2.3 Resources and Additional Information**

Resources are from related books and internet is used to gain additional information.

## 2.4 Types of Games

To achieve our aim in completing this social experiment, few types of traditional games has been chosen to let the kindergarten's student play and have an experience about each game among them with each group members are formed in different races. This experiment runs in two ways which is for outdoor games and indoor games.

List below show the activities held in Tadika Nadi Gemilang.

### Outdoor Games

- Long elephant
- Kabbadi
- Catch the Dragon Tails

### Indoor Games

- Congkak
- Ketinting
- Cat catching mice

## 2.5 Long Elephant Game

Long Elephant also known as galah panjang is a game traditionally played on a court drawn on the vacant land (Omar 1989). Tennis made containing two columns and several rows depending on the number of players. Long pole ring is made according to the number of players playing long pole. For examples if there are 10 players, tennis made consists of 4 lines. If the number of eight players, tennis long pole consists of 3 lines. The game involves the expertise of a chief or capital to control movement on behalf of the children of the control field. While the efficiency and speed tested to the ring to face. If the court has the discretion to face to face the court, then they can win easily.



Figure 1 shows all players is taking position in galah panjang's court



Figure 2 shows the activities of galah panjang

### 2.5.1 How to Play

1. Tennis long pole in sketch above ground space. The length and width depends on the painter line and the number of players. The size of a long pole box is approximately 2 meters x 1.5 meters.
2. After a selection is made, each group will perform the selection head. Chief of these two groups will vote who care and who are the tennis courts.
3. After the determination, the group in charge of the court will keep the ring with treads upon lines drawn earlier. Chief will keep the center line and free go to any front or rear lines.
4. Group attack will gather in front of the ring, the next chief will touch hands with opponent's head. Next, run to finish their entry into the ring.
5. Guardians will keep an area not exceeding facer guarded line.
6. Facer will cover most ends up crossing the line without being touched by the keeper ring and then turned back.
7. Victory is achieved when people who have crossed the line beyond the end of the start line. And the game continues until there are players who want to quit.

### 2.5.2 Rules and Regulation

1. All the players will be considered off the attacking team if one of them is touched by a player defending team.
2. Attacking team player cannot retreat back after crossing the line ring, it is assumed dead will cause change of teams.
3. Attacking team assumed dead if there are players out of the field lines.
4. Calculated the attacking team wins if one of his players to pass through all the lines to return to the starting line. One point is awarded to the team and the game will be reactivated.
5. Any team that can accumulate the highest points will be considered to win the match

### 2.6 Kabbadi Game

Another Indian tradition's games Kabaddi is a contact team sport. It is popular in South Asia and is the state game of the Indian states of Tamil Nadu, Kerala, Andhra Pradesh, Bihar, Haryana, Karnataka, Maharashtra, Punjab and Telangana and is the national sport of Bangladesh (Dhoraisingam 2006).



Figure 3 shows Team 2 trying to catch opponent in Kabbadi game

### 2.6.1 How to Play

Each team shall consist of no more than 12 players with only 7 taking to the field at any one time. Because of the physical nature of Kabaddi, matches are categorized in age and weight categories. There are six officials looking after each Kabaddi match. The officials comprise of a referee, a scorer, two assistant scorers and two umpires.

1. The duration of the match is two halves of 20 minutes with a half time break of 5 minutes.
2. At the start of a Kabaddi match, there is a coin toss with the winner having the choice as to whether to have the first raid or not. In the second half of the match, the team that did not raid first shall begin the second half with a raid.
3. To win a point when raiding, the raider must take a breath and run into the opposition's half and tag one or more members of the opposing team and then return to their own half of the pitch before inhaling again.
4. To prove that another breath hasn't been taken, the rider must continue to repeatedly yell the word 'Kabaddi'. Failure to do this, even for just a moment means that the rider must return to their own side of the court without points and the opposite team is awarded a point for a successful defense play.

5. The team being raided is defending, and the players must prevent the raiders from tagging them and returning back over the halfway line. Whilst in defense, a team may score a point by successfully preventing the raider returning to their own half after tagging them. Raiders may only be grabbed by their limbs or torso, not by their hair, clothes or anywhere else, and defenders are not permitted to cross the center line.
6. Each team will take turns in raiding and defending. Following halftime, the two teams switch sides of the court and the team who defended first in the first half begin the second half by raiding.
7. The game continues in this way until the time is up, the team with the most points at the end of the match is declared the winner.

### 2.6.2 Rules & Regulations

1. A player shall be out if any part of his body touches the ground outside of the boundary but during the struggle a player shall not be out if any part of his body touches directly the ground or a player who is inside the boundary.
2. If any player goes out of the boundary during the course of play he shall be out. The umpire referee shall declare such player out by shouting his number.
3. If an anti or anti's who have gone out of bounds hold a raider, the raider shall be declared not out. The anti who has gone out of bounds will only be declared out.
4. When a side sends more than one raider at a time, a warning shall be given by the umpire or referee and if in spite of the warning, it continues.

### 2.7 Catch the Dragon Tail Game

Another traditional Chinese game is called the Dragon's Tail (Omar 1989). This game is pretty simple and is similar to the game tag. At least ten people are needed to play this game, however. Line kids up and have each child put his hands on the shoulder of the child before him. The child at the head of the line is called the Dragon's Head. The last child in the line is the Tail. The object of the game is for the Head to try and catch the Tail while the body tries to block the head. Do not allow any break in contact. If the Head is successful in catching the Tail, the Tail then becomes the new Head. The player in front of the Tail is now the Tail.



Figure 4 shows the instructor is given the rules and how to play the dragon tail



Figure 5 shows the activity of catch the dragon tail

### 2.7.1 How to Play

1. Play in a flat, rectangular arena
2. Use lines and markings to divide the court appropriately for boundary lines, play area lines, mid lines, baulk lines, bonus lines.
3. Divide into two teams of seven players each. Traditionally, four players from each team take each side of the field, leaving each team with three players held in reserve.
4. Flip a coin to decide which team will go first.
5. If your team goes first, send a "raider" across the mid line. In this game, teams take turns sending players (called "raiders") across the mid line to the other team's side of the court. The raider tries to tag members of the other team and run back to his side.
6. If your team doesn't go first, defend. If your team is being raided, you and the other three players in play are "anti-raiders" or "stoppers." Your goal is to keep the raider from tagging you and crossing back over the midline. You can do this either by running away from him until he runs out of breath or physically restraining him by tackling or grabbing him.
7. Take turns alternating between raiding and defending. The two teams alternate between raiding and defending for two halves of twenty minutes each (with a five minutes break between halves.)

### 2.7.2 Rules and Regulations

1. Split into two teams and then have the teams get in a single file line. Larger groups can split into teams of 6 or higher.
2. Have each team put their arms around the people's waist in front of them. You are going to form a train.
3. The person in the rear puts the handkerchief in the back pocket or puts in down their pants so that the handkerchief hanging out.

### 2.8 Congkak Game

The oldest mancala game boards were found in a ruined fort of Roman Egypt and date back to the 4th century (James et al. 2013). The game was likely introduced to Southeast Asia by Indian or Arab traders in the 15th century. It is believed to have spread throughout Malay world through merchants via Malacca, an important trading post at that time. In the early days, it was thought that this game was for the king and family and palace residents, however later it spread to the general population of the kingdom (James et al. 2013). Beside the Malays, the Indian Peranakan also enjoys playing Congkak. Congkak, which is often considered a game for girls, has simple rules that allow the boards to have different numbers of holes. Congkak boards are often made of teak or mahogany wood are often elaborately carved into various shapes such as naga or birds. The word congkak is believed to originate from old Malay "congkak", meaning "mental calculation" which is mainly practiced in this game. It is regarded that an efficient player who mentally calculates a few steps in advance will have an advantage in collecting points to win the game. The word congkak or congklak also means cowrie shells, used in the game.



Figure 6 show activities of congkak

### 2.8.1 How to Play

1. At the start of the game fill every house (small holes) with seven provided marbles.
2. Two players seated facing one another.
3. Both players play simultaneously by scooping the marbles in any house on their sides.
4. Deposit one marble into each house in a clockwise direction
5. When the last in hand drops in the house containing marbles, the player can collect the marbles and continue depositing the marbles in the house ahead.
6. When the player ends in an empty house he will have to end the game and he can collect the marbles in the house above it but if it is empty he gets nothing.
7. The game ends when there are no longer any marbles in the houses (all the marbles are in the “storehouse” of both players).
8. The players who managed to collect most marbles are the winner.

### 2.9 Ketingting Game

Teng-teng or also known as ketingting is often playing by girls rather than boys (Alan 2018). It also is not hard game although used many energies. Teng-teng played by a group of children where there are 2 or 4 people in a court. This is because there is not fixed rule for the number of people in field. But if there more 4 players in a court there will be difficult to play tengteng because it has small space. According to the study of History, ketingting game, started during the Roman Empire (Alan 2018). Ketingting introduced among the Roman soldiers as military training who honed physical the strength and resilience. During the training, the soldiers will run while carrying heavy sacks and reliable method can enhance the agility and resilience of their feet. By leveraging this training, the soldiers can survive longer. When Rom children see the training, they begin to imitate their warriors training to create and modify ketingting game. The warrior training structure transformed into a kind of interesting games among children. Ketingting game is different in many countries in terms of number and size of the box, how to play and the tools used. But the two basic features of the universal game are 'squares' and skills 'jump'. Various theories and sources say that ketingting comes from different places. But the society in each country consider the game as ancestral legacy them.



Figure 7 shows the preparation of ketingting game



Figure 8 shows the activities of ketingting's game

### 2.9.1 How to Play

1. The player must throw the briquette into first box. Once done beyond 1st player the second and subsequent throw briquet is the same way. Players will be missing turn if briquets not enter into the specified box or out of the box. Once players die or lose the turn, the other player will play.
2. Players are required to jump into the box with one leg except nine compartments with both feet. For players who have just started the game in which marbles are in the box first, and then the player should jump straight into the second box and the next box.
3. Once the player jumps back to the start line, arriving at the second and fourth compartments, the player must step on the right foot in the second compartment and the left foot in the fourth compartment. After that, the player is required to jump into the third compartment with only one leg, and the next marbles must be collected at the pole then jump to the pole and continue to the finish line.

### 2.9.1 Rules and Regulations

1. Each player is not allowed to step on the box where the briquet are in it either in his own or the opponent. If this is the case it is assumed dead, the next player's turn to take over the game.

### 2.10 Cat Catching Mice

Catch the mice game is a two players volunteer to play the cat and the mouse (Alan 2018). The other players should form a circle and hold hands. The player who is the mouse should stand inside the circle and the cat should stand outside the circle. The aim of the game is for the mouse to get outside the circle and avoid being caught by the cat. The mouse must stay moving while inside the circle but cannot stay inside the circle for more than 10 seconds. The cat cannot come into the circle but they can reach into the circle to grab the mouse. The circle players have to try and keep the cat away from the mouse by holding up their hands to let the mouse in and out of the circle. They can also block the cat's attempts to grab the mouse by standing in their way. If the mouse is caught, the mouse becomes the new cat. The old cat takes the place of a player holding hands and another player becomes the mouse.



Figure 9 shows the activity of cat catching mice's game

#### 2.10.1 How to Play

1. One child is a "cat" with his or her back to the circle, but part of the circle.
2. All other students are mice going in and out of the trap.
3. When the cat yells "snap!", the arms of the trap go down to catch mice.
4. The caught mice then become part of the trap.
5. When only one student is left, the game ends and s/he become the cat for the next round.



### 2.10.2 Rules and Regulations

1. Choose six students make a trap by making a circle holding hands.
2. Remind students to be aware of others around them.
3. Make a circle, with all but two players holding hands. One of those players is the cat, who stands outside the circle. The other is the mouse, who stands inside the circle.
4. The circle of players revolves around the mouse.
5. When it stops, the cat darts in at one side and the mouse goes out the other. The cat pursues the mouse, but she/he must follow exactly the path the mouse has taken, with no short cuts.
6. The two winds in and out of the circle until the mouse is caught.
7. Then two more players are chosen, or the cat may become the mouse and a new cat may be chosen.

## 3.0 INTERVIEW

### Question 1.

#### How were the activities?

\* The Principle:

The games that the children play just now were quite good. The traditional games are good. It is good because the children will know about the traditional games. Basically, it is very old games. I think current kids they don't play that most of them are on handphone and video games all night. So, it is good that we introduced to them these games and healthy games to play

### Question 2.

#### I want to ask you two questions, do you like to plays all traditional games today? and you like to be friends with Malays, Indian or Chinese?

\*Chinese Boy:

I like to be friends with Chinese. Eh, NO! I like to be friends with all.

### Question 3. (conversation)

#### Do you like all those games we play today?

\*Indian boy: Yes, I like!

#### Do you enjoy playing those games?

\*Indian boy: Yes, I do!

#### In this play who is your best friend?

\*Indian boy: Malay friend.

#### You will talk with everyone and you like all of them?

\*Indian boy: All of them are my friends.

#### Do you have any enemy or person who you dislike?

\*Indian boy: No.

## 4.1 Conclusions

Traditional games existed due to folklores from the past. The variety of folklores has makes it more interesting and influenced people to believe about the true story while at the same time they try to attract peoples to play the games. Because of its unique ways of letting peoples know about the traditional games, traditions like this need to be continued and taught to children so that today's children can feel the real fun while playing. Traditional game activities, especially outdoor games, can shape the identity and personality of the children themselves. Not only that, kids will also be able to leverage leadership, confidence and talent while playing to acquire the advantaging and meaningful experiences, to develop relationships among peers, to increase their vocabulary, and to fill their depressed feelings by preserving and loving the nation's heritage. Besides to preserve our ancestors' heritage, the traditional games should be conserved since they give many educative benefits for the children. Playing is significant with children's growth physically, socially, emotionally, and cognitively. Playing is the way to explore and develop children and understand the values in life. From what we can conclude, kids nowadays are less exposed to games like this. Many of them did not know names and how to play the games until we thought and exposed it to them. In this 21th era, it is not their fault for not knowing about traditional games, but it is our responsibility to bring back the tradition and thought them how to play so that this tradition will last forever no matter what races they are from. Since Malaysia consisted of many races, it is an advantage to Malaysians to learn about other races.

There are differences in traditional games and nowadays games. Traditional games not only can play by kid but all ages. Most traditional games need players to have physical and social contact with each player which if played by various races in Malaysia can strengthening ties between each race and establishing a strong and more united relationship. This situation not only strengthens ties in ethnic relations but also will foster the spirit of love as a Malaysians. Firstly, one of the main features in the Malaysian tradition game is that there are rules or game laws. Players are going to be restricted by rules once playing. During this game, the player touched by the pursuer cannot move until all the players are touched by the pursuer. This indirectly forms players' self-discipline in order to suits the foundations.

Secondly, through traditional games, kids are planted with respect for each other. Players are educated in order to respect the referee's decisions and respect the winning or losing team. In addition, family-game play is also vital as it has the result of creating a sense of respect among family members. Indirectly, this game also suggests feelings of tolerance or tolerance among youngsters. Through games, youngsters are easy to learn to work with each other. Besides that, the nature of patience, honesty, and trust may also be applied in youngsters. Youngsters can practice it in their daily lives. This helps to create youngsters as a reliable, trustworthy and honest person.

Thirdly, mostly most traditional games are played in teams. This helps children connect with each other. Team members will typically work together to win. This makes it easier for youngsters to communicate and act with each other. This communication and interaction ability can be practiced all the time. Moreover, traditional games are typically played by youngsters within the evenings or other free time. Youngsters play when completion of school work or assignment requested by their folks. This trains youngsters using their time in a beneficial way. In addition, it also avoids youngsters from being wasted.

Through the game, it can shape the child's physical endurance. It reinforces the spirit of competitiveness and competitiveness towards children and they can spark the spirit in everyday activities. Some games can be played with family members. They will be happy and have fun together. This atmosphere will create a family bond and a closer relationship with fellow family members. Besides members, friends and neighbors are the main gamers. Through the game, it will strengthen the warmth and bond of friendship that's acquainted with each other especially in Malaysia. Tradition games are a very valuable nation's heritage. When children often play, it helps keep this game. Children will always appreciate, love, and cherish the nation's heritage games.

In traditional games, players are usually given a certain role when playing. In the game of policing for example, there are players who are given the role of guard cells. Players are responsible for controlling them from being infringed by thieves. In this way, youngsters can be trained to hold certain responsibilities. This indirectly trains children to be a responsible as a human, being responsible in family, and to our nation, Malaysia no matter what races and where they come from. Most traditional games do not use certain equipment. Although some use equipment, but mostly use only equipment from wasted materials or materials that can be obtained without spending anything. This will prevent cash flows and avoid wastage. This situation will train children to save money in this 21th era when everything is money. In addition to the pure values stated above, there are many other pure values. Among them is that it can instill patriotic spirit, craft, efficiency and so on. In conclusion, traditional Malaysian games is a very important method in bringing back the spirit of united between all races and ethnics which is indirectly will tie bonding between all ethnic relations. Therefore, traditional games certainly are one of the cultural practices that give the most promising hope and gives confidence to improve inter-ethnic contacts and social cohesion in a society as a tool for peace and reconciliation initiative at all levels in ethnic, social, political, religious, etc.

## **4.2 Suggestions**

One of the most important phases of growing up is playing games. Nowadays, the youth, losing their interests in playing traditional games tend to be more laid back, diffident, lacking of social skills, lazy and also lacking of sportsmanship by having a hard time accepting defeat. Instead of traditional games they indulge more in playing computer games such as DOTA (Defense of the Ancients), Counter Strike, etc. and of course, those children in the middle class with their PS2, PSP, Xbox and Nintendo DS. Modern games help you in learning new technologies and the disadvantage is, you don't need to go outside and play with other children because in modern games you can play alone, you just have modern gadgets. Thus, modern computer games are more likely to measure up to various expectations of adolescents which students can learn computer application abilities (Traditional Games VS Modern Games, 2013). Whereas, playing computer games will lessen the physical activities and also can cause to laziness and can't have enough socialization.

This social experiment is one of the methods to promote traditional games for future generation. In order to preserve traditional games, an open competition also can be organized to bring back the past to our new generation. Besides that, these activities also can be implementing in student's sports subject. This also can be achieved by giving student a related assignment which is indirectly will be able to provide knowledge about the important of traditional games for future generation and how its effect to Malaysian's ethnic relations.

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