

The Balinese Alpha Generation's Understanding of Traditional Balinese Game Lexicons: Urban vs Rural Areas

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Abstract—This research aimed at identifying the lexicon of traditional Balinese games and the understanding of the Balinese alpha generation regarding this lexicon. This research used a mixed-method model with a sequential exploratory design. The researchers collected qualitative data using interview techniques with three informants, who were selected using a purposive sampling technique to identify the lexicon of traditional Balinese games. The qualitative data were analyzed using an interactive data analysis model. After the lexicon of traditional Balinese games had been identified, the researchers used these findings to create an objective test. That test was used to measure the understanding of the Balinese alpha generation living in rural and urban areas regarding this lexicon. The samples in this study were selected using a quota sampling technique. One hundred children were selected from rural area, and another one hundred were selected from urban area. The test results from the two groups were analyzed quantitatively using descriptive statistics and the Mann-Whitney U test. This research found 86 lexicons in traditional Balinese games, which can be classified into lexicons of game names, tools, and rules. Regarding word class, these lexicons can be categorized into nouns, verbs, and adjectives. Furthermore, the students in rural area had a better understanding on the lexicons in traditional Balinese game than students in urban area. However, in general, students' understanding of both in rural and urban areas is still low because they only understand a small part of the existing lexicons.

Index Terms—Balinese language, ethnolinguistics, lexicons, traditional Balinese games

I. INTRODUCTION

Culture can simply be interpreted as the knowledge and behavior that characterizes a particular group of people (Heyes, 2020). Therefore, every nation has a culture in the form of arts, traditions, rituals, and traditional games that differ from one another (Ege & Budke, 2022). Each of these cultural forms has particular lexicons in their respective regional languages. So, it can be said that language cannot be separated from culture (Gonzalez et al., 2017; Zhou et al., 2021). Language is often considered a tool that records and maintains culture (Smeets, 2004). When a culture is lost, the lexicons regarding that culture will also be lost (Budasi et al., 2021).

Currently, many types of traditional culture are starting to be abandoned. One of them is traditional games (Widiastuti & Kusuma, 2021). Technological advances that offer various digital games mean that traditional games are no longer attractive to children (Wipradana, 2021). The internet and smartphones make it easier for children to access these digital games (Apriati et al., 2021; Nur & Asdana, 2020). Because these traditional games are no longer played, the lexicons related to these games are also starting to be forgotten. The problem will be studied is what lexicon is in traditional Balinese games. So, this research aims to identify the lexicons in traditional Balinese games regarding phonemic transcription, word class, and the meaning of those traditional Balinese games' lexicons. This research is necessary because language and culture are a nation's identity, which means that when a nation's language and culture are lost, they also lose its identity (Antari Swandewi, 2019; Oktavianus, 2013; Simanjuntak, 2022; Widada, 2016). Because of the use of a new language, you will automatically adopt a new culture from that language. So, if it is related to this research, the existence of traditional games and their language aspects are essential things to maintain.

Other researchers have carried out several studies on traditional Balinese games. Several researchers have realized that traditional Balinese games are starting to be abandoned, so they have conducted research to maintain these traditional Balinese games. For example, research conducted by Arya was aimed at finding out the reasons why traditional Balinese games were abandoned (Arya, 2015). His research found that external and internal factors made traditional Balinese games begin to be abandoned. External factors are related to globalization, which has brought modern digital games, and internal factors come from socio-cultural changes, especially in the development of advanced civilization. Furthermore, Lestari et al. researched to maintain traditional Balinese games as cultural heritage

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through training and implementation of traditional Balinese games in kindergartens (Lestari et al., 2017). The results of their research found that implementing the workshop could increase teachers' insight and skills regarding traditional Balinese games and improve students' skills in playing these games.

Several researchers also use traditional Balinese games to teach character education. For example, research conducted by Widiastuti and Kusuma applied traditional Balinese games to help develop kindergarten students' character and social skills. Their research results found that applying traditional games could help shape children's character and social skills (Widiastuti & Kusuma, 2021). Similar research was also carried out by Jayendra, who applied traditional Balinese games to teach character education. He uses one of the traditional Balinese games, the scatter game, to teach character education in kindergarten. His research also showed that applying the scatter game could help shape kindergarten students' character (Jayendra, 2019).

Apart from education, traditional Balinese games are also researched in the field of art, namely the art of photography. Like research conducted by Prasta et al., who researched traditional Balinese games in conceptual photography works. From the studies conducted, it was found that there are still children who are interested in traditional Balinese games, even though they also play digital games on smartphones (Prasta et al., 2022). Similar research, which was also carried out to study traditional Balinese games in the context of photography, was also carried out by Yoganatha et al., which was carried out to document traditional games in the form of photographs (Yoganatha et al., 2021).

In terms of maintaining the Balinese language through the lexicon, several studies have also been carried out to identify and measure the Balinese people's understanding of the lexicon. Mahayana researched floral lexicons in Balinese language metaphors and succeeded in identifying and recording these lexicons (Mahayana et al., 2019). Kusuma et al. researched the *tabuh rah* lexicon and identified and recorded 76 percussion lexicons (Kusuma, 2019). Then, research on the *tabuh rah* lexicon was continued by Budasi et al., who succeeded in identifying that the *tabuh rah* lexicon had the status of a lexicon that is in danger (Mahayana et al., 2019). Furthermore, research on the *tabuh rah* lexicon was continued by Budasi et al. to determine the understanding of the people in Menyali Village regarding the percussion lexicon (Kusuma, 2019).

Previous research shows that previous researchers have realized the importance of documenting, revitalizing, and maintaining traditional Balinese games. Apart from that, several studies regarding the Balinese lexicon have also been carried out to note the lexicons currently increasingly rarely used by the Balinese people. However, looking at the results of previous research, no research has been carried out to document these traditional Balinese games from a linguistic perspective. Until now, no study has been conducted to record the lexicons in traditional Balinese games as part of the Balinese language. Likewise, the study was carried out to determine the level of understanding of the young Balinese generation, especially the alpha generation, regarding the lexicon of traditional Balinese games. So, seeing this reality, this research aims to identify the lexicon of traditional Balinese games and the level of understanding of the alpha generation in Singaraja regarding these lexicons.

II. METHOD

This research was carried out using a mixed method model with sequential exploratory design. In accordance with the research design, the research began with qualitative data collection and analysis which was then continued with quantitative data collection and analysis by utilizing the findings of qualitative data analysis that had been carried out previously (Creswell, 2014). The research began with collecting qualitative data using interview techniques with three informants. There were three traditional figures from Buleleng Regency as informants who were selected using a purposive sampling technique. The selected traditional figures are those who have knowledge of traditional Balinese games. The interview will be carried out as a semi-structured interview, that is, the researcher will prepare questions, but in practice the questions can develop according to the situation and conditions in the field (Fraenkel et al., 2012). This interview is aimed at identifying the lexicon of traditional Balinese games.

After the lexicon of traditional Balinese games was identified, the researchers used these findings to create objective questions as an instrument to measure the understanding of the Balinese alpha generation living in rural and urban areas regarding the lexicon of traditional Balinese games. The alpha generation referred to in this research are those born in 2010 and above (Pereira et al., 2022; Ziatdinov & Cilliers, 2021). They are a generation that cannot be separated from smartphones and the internet (Alfianto & Ekaprasetya, 2020). The alpha generation used as the sample in this study was selected using a quota sampling technique, namely selecting a predetermined number of samples from certain groups who have the same characteristics (Fraenkel et al., 2012). A total of 100 children will be selected from a rural area and another 100 children will be selected from urban area. Samples from the city will be selected from three schools in the city of Singaraja. Meanwhile, samples from rural area were selected from three schools in the village, namely in Sepang Kelod village which is still categorized as a disadvantaged village (Arisma, 2021).

Qualitative data from interviews were analyzed using an interactive data analysis model which involved three stages, data reduction, data display, and conclusion drawing/verification (Miles & Huberman, 2014). Meanwhile, the test results from the two sample groups were analyzed quantitatively using descriptive statistics and independent t-test. However, before carrying out the analysis using the independent t-test, the data from the two groups will be tested using normality and homogeneity tests first. If it is proven to be normal and homogeneous then the data will be analyzed

using the independent t-test. However, if the prerequisite test criteria are not met, the data will be analyzed using the Mann Whitney non-parametric statistical test (Pallant, 2011). The entire quantitative analysis will be carried out using SPSS ver. 20 for Windows.

III. FINDINGS

A. *Lexicon in Traditional Balinese Games*

From the results of interviews conducted with the three respondents selected in this research, it was found that there are 86 lexicons in traditional Balinese games. The 86 lexicons can be classified into three categories: game names, tools, and rules. Below are the 86 lexicons which have been grouped into these three categories.

TABLE 1
LEXICON INCLUDED IN THE GAME NAME CATEGORY

No	Lexicon	No	Lexicon
1.	<i>Siap-siapan</i>	12.	<i>Mancan-macanan</i>
2.	<i>Matembing</i>	13.	<i>Tajen-tajenan</i>
3.	<i>Magala-galaan</i>	14.	<i>Masuntik</i>
4.	<i>Mageri-gerian</i>	15.	<i>Maunti</i>
5.	<i>Matajog/Tajog</i>	16.	<i>Madayung</i>
6.	<i>Makepung</i>	17.	<i>Malayangan</i>
7.	<i>Maceleng-celengan</i>	18.	<i>Makelas-kelasan</i>
8.	<i>Mameong-meongan</i>	19.	<i>Gebug</i>
9.	<i>Masujang-sujang</i>	20.	<i>Macepetan</i>
10.	<i>Macurik manggis</i>	21.	<i>Magemuk-gemukan</i>
11.	<i>Malekenting</i>	22.	<i>Macingklak</i>

From Table 1 above, it can be seen that 22 lexicons fall into the game name category. This means that there are 22 traditional Balinese games identified in this research. When compared with the total lexicon identified in this research, it can be concluded that the lexicon related to game names is 25.6% of the total lexicon of traditional Balinese games collected in this research.

TABLE 2
LEXICON INCLUDED IN THE GAME TOOL CATEGORY

No	Lexicon	No	Lexicon
1.	<i>Taji-tajian</i>	16.	<i>Talen</i>
2.	<i>Don jarak</i>	17.	<i>Telebing</i>
3.	<i>Don waru</i>	18.	<i>Ende</i>
4.	<i>Tedeng aling-aling</i>	19.	<i>Gitikan</i>
5.	<i>Klangсах</i>	20.	<i>Suntik</i>
6.	<i>Siap</i>	21.	<i>Katik</i>
7.	<i>Tajog</i>	22.	<i>Keraras</i>
8.	<i>Tiing</i>	23.	<i>Layangan</i>
9.	<i>Sanan</i>	24.	<i>Guwangan</i>
10.	<i>Keroncongan</i>	25.	<i>Ikut</i>
11.	<i>Lampit</i>	26.	<i>Kaluk</i>
12.	<i>Pis bolong</i>	27.	<i>Kebo</i>
13.	<i>Sen bengol</i>	28.	<i>Cikar</i>
14.	<i>Klip</i>	29.	<i>Gedebeg</i>
15.	<i>Ketip</i>	30.	<i>Benang</i>

According to the data shown in Table 2 above, it can be seen that there are 30 lexicons regarding game tools. If calculated from the total number of lexicons found in traditional Balinese games, the lexicon related to game tools is 34.9%. This number is greater than the number of lexicons related to game names.

TABLE 3
LEXICON INCLUDED IN THE GAME TOOL CATEGORY

No	Lexicon	No	Lexicon
1.	<i>Pekembar</i>	18.	<i>Munggah</i>
2.	<i>Saya</i>	19.	<i>Ngalih</i>
3.	<i>Ngencel</i>	20.	<i>Mengkeb</i>
4.	<i>Ngandong</i>	21.	<i>Negen</i>
5.	<i>Ngenyang</i>	22.	<i>Genuk</i>
6.	<i>Jaran</i>	23.	<i>Celeng</i>
7.	<i>Sut</i>	24.	<i>Ngajet</i>
8.	<i>Jaga</i>	25.	<i>Cub</i>
9.	<i>Embung</i>	26.	<i>Curub</i>
10.	<i>Cak</i>	27.	<i>Mabulet ginting</i>
11.	<i>Bebeh</i>	28.	<i>Meong</i>
12.	<i>Menang</i>	29.	<i>Bikul</i>
13.	<i>Kalah</i>	30.	<i>Mesulub</i>
14.	<i>Sapih</i>	31.	<i>Nyongkok</i>
15.	<i>Nyerah</i>	32.	<i>Ngemel</i>
16.	<i>Manggis</i>	33.	<i>Melinggeb</i>
17.	<i>Bataran</i>	34.	<i>Curik</i>

In Table 3, it is shown that there are 34 lexicons related to game rules. This number is the highest number of the three categories. Compared with the total lexicon identified in traditional Balinese games, the lexicon related to game rules accounts for 39.5%.

If we look at the word class, it can be said that the lexicon found in traditional Balinese games can be categorized into nouns, verbs, and adjectives. The following results in classifying the lexicon in traditional Balinese games based on word class.

TABLE 4
LEXICON OF TRADITIONAL BALINESE GAMES INCLUDED IN THE NOUN CATEGORY

No	Lexicon	No	Lexicon	No	Lexicon
1.	<i>Siap-siapan</i>	22.	<i>Macurik manggis</i>	43.	<i>Manggis</i>
2.	<i>Matembing</i>	23.	<i>Malekenting</i>	44.	<i>Talen</i>
3.	<i>Magala-galaan</i>	24.	<i>Mancan-macanan</i>	45.	<i>Kaluk</i>
4.	<i>Mageri-gerian</i>	25.	<i>Makelas-kelasan</i>	46.	<i>Telebing</i>
5.	<i>Matajog/Tajog</i>	26.	<i>Gebug</i>	47.	<i>Ende</i>
6.	<i>Makepung</i>	27.	<i>Tajen-tajenan</i>	48.	<i>Gitikan</i>
7.	<i>Magemuk-gemukan</i>	28.	<i>Masuntik</i>	49.	<i>Suntik</i>
8.	<i>Maceleng-celengan</i>	29.	<i>Maunti</i>	50.	<i>Katik</i>
9.	<i>Mameong-meongan</i>	30.	<i>Madayung</i>	51.	<i>Keraras</i>
10.	<i>Masujang-sujang</i>	31.	<i>Malayangan</i>	52.	<i>Layangan</i>
11.	<i>Ikut</i>	32.	<i>Genuk</i>	53.	<i>Benang</i>
12.	<i>Meong</i>	33.	<i>Bebeh</i>	54.	<i>Jaran</i>
13.	<i>Curik</i>	34.	<i>Mabulet ginting</i>	55.	<i>Bataran</i>
14.	<i>Taji-tajian</i>	35.	<i>Kebo</i>	56.	<i>Ketip</i>
15.	<i>Don jarak</i>	36.	<i>Sanan</i>	57.	<i>Macingklak</i>
16.	<i>Don waru</i>	37.	<i>Keroncongan</i>	58.	<i>Macepetan</i>
17.	<i>Tedeng aling-aling</i>	38.	<i>Lampit</i>	59.	<i>Celeng</i>
18.	<i>Klangсах</i>	39.	<i>Pis bolong</i>	60.	<i>Embung</i>
19.	<i>Siap</i>	40.	<i>Sen bengol</i>	61.	<i>Guwangan</i>
20.	<i>Tajog</i>	41.	<i>Klip</i>	62.	<i>Bikul</i>
21.	<i>Tiing</i>	42.	<i>Cikar</i>	63.	<i>Gedebeg</i>

According to Table 4 above, it was found that the lexicon in traditional Balinese games can be classified into 63 noun categories. When compared with the total lexicon found, the number of lexicons that can be categorized into the noun category is 73.3%. This number shows that most of the lexicon in traditional Balinese games is classified as nouns.

TABLE 5
LEXICON OF TRADITIONAL BALINESE GAMES INCLUDED IN THE NOUN CATEGORY

No	Lexicon
1.	<i>Ngencil</i>
2.	<i>Ngandong</i>
3.	<i>Ngenyang</i>
4.	<i>Curub</i>
5.	<i>Mesulub</i>
6.	<i>Nyongkok</i>
7.	<i>Ngalih</i>
8.	<i>Mengkeb</i>
9.	<i>Negen</i>
10.	<i>Ngajet</i>
11.	<i>Cub</i>
12.	<i>Jaga</i>
13.	<i>Mungguh</i>
14.	<i>Ngemel</i>

From the data obtained, as shown in Table 5, it is known that 14 lexicons in traditional Balinese games can be categorized into the verb category. This means that of the total lexicon found in traditional Balinese games, 16.3% is categorized as verbs.

TABLE 6
LEXICON OF TRADITIONAL BALINESE GAMES INCLUDED IN THE ADJECTIVE CATEGORY

No	Lexicon
1.	<i>Cak</i>
2.	<i>Kalah</i>
3.	<i>Sapih</i>
4.	<i>Nyerah</i>
5.	<i>Menang</i>

Following the data displayed in Table 6 above, it is known that only five traditional Balinese game lexicons can be categorized into the adjective category. From these findings, it can be said that the lexicon in the word category has the smallest number, namely only 5.8% of the total lexicon in traditional games identified in this research.

B. Lexicon in Traditional Balinese Games

To determine the alpha generation's level of understanding of the lexicon of traditional Balinese games, researchers distributed tests to 100 elementary school students in Singaraja City and 100 students in rural areas, namely in Sepang Kelod Village. The test results were analyzed using descriptive statistics and independent t-test. Considering that the number of lexicons identified was 86, the students' scores were converted into a range of 100 which also expressed the percentage of students' understanding of the lexicon of traditional Balinese games. So, to change a student's score to within 100, the score obtained by each student is divided by 86 and multiplied by 100.

$$\text{Score} = \frac{\text{Number of correct answer}}{\text{Total item}} \times 100$$

Then, these values are categorized according to the category table created using the Theoretical Ideal Reference Assessment theory, as seen in Table 7 below.

TABLE 7
LEXICON OF TRADITIONAL BALINESE GAMES INCLUDED IN THE ADJECTIVE CATEGORY

Category	Interval
Very good	$75 < X$
Good	$59 < X \leq 75$
Enough	$42 < X \leq 59$
Poor	$26 < X \leq 42$
Very Poor	$X < 26$

The scores obtained by students were tabulated and then analyzed using descriptive statistics assisted by the SPSS ver. 20 for Windows. First, the data is analyzed to see the frequency of each score obtained by students. Table 8 below shows the frequency of grades obtained by students in urban and rural areas along with the categories for these grades.

TABLE 8
FREQUENCY OF STUDENT SCORES IN URBAN AREA AND CATEGORIES

Score	Frequency	Percentage %	Category
2	7	7	Very Poor
3	18	18	Very Poor
5	8	8	Very Poor
6	10	10	Very Poor
7	8	8	Very Poor
8	10	10	Very Poor
9	10	10	Very Poor
10	8	8	Very Poor
12	9	9	Very Poor
13	5	5	Very Poor
14	5	5	Very Poor
15	2	2	Very Poor
Total	100	100	-

Based on the data shown in Table 8, it was found that all elementary school students in the city of Singaraja who were the sample for this research had a very poor understanding of the lexicon of traditional Balinese games. From this data it can also be seen that the lowest value obtained is 2 while the highest value is 15 from a value range of 1-100. The highest score obtained by students was 3, which was obtained by 18 students.

TABLE 9
FREQUENCY OF STUDENT SCORES IN RURAL AREA AND THEIR CATEGORIES

Score	Frequency	Percentage %	Category
3	4	4	Very Poor
5	5	5	Very Poor
6	9	9	Very Poor
7	11	11	Very Poor
8	12	12	Very Poor
9	12	12	Very Poor
10	11	11	Very Poor
12	9	9	Very Poor
13	8	8	Very Poor
14	7	7	Very Poor
15	7	7	Very Poor
16	4	4	Very Poor
17	1	1	Very Poor
Total	100	100	-

Almost the same as the results obtained from students in the city, students in the village also had a very poor understanding of the lexicon of traditional Balinese games. This can be seen from the data displayed in Table 9, where all students in the village also have a very low level of understanding of the lexicon of traditional Balinese games. The smallest score obtained by students was 4, while the highest was 17. This score is considered low considering that the test score range is 1-100.

To compare in more detail between rural and urban students' understanding scores regarding the lexicon of traditional Balinese games, the researchers compared the descriptive statistical results for the two groups of students. The results of the descriptive statistical analysis carried out can be seen in Table 10.

TABLE 10
DESCRIPTIVE STATISTICS RESULTS OF URBAN AND VILLAGE STUDENTS' UNDERSTANDING OF THE LEXICON OF TRADITIONAL BALINESE GAMES

Statistics	City	Village
Mean	7.4700	9.7800
Median	7.0000	9.0000
Variance	13.969	12.194
Std. Deviation	3.73748	3.49192
Minimum	2.00	3.00
Maximum	15.00	17.00
Range	13.00	14.00
Interquartile Range	6.50	6.00
Skewness	.235	.154
Kurtosis	-.994	-.864

Based on the results in Table 10 above, it can be seen that students in rural area get better grades compared to students in urban area. This can be seen from the mean score of students in rural area which is higher than students in urban area, namely 9.78 and 7.47. Apart from that, the differences that show that students in rural area have higher scores can be seen from the minimum and maximum scores which also show that students in rural area have higher minimum and maximum scores than students in urban area. However, because the categorization results showed that both students in the city and in the village had a very low level of understanding of the lexicon of traditional Balinese games, the researchers continued the analysis using inferential statistics. As planned, the researcher intended to carry out inferential statistical analysis using the independent t-test because the values obtained that were compared came from two different groups. For this reason, before carrying out analysis using the t-test, researchers tested the data to ensure that the data was normally distributed and homogeneous. The results of the normality and homogeneity tests can be seen in Tables 11 and 12 below.

TABLE 11
DATA NORMALITY TEST RESULTS

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Urban Area	.134	100	.000	.942	100	.000
Rural Area	.118	100	.001	.962	100	.005

Based on the data displayed in Table 11, it can be seen that both data, namely data from the test results of students in rural area and students in the city, are normally distributed. This can be seen from the sig value. for Kolmogorov-Smirnov and Shapiro-Wilk < 0.05. This means that data analysis cannot be carried out using the independent t-test.

TABLE 12
DATA HOMOGENEITY TEST RESULTS

Levene Statistic	df1	df2	Sig.
.598	1	198	.440

Based on the data obtained from the homogeneity test shown in Table 12, it can be seen that the data is proven to be homogeneous. This is shown by the sig value. which is > 0.05. However, even so, because the data is not normally distributed, the analysis must be combined with a non-parametric test using the Mann Whitney U test. Therefore, the researchers carried out further tests to find out whether the differences between the scores of students in the city and in the village were significant or not, so the researchers carried out an analysis using the Mann Whitney U test. The results of this analysis can be seen in Tables 13 and 14.

TABLE 13
RANK RESULTS FROM MANN WHITNEY U TEST ANALYSIS

	Location	N	Mean Rank	Sum of Ranks
Score	City	100	83.56	8356.00
	Village	100	117.44	11744.00
	Total	200		

From Table 13 above, it can be seen that the scores of students in rural area have a higher mean rank than the scores of students in urban area. This shows that students in rural area have a better level of understanding of the lexicon of traditional Balinese games than students in urban area. However, to ascertain whether the difference in student scores in rural and urban areas is significant, it can be seen in Table 14 below.

TABLE 14
MANN WHITNEY U TEST ANALYSIS RESULTS

	Score
Mann-Whitney U	3.306E3
Wilcoxon W	8.356E3
Z	-4.156
Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: Location	

According to the data in Table 14 above, it can be seen that the Sig. < 0.05. This means that the difference in scores between students in rural area and students in urban area is significant. In other words, students in rural area have a significant difference in understanding the lexicon of traditional Balinese games compared to students in urban area. Next, the effect size is calculated using the effect size calculator from <https://www.socscistatistics.com/effectsize>.

Figure 1. Effect Size Results Using the Effect Size Calculator

Figure 1 above shows that the eta square score is 0.745 and Cohen's d is 3.4. From these results, it can be seen that the effect size of student location is relatively large, according to the categorization shown in Table 15. This means that the difference in the location of students in rural and urban areas contributes at a moderate level to students' understanding of the lexicon of traditional Balinese games.

TABLE 15
EFFECT SIZE CATEGORIES

Size	Cohen's d
Small	0.2
Medium	0.5
large	0.8

Source: Cohen (2013)

IV. DISCUSSION

This research found that 22 traditional Balinese games had been identified. The traditional Balinese games found in this research differ from those found in other studies that other researchers have conducted. In research conducted by Widiastuti and Kusuma (2021) there were games of *tok laitkancing*, *kul kuk*, *penyu metaluh*, and *deduplak*, which were not found in this study. So, it can be said that this research complements previous research which also identified traditional Balinese games. In addition, previous research has emphasized the character values in these traditional games (Arya, 2015; Jayendra, 2019; Tristaningrat, 2018; Widiastuti & Kusuma, 2021).

Furthermore, from the 22 traditional games, 86 lexicons were identified. If we look at the type, the lexicons in traditional Balinese games can be grouped into three groups: game names, game tools, and rules. This follows the theory of games, which states that games are fun activities carried out by following specific rules and certain tools where there are winners, and there are losers (Gozcu & Caganaga, 2016; Stenros, 2016; Vlachopoulos & Makri, 2017; Zirawaga et al., 2017). Therefore, the lexicon available on traditional Balinese games that have been collected relates to the games' rules, tools, and names.

If we look at the word classes of these lexicons, the lexicon found in traditional Balinese games can be categorized into three types of words: nouns, verbs, and adjectives. Of the 86 lexicons identified, the majority, namely 63 lexicons or 73.3%, are nouns. This is because all game names and tools used in the game are classified as nouns. In second place are verbs, namely 14 lexicons or 16.3%. In the third or last position are adjectives with five lexicons or 5.8% of 86 lexicons.

If we look at the lexicon of traditional Balinese games collected in this research, it can be seen that these lexicons describe the lives of Balinese people, especially children who are still at one with nature. This can be seen from the lexicons, which show that traditional Balinese games utilize natural objects, such as bamboo, leaves, wood, and stone. Apart from that, most of these traditional games are played outdoors. Traditional games in Indonesia mostly bring

children closer to nature (Hastomy & Hartati, 2021; Yasnaputra & Pangestika, 2020). Traditional games also involve more physical activity, so they are healthier than the digital games currently available (Laily, 2015). Traditional games have also been proven to be able to shape students' character following the character values set out in character education implemented in Indonesia (Andriani, 2011; Fajrin, 2018; Krisdaniastutik & Hadi, 2017; Widyastuti et al., 2020). Therefore, traditional Balinese games are essential to preserve both in maintaining language, culture, and national character.

From the results of the distribution of tests carried out, it was found that in general the Balinese alpha generation, namely elementary school students in rural and urban areas, had a very low understanding of traditional Balinese games. From this data it can be seen that children in both rural and urban areas in Bali very rarely play traditional Balinese games. Children in Bali nowadays play more online games from their smartphones (Karsana & Lagatama, 2022; Prasta et al., 2022). This also confirms that the alpha generation is more interested in everything related to technology, because they were born with technology (Fadlurrohman et al., 2020; Indrayana et al., 2018; Yasir & Susilawati, 2021). They prefer online games that they can play from smartphones or other electronic devices and many of them even spend more of their time playing online games (Rifaldi et al., 2023). Even many of the alpha generation are addicted to online games which have a negative impact on their mental health (Anwar, 2022; Gofar, 2023; Swandhina & Maulana, 2022).

If seen from its usefulness, traditional games which are played more outdoors, involve a lot of physical movement, and are played in groups will be healthier and hone children's social skills (Astika, 2022; Mahmud, BonitaAnak, IslamDini, 2019; Muslihin et al., 2021). However, unfortunately online games are the choice of the alpha generation. This is also the case with the existence of online games which are now being competed as a branch of e-sports which has made online games increasingly popular (Kurniawan, 2020; Nugraha, 2021). With high prizes from competitions that are held and can be used as a profession, the popularity of online games is increasing and making traditional games increasingly left behind (Apriati et al., 2021; Meriläinen, 2023; Nur & Asdana, 2020).

From the data obtained in this research, there are only a few games that are still known to them, which shows that only a small part of these games are still known. One game that all children still know is *melayangan*. This is because until now kite games are still widely played by children both in rural and urban areas. Apart from that, because in Bali kite games are often used as a competition event (Tim DetikBali, 2022). Apart from kites, a game that can still survive is *mameong-meongan*. This game still survives because in kindergartens this game is still often used as one of the games played at school (Saputra et al., 2016). So, in order to preserve traditional Balinese games, it is necessary to hold competitions using these traditional Balinese games. In this way, more children or the alpha generation will be interested in playing traditional Balinese games.

V. CONCLUSION

Children, especially the Balinese alpha generation, are starting to abandon traditional Balinese games. This is because online games are more popular with the alpha generation. Based on the results of interviews and the distribution of tests conducted in this research, it can be concluded that there are 86 lexicons identified in traditional Balinese games, which can be classified into game names, game tools, and game rules. In terms of word class, the 86 lexicons can be categorized into nouns, verbs, and adjectives. From the test results it was found that the alpha generation had very low understanding of the lexicon of traditional Balinese games. However, when compared between children in rural and urban areas, significant differences were found between the understanding of children in rural and urban areas. Where, children in the village have better understanding, although their understanding is still categorized into very low. Considering that this research was still carried out with a limited number of samples and only took samples from the Buleleng area, it is necessary to carry out more extensive research involving more samples from other districts in Bali. This is important to identify traditional games in other districts and see a more comprehensive understanding of Bali's alpha generation. So, later, the research results will be richer and can be generalized.

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