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Research Article

The Traditional Games of Macabebe, Pampanga

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ABSTRACT

The study aimed to discover the undocumented traditional games within the Municipality of Macabebe, Pampanga, the Philippines. The data findings are to be contextualized in the educational implications of the Physical Education curriculum. With the use of a qualitative research approach, particularly a focused ethnography, a total of 16 key informants with age ranges from 61 to 102 years old participated in the semi-structured interview. After the data process, there were 11 traditional games found, five in the coastal area classified as moderately vigorous intensity when playing while six games in the land were vigorous. Using the Braun and Clarke thematic analysis, three themes were explicated. The first theme encompasses the people in Macabebe's way of life and how the participants provide basic needs to their families. The second theme describes the origin of undocumented conventional games. The third theme states the educational implications of the Physical Education curriculum among the students. Relatively, the study provides data that enumerates the undocumented traditional games in Macabebe to be integrated into the curriculum.

Keywords: Kapampangan, Macabebe, Physical education, Qualitative research, Traditional games

Introduction

As studied by Agustin (2020), it is emphasized in its vision that the Department of Education will adequately train and equip students with the essential domains, such as cognitive, psychomotor, and affective domains. Implementing different Physical Education programs that can make a student holistically well. The "K to 12" otherwise known as the Basic Education

Program along with the Basic Education Curriculum became imperative as a significant part of enhancing the general curriculum in Music, Arts, Physical Education, and Health (MAPEH).

The 1987 Constitution Article XIV, Section 14 mandates that "*the State shall foster the preservation, enrichment, and dynamic evolution of a Filipino national culture based on the principle of unity in diversity in a climate of free*

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artistic and intellectual expression." To further support this mandate, Senate Bill 1813 or the Traditional Games and Sports Act of 2007 was publicized which mandates "the inclusion of Philippine traditional games and sports in the physical education (P.E.) courses in all levels of educational institutions and sports activities of local government units, and for other purposes."

Nowadays, the modern world is vastly transforming, paving the way for the latest technology and innovation in the field of Physical Education. Therefore, in this situation, researchers proposed unifying traditional games to preserve the culture and identification in teaching Physical Education. Moreover, Filipino sports can shape students' minds and hearts through the help of these traditional games in physical education.

According to Hanief (2017), the tradition comes from the Latin word "*traditio*", a habit passed down from generation to generation where it is inherited from ancestors and used from another set of ages. Traditional games or outdoor games have health benefits for younger people's well-being and learning. Thus, it is of considerable help for young ages to fulfill cognitive and psychomotor aspects (Gutierrez et al., 2022). As stated by Maulana et al. (2021), the superiority of traditional games is supported by many facts that affect the development of children compared to modern games. Moreover, traditional games educate good values, and it is essential along with the local wisdom that is immensely educational and arouses a sense of nationalism in children. Traditional games benefit different aspects, such as social life with peers, training dexterity, and development of children's motor skills, even though it is widely known as simple games. Several studies have proven that traditional games enhance coarse and delicate motor skills (Abdullah et al., 2013; Akbari et al., 2009) and improve cardiovascular health (Rauber et al., 2014). In addition, the traditional games in the Philippines, otherwise known as "*Laro ng Lahi*," are defined as an assortment of traditional games the Philippines practiced. *Samahang Makasining* Artist Club Inc. coined *laro ng lahi*. Filipino children commonly play this indigenous game using local materials or instruments. The term "lead-up

games" is defined by Al Farizi et al. (2019) as a game that can teach bit by bit of peak activity, and it applies to all sorts of sports held in places. Lead-up games are activities that can be divided from easiest to the most difficult to improve a specific skill.

Integration of Traditional Games into Physical Education

Traditional games provide certain benefits, including strengthening coarse and fragile motor skills, despite the presence of a figure of studies and the confirmation prevalent (Abdullah et al., 2013; Akbari et al., 2009; Lazar, 2005; Nyota & Mapara, 2008; Piech & Cieslinki, 2007; Rauber et al., 2014; Rouhi, 2012). Traditional games are growing increasingly unpopular, and the younger generation seems to be less engaged these days. In the study of Azlan et al. (2021), they stated that traditional games are effective during free play in physical activity; they are an alternative approach to promoting physical activity and fitness for health among school-aged children—implying traditional games in PE lessons is effective and may improve their physical activity. Utilizing satisfying and fun activities, including traditional games, in PE sessions might be an alternative to promote physical activity during school hours. Playing traditional games is more enjoyable, and it conveys positive emotions. In addition, Maborang et al. (2022) affirmed that traditional games have health benefits that can be viewed as part of a healthy and active lifestyle and help maintain our health. The members of the Rural Filipino Society (RFS) say that these games can help maintain their health and will exert their physical movements while playing games, which require a lot of bodily movements. Hence, these games serve as their exercise. Traditional games can crank to train the child to read the body movements. The agility of a child can quickly move the body, and it can improve their communication skills and composing skills. As follows, physical motor development is effective for children interested and motivated to play the game with a happy heart. Traditional games are the most viable and quickest method of promoting physical education to children during school hours, and they can incorporate fun and meaningful activities

to encourage the younger generation to Physical education lessons and serve as an alternative strategy. Furthermore, Filipino rural sports enhance children's physical and social skills by simply playing outdoors. As such, promoting physical activity and health-related fitness by introducing traditional games among children is beneficial (Festiawan, 2020).

Improvement of Children's Motor Skills

According to Akbari et al. (2009), Gipit et al. (2017), Gustian (2021), Pratiwi and Kristanto (2014), and Supriadi (2019), playing traditional games develops children's motor skills. Based on the study of Akbari et al. (2009), traditional games help children develop their object control, locomotor, and fundamental skills. Children need sufficient time to practice these fundamental skills by interacting with the environment. Motor skills are crucial for all adolescent development because they require more different movements, but the contribution of each traditional game can improve children's motor skills (Gipit et al., 2017). It is also proven in the study of Gustian (2021) that traditional games stimulating motor skills have increased positively. With that, traditional games can be used as learning activities in school. Similarly, Pratiwi and Kristanto (2014) stated that TG develops students' motor skills and may improve their gross motor skills by associating it with physical learning, which can be used to enhance or strengthen children's fundamental motor skills such as running, hitting, kicking, and other physical activities aided in the development of children's gross motor skills. Traditional games could be used to improve fundamental skills. Participation of children in physical activities where children like to play, TG will support movement development that could influence the development growth of the students (Supriadi, 2019).

Motor Fitness Development through Traditional Games

As studied by Agustin (2020), Azlan et al. (2021), and Gipit et al. (2017), playing traditional games can be beneficial in enhancing motor fitness performance. Students will be encouraged to do their physical activity in a variety of ways to enhance their abilities and skills

based on their performance, which will have an affirming impact on their health-related fitness. Agustin (2020) declared that playing these traditional games may help children increase their strength, balance, speed, agility, and coordination. Through the implementation of various Physical Education programs, students will be appropriately trained and equipped with the required expertise, abilities, and attitudes that can allow them to improve their mental, physical, and emotional health. Additionally, indigenous games can help learners not only develop and enhance their abilities as well as their cultural beliefs. Similarly, Azlan et al. (2021) stated that students in primary and secondary school have improved their motor fitness including flexibility, acceleration, and stability while playing TG. Also, reintroducing traditional games and physical education lessons encourages physical activity and health-related fitness differently. In addition, Gipit et al. (2017) proved the efficacy of traditional game intervention strategies in improving psychomotor capabilities-related performance aspects such as agility, speed, balance, and response time in form-one school-age children. Following the conclusion, instructors in Physical Education, coaches, and other physical fitness practitioners can use traditional game strategies to enhance psychological performance.

Enhancement of Students' Social Skills

Gutierrez et al. (2022), Hartanto et al. (2021), Maborang et al. (2022), and Maulana et al. (2021) stated that playing traditional games is one of the fastest ways to integrate into the community because there is no doubt that TG helps people to socialize and strengthen people's bond. Based on the study of Gutierrez et al. (2022), playing traditional outdoor games is good for younger learning and well-being and can also develop human relationships among children and enhance their skills in socialization outside of their homes. With that, children can develop and adopt public rules and ethics by playing a variety of games. Hartanto et al. (2021) found that traditional games were effective for the improvement of a student's socialization in the classroom and enhanced the relationship between

classes because social skills are part of the growth and development of children. Physical activity and other sports, such as TG, help students develop their motor skills and social competencies while keeping them healthy. Along with other researchers, Mabborang et al. (2022) added that rural games provide different benefits for Rural Filipino Society. These games will exert a lot of bodily movements that will serve as an exercise for them to enjoy. Traditional games can be useful in enhancing self-confidence, mental training endurance, discipline, and self-quality for the younger generation (Maulana et al., 2021). Traditional games are one of the surest and quickest ways to promote social integration in a community.

Enhancement of Children's Values

Based on the studies of Alfarero and Mejarito (2014), Booc et al. (2019), Maulana et al. (2021), and Mabborang et al. (2022), traditional games are the best platform for learning core values such as fair play, cooperation, sharing, and respect. The games help develop sportsmanship and shape children's attitudes to build teamwork and collaboration. Also, insert good values that contain local wisdom that provoke a sense of nationalism. In the study of Alfarero and Mejarito (2014), these games showed that they can learn the core values as they play traditional documented games. Additionally, Booc et al. (2019) said that, from the participant's perspective, traditional games help develop sportsmanship and shape the attitudes of children's teamwork and cooperation. Traditional games include local wisdom that is very educational and evoke a sense of nationalism in children while teaching the value of a process and inserting good values (Maulana et al., 2021). In addition, Mabborang et al. (2022) stated that TG teaches the value of camaraderie and sportsmanship. Some of these games motivate Filipinos because playing is significant to them. Peer groups have an important impact on the development of socialization. Sports are the best way for children to learn how to care, coordinate, and help.

The researchers aim to discover the traditional undocumented games in the town of Macabebe, Pampanga, Philippines. It was seen that there are scarce studies that have targeted the

connection between the way of life of people in a locality and their natural society into the traditional games they have within their grown environment. A knowledge gap is a desired research finding that does not exist (Miles, 2017). This is to provide data about the people's anthropology, the inclusion of their culture, their skills, practices, and traditions that they used. It is beneficial particularly to the selected town or municipality because it focuses on their life and work, and it exposes what they are known for and what they should be proud of in their town. Furthermore, it will contribute to the schools or institutions since it aims to identify the existing traditional games of the past. They can insert these games in their lessons specifically in the Physical Education subjects to be implemented in the students learning.

Theoretical Framework

The Dynamic System Theory that Esther Thelen developed affirmed that to build children's motor skills, perceiving through the help of the environment is vital (Festiawan, 2020). This theory supports the researchers' aim to determine how motor skills such as agility, balance, speed, and reaction time are involved by applying traditional games accompanied by the environment. It indicates that this theory aligned with the development of a child's movement process on the execution of motor skills with several body movements.

Statement of the Problem

The researchers aimed to discover undocumented traditional games in Pampanga, the Philippines. This study aimed to provide answers to the following questions:

1. How may the Macabebes' way of life be described?
2. What is the origin of the undocumented traditional games?
3. How may these games be described according to:
 - a. Aarne-Thompson Tale-type Index Classification
 - b. Fitness components
 - c. Movement patterns/skills
 - d. Fundamental Movement Skills

4. What are the educational implications of the findings for the Physical Education curriculum?

Methods

This study followed a constructivist philosophical worldview, which creates meanings from individuals' experiences that will help them understand the world they live in (Creswell, 2014). This worldview leads researchers to have a complex perspective rather than narrow the participants' views into a few categories or ideas. A qualitative research approach is suited in this study to address variables that must be explored from the research problem. For this reason, the researchers gained information from the informants' participation through the narration of the participants' responses regarding the undocumented games that they played. As stated by Creswell (2014), through a qualitative approach, the researchers will understand how the phenomena arise. Additionally, this approach relies more on the participant's views which will assist the researchers to analyze words or pictures rather than using statistics to describe the central phenomenon of the study (Creswell, 2012). Also, observation of the participant's behavior during engagement in an activity is one of the keys to collecting data. Focused ethnography is a short-term field visit (Knoblauch, 2005) that contains documentation that helped the researchers gain deeper insights to give a precise description in regards to the skills from TG that can be integrated into lead-up games. To discover the undocumented traditional games from the two barangays of Macabebe, Pampanga, a focused ethnography approach assisted the researcher in understanding participants' way of life and how those games started by exploring and visiting the said town in a short period. Additionally, Hammersley and Atkinson (2007) stated that this approach is suited when exploring behaviors, processes, methods, and perceptions within a group specifically in a sociocultural context. A research design is a vital tool for key themes determining whether in events and experiences. In line with this, a narrative design applies to this study. The narrative design focuses on individuals' stories and experiences

and through these narratives, data will be completed (Connelly & Clandinin, 1990). With that, an informal interview was utilized to collect data from participants and tends to be a qualitative approach. The researchers used this to gather the needed data and information.

Key Informants

The researchers selected the town of Macabebe among the 19 municipalities of Pampanga because it was the oldest place in the province. This is where the old *Kapampangans* were first known as Macabebes or *Cabeans* of the province. In line with this, the study utilized a non-probability sampling technique. Thus, the appropriate sampling used in this study is snowball sampling; the researchers selected old *Kapampangans* ages 50 and above, who are legitimate citizens of Macabebe, Pampanga, that can provide necessary and appropriate information for the study. They purposely selected participants around the town of Macabebe. The totality of 16 participants, consists of 8 male and 8 female age ranges 61-102 years old. An informed consent form was presented to guarantee that all their personal information was kept confidential. However, while conducting the data-gathering process, there were instances where the researchers failed to find informants with the age requirements. Therefore, changes in participants' age criterion occurred throughout the data collection.

Research Instrument

The suitable research instrument that was applied is an Interview Protocol Guide (IPG). The IPG is not just a set of questions that the researchers must follow, it is a procedural guide for the interview process in qualitative research. It contains a script to help the researchers know what they will say before, during, and after the interview. This IPG will also remind the interviewer of the questions that need to be answered to complete the data collection (Jacob & Furgenson, 2012). To complete the necessary data, five (5) steps in IPG structure will be pursued: 1) opening question, 2) introductory section, 3) transition question, 4) key questions, and 5) concluding question (Krueger & Casey, 2009). A semi-structured inter-

view was imposed because this format is frequently used, and it is proven to be flexible and versatile to both group and individual interview methods (DiCicco-Bloom & Crabtree, 2006) which will support the goal of this study in compiling data. Three (3) qualitative research experts validated the instrument to ensure its reliability. The collection of data was a type of conversation that had follow-up questions answered by the participants. Storytelling about the participants' life experiences is the primary need for data. The researchers asked the participants questions that were relevant to the *Kapampangan* traditional games that were played among the participants in their childhood days but were unknown and unpublished throughout the Philippines.

Data Gathering Procedures

A letter of approval from the Dean of the College of Education and a letter seeking permission to conduct study outside the university was prepared. The approval letters were granted, and it was sent to the municipality of Macabebe down to the 2 barangays (Sta. Maria and San Isidro) to inform them about the study, and the researchers coordinated with the Barangay Captains and asked about the personal data profiling of their citizens that are old men and women. An informed consent form was presented to explain the purpose of the study and where it will be used to guarantee that all their personal information will be kept confidential. The interview process was conducted in the 2 barangays of Macabebe, Pampanga. Throughout the process, the researchers asked people around the streets if they knew about an old *Kapampangan* aged 50 and above who resides in a specific barangay; the data-gathering process was like a house-to-house interview. The researchers introduced themselves and explained the purpose of the study so that the participants could answer all the questions with full knowledge and understanding. Also, the researchers asked the participants if they could audio or video record the interview. If they were permitted, the researchers would start asking questions in accordance with the survey questions to target the needed data of the study. A copy of the transcription for the whole interview process was sent to the

participants to ensure the credibility of the analyzed data. A participant's confirmation letter was signed. The goal of this research was to identify undocumented traditional games that can be integrated into lead-up games that use different body movements and skills.

Ethical Consideration

The required letters were prepared by the researchers to formally present them to the municipality and barangays and ask their permission to conduct the data-gathering process in the town of Macabebe. Apart from that, an informed consent form was given and explained to the participants to avoid conflicts. The researchers used the Belmont Report or the National Research Act because it has three (3) basic principles. These are respect for others, beneficence, and justice. Additionally, the social value, informed consent, vulnerability of research participants, risks, benefits, safety, privacy and confidentiality of information, justice, and transparency are under RA No. 10532 also known as the National Ethical Guidelines for Health and Health-Related Research System Act of 2013, in which Section 12 states that the Philippine Health Research Ethics Board (PHREB), created under DOST Special Order No. 091 s. 2006, shall ensure adherence to the universal principles for the protection of human participants in research. To ensure the informants that their personal data and information will be kept and will be highly confidential under the Republic Act of No. 10173 or the Data Privacy Act of 2012. These above statements are the considerations for the participants to guarantee that their responses are only within this study.

Data Analysis

The researcher used the Aarne-Thompson Tale-type index classification to categorize the found traditional games. In the study of Lopez (2001), the Aarne-Thompson Tale-type index is an "Ordinary Folktales" index, and it has been described as a "poorly named category" and a tale-type index with a very large scope. Whereas the set of stories can be identified in the beginning and the end by a standardized language, supernatural motifs, and sympathy for the commoner. It makes up around half of

the total folktale-type list. Such that this type of index explains that each game has its own winning goal. Furthermore, another way to find out where these games are located is to use the Aarne-Thompson Tale-type index wherein every move made by a player in the game goes into one of three categories. As a result, the researchers classify the games included in Aarne Thompson's tale type index, which is the "Ordinary Games" known as the biggest group and thus divided into three distinctive categories: Physical Games, Games of Dexterity or Skill, and Mimetic or Drama Games. In addition, these three categories are utilized to determine the game where the game is included. After the data collection, the responses of the informants were analyzed and interpreted. The researchers transcribed the participants' answers from an audio recording verbatim. MAXQDA assisted the researchers in analyzing the data to classify patterns in generating themes that were based on the participants' answers.

Establishing Trustworthiness in Data Collection

To establish "trustworthiness" in the data findings, this research study assessed the content analysis of the qualitative phase using the four (4) standard criteria that were developed by Lincoln and Guba (1985), specifically: credibility, dependability, transferability, and confirmability.

Credibility. To ensure the credibility of this study, the researchers conducted a house-to-house interview to gather the necessary data and information. A casual conversation was imposed to establish rapport and connect with the participants to let them reminisce about their good old days of playing traditional games. For transparency, a copy of their transcribed answer was given to them.

Dependability. In inaugurating the dependability of the data findings, a sort of coded section transcripts was provided. The raw version of a written transcription was included to set engagement with the informants. To avoid biases, IPG was presented as a procedure to follow and avert including researchers' perspectives.

Transferability. The research design used in this study was presented to establish transferability. It serves as a guide to the succeeding researchers who will conduct a study that is like this context. The nature and characteristics of the participants, the research methods used as well and the insights gained from the collected data are included.

Confirmability. An audit trail was conducted by the researchers and all gathered data and findings from the interview were conserved. The constructed themes and sub-themes were written through a Word document. The data findings obtained were evaluated and appraised by the qualitative study experts to ensure the validity of the collected data of the study.

Findings and Discussion

The critical analysis of data findings has three themes formed based on the thematic analysis provided by Braun and Clarke (2006). The description of Macabebe's way of life covers the first theme. The second one provides the origin of the undocumented conventional games that were played in coastal areas and land. The third explains the implications of the findings to the Physical Education curriculum.

Macabebe's Culture

The people from the municipality of Macabebe, also known as *Cabeans* were named as the "brave youth" of Central Luzon led by the great young *Datu Bambalito* or *Tarik Soliman*. According to Martinez and Morales (2011), the early way of life of Macabebe was highly civilized because they had an advanced system of government, were well-skilled, and were known for their culture of farming techniques. At present, the variety in their way of living is significant to their family heritage source of income because some of the informants inherit their work from their parents. However, several *Cabeans* were only employed to work for others in providing their necessities. Along with this, *Cabeans* way of living is seen brightly by their innocent eyes, and life struggles have been slapped by the reality that a person's life has gone through tough times. Undoubtedly, this theme is associated with the attachment to

their way of surviving, on how *Macabebes* provide basic needs to their families either working on the land or in coastal areas which were classified into (3) three subthemes.

Cabeans as Sewers

Several of the female participants were a sewer of saints' dress and gloves (*guantis*) during their teenage years. They chose to work over schooling due to reasonable hardship of life in the past. This shows that women in Macabebe are known for their sewing careers because many female participants responded that they were sewers before. According to Buted et al. (2014), women were born natural artists in this craft. Moreover, females are most likely seen working inside their houses with sewing.

"Manayi kami kayi pa guantes kanita usu manahi" (We are sewing gloves before since it is popular that time) P-2

"Manayi kami kasi e. Manahi aku sosopan mi ya manahi kanita ing ma ku" (We sew and I am the one who helps my mother) P-4

"Magkayi ku ma-ag nanu kasi ita itang guantis mangawa kung guantis" (I am making gloves) P-10

Cabeans are grown farmers

This proves that *Macabebes* have no gender limitations in terms of farming, inclined to their nature and environment. Furthermore, it was mentioned by the participants that they were rich in grains that were consumable for almost a year. Several informants worked as rice pickers during the annual harvest. This entailed that *Cabeans* are grown and raised by farmers. However, some of the Macabebe citizens tried to raise ducks but didn't last because the real trend in the town is farming which is part of their geographical location. Later on, the consistent rising of the water level in the Pampanga River had such a huge effect on them turning to have no choice but to convert their farms into fishponds.

"Ay mananam kaming pale, ampong mamulut kami king papalut" (We are planting rice and gather from the harvesters) P-5

"Tatanam ku tatanam pale" (I am planting rice) P-8

"Ahhm mamulut nyang panaun ayta... pale pa ken mamulut kami, maki-dara, makitanaman" (We are just picking rice then. Here, is entire rice plant. We gather, grind and plant here) P-9

"Kayi pag... ita pin tang harvest time mamulut kami pale para ating tambak kami pa banua. Yapin ali kami mamako abias makanita ampong manasan" (When it's time of harvest, we pick rice plant so we may have something to store and consume for a year. That's why we do not experience rice shortage, and fishing as well) P-4

"Tutu ita, pabanwa mititipun ing a bias o ngeni ala" (That is true. Rice is stored for a year but now it can't be) P-15

"Alang patugut ing pale ken, oneng dinatang ya ing kinonvert mi king fishpond" (It's full of rice plants here but then we converted it into a fishpond) P-13

The Customary Living of Cabeans

The participants said that their way of living is interchangeable from the land of farmers to the land of fishers. Nowadays, their only way to cope in life is to work as a fisherman which is considered the current work status of the people in the town. Moreover, several of the informants are owners of fishponds which helps them to satisfy their daily needs. In connection with this, others are boat drivers. They were a school service for those students living in coastal areas whose only way of transportation is by river using motorboats. In a nutshell, water has now become their support system to survive life.

"Ing kasalukuyan oyta ala kung kapanintunan ken mekayi ing plaisdan mi itang lulbog" (Right now, I don't have a job and it happen that our fish pond is sinking) P-14

"Ah ngeni kasalukuyan driver ku kareng estudyanti" (I am currently a service driver of the students) P-15

The Prime Storyteller: A History

Exploring children's potential by playing and moving is necessary for child development.

If children have more opportunities and choices of games, children's experiences become richer. In addition, to develop all aspects of their development, children must continue to move and play actively (Iwandana et al., 2021). With regards to this, childhood is a vital stage for human development, a memorable stopover for an individual. In some parts, few children escape it. A 102-year-old interviewee tells the story of an innocent child who only played inside the house together with a doll due to the threats brought by World War II that the participant witnessed. In addition, the participants kept on talking about the hardship, hunger, and hiding that they had experienced under the hands of invaders. The Japanese left memories that still linger with the Filipinos up to the present times. The destruction that the war caused to the country, such as the loss of lives of people as well as the Filipino women comfort women. Also, the United States gives benefits such as reparations as well the injustices made to the Filipinos under America (Jose, 2001). This signifies that not everyone enjoyed and spent their childhood days playing and socializing outside. Some had traumatic and tragic experiences when they were a child. Relatively, one of the participants was crowned as a *Kapampangan* Poet Laureate and a historian in Macabebe. The key informant mentioned a traditional game that is being played during the third night of burial. This game consists of a group of teenagers of both genders that gather on a burial night in which girls will be the representation of *Sampaga* and boys will be the representation of *Buko* and before they formally start the game, the players must vote for Queen, and the King will be appointed by the Queen to serve as her significant other and to be proclaimed. The declared Queen is required to fly a Pigeon or *Kalapati* and through her power and authority, she will decide where she will land the dove whether on *Sampaga* or *Buko*. However, those who will be out during the game and won't be able to state where the dove landed during the conversation part of the game will surrender their *prenda* (accessories/things) and redeem it by delivering a *Kapampangan* song or poetry. This tradition of *Cabeans* was not passed throughout the generation and this was last played in the year

1962 but still part of the rich history of Macabebe. Having said this, the game is known as *Bulaklakan* or *Bilisyun*. Following this, an Arnisador named Esung Mallari was the first known *Kapampangan* who fought in a tournament in Mindanao, and he used an umbrella in the competition instead of *moton*, the materials used in arnis before. As a reward for his bravery, Datu owed his daughter to Esung and he went back to Pampanga together with the native Muslim who became his wife. This indicates that Macabebe had an affluent unwritten history.

"Keng kami pu sala salikut kami. Ni-yang malati kami atsyu kami lalam tang lalam dareng tanaman" (We used to hide. During our childhood days, we hide under the tree) P-1

"Ah bang didinan ke pung minsan manika potang atin mag tinda" (Giving us a doll when there are vendor) P-1

"Ing megakamali megsalita maprenda ya, atin prenda okay. One set ne ita istung megakamali ya maprenda ya" (Wrong actions requires consequence. It is equivalent to one is to one set of consequence) P-16

"Halimbawa ing prenda bisa yang mamoesia o kaya magkanta piabe ne mikayi ne kanta ing pinrenda nang singsing potang kayi cross another set nanaman kanta so on and on makanyan yang makanyan" (For example the consequence is to deliver a poem and singing, it will be combined and then another set of consequence again, that is how it done) P-16

Games played in Water

Macabebe is situated along the Pampanga River, which is a way going from one place to another using boats to transport people and commerce. Meanwhile, *Cabeans* life was not easy, and difficulty in transportation is one of their problems because there is no other way to reach the plaza or *bayan* if not riding a motorboat despite challenges, the town of Macabebe is lucky to be surrounded by water that serves as their source of income. The river also serves as entertainment where some traditional games take place, and they use water in creating ground preparation of games and become the venue to enjoy because truly embracing the

wealth of the town is beneficial. Moreover, children become creative in creating games by using the available resources and adapting to their environment. Perhaps, the environment that the town of Macabebe has become convenient for the people in many ways. In addition, *Cabeans* easily learn how to swim and how to ride boats, and water becomes important on *Macabebes* daily basis. Undoubtedly, *Cabeans* are known for fishing because it is a common industry in place because fishes are abundant in the rivers and fishponds it is their way to earn money and sustain daily needs. Hence, the river is a good source of food including vegetables such as water spinach and lily pads that may vary in use. In conclusion, water has an integral role to the people of Macabebe and the town itself became known for its natural surroundings and environment. The participants provided responses that are inclined to water in which their coastal life consists of these games that they have once played. This completes their childhood existence when their friends and playmates invite them to play during their free time. Many of them have experienced games that are being played in the water. Relatively, participants mentioned paper boat racing (*karerang bangkang papil*), swimming race (*karerang kawé*), hide n' seek in water (*salikutan king ilug*), diving (*sungaban*), and boat race (*siglulung bangka*), as games in water. These games encompass traditional games that occurred in coastal areas that have connections in their evolved history.

Karerang Bangkang Papil (Paper Boat Racing)

-Kapampangan
Macabebe, Pampanga

PLAYERS: Any number of players, boys and girls around 6 to 8 years old.

SETTING: Harbor or Riverside

MATERIALS: A piece of paper

PRE-GAME:

Preparation - Using scratched paper or any available paper, the children will create a paper boat.

Objective - The first paper boat to approach the designated finish line will be the winner.

MOVEMENTS:

1. Players will go to the riverside or to a *bantilan*.
2. At the given signal, players will release their respective boats that are made of paper.
3. The player's paper boat who comes first and remains intact will be declared the winner.

This traditional game was invented with the help of creative young minds accompanied by a paper boat crafted through scratched paper or any used paper depending on the availability of their environment that serves as their primary resource. Furthermore, there is no punishment associated with this, a pure childhood game played during the children's leisure time. Apart from this, *Karerang Bangkang Papil* was classified in (a) Aarne-Thompson Tale-type Index as a racing game because the goal of every player's paper boat is to sustain the stability of the paper and abstain from quick melting until it gets on the agreed finish line, (b) the association of reaction time and accuracy of the player serve as fitness components, (c) squat then release will be the movement pattern that is (d) narrow to manipulative movement skills as the object manipulation was taken.

"Di battery ala pa kanta, kayi pa hangin lapa kanta, hangin mu, hangin mu mandala" (Batteries aren't yet available that time. Wind is the main source of everything) P-9

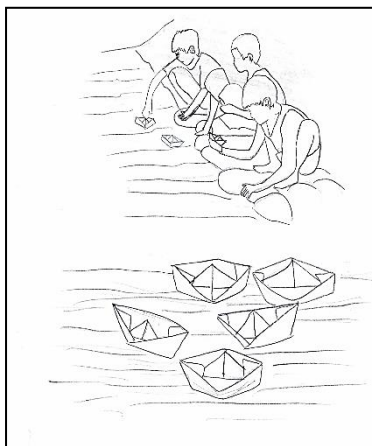


Figure 1. Illustration of the game Karerang Bangkang Papil



Karerang Kawe
(Swimming Race)
Source: The Authors

-Kapampangan
Macabebe, Pampanga

PLAYERS: Any number of players, boys, and girls around 6 to 8 years old.

SETTING: River

MATERIALS: None

PRE-GAME:

Preparation -

1. The players will gather on the left side of the river or vice versa.
2. They must stand in line, equally.

Objective - The player should be able to swim on the other side of the river faster.

MOVEMENTS:

One person will shout "Ready, set go."

1. All together they will swim directly to the other side of the river.

2. Whoever swims the fastest and gets to the other side of the river first, will be declared as winner.

Karerang Kawe is a game that can bind friendships because it can be played by anyone who knows how to swim. In the past children had no malicious ideas in play wherein there was no gender-sensitivity. Macabebe is well known as surrounded by water, that's why children love to play in the water. Moreover, *Karerang Kawe* was classified in (a) Aarne-Thompson Tale-type Index as a racing game because each player has their goal to get to the other side of the river (b) which strengthens their muscular endurance as well as cardiorespiratory endurance and flexibility. It also associates the reaction time, power, speed, balance, and coordination of their body (c) and uses push and pull rotation on their body to move quickly towards the finish line. In addition, (d) it was under locomotor movement skills because it requires the players to move from one place to another.

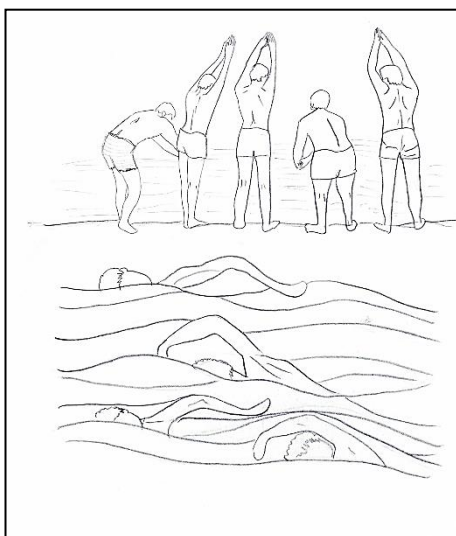


Figure 3. Illustration of the game Karerang Kawe

Salikutan queng Ilug

(Hide n' Seek in River)

-Kapampangan
Macabebe, Pampanga

PLAYERS: Any number of players, boys, and girls ages 6-13 years old.

SETTING: River

MATERIALS: None

PRE-GAME:

Preparation

1. Children will gather all together in the river.
2. The last player who cannot go immediately to the said place will be proclaimed as out or *taya*.

Objective - Hide from the person who is out or *taya*.

MOVEMENTS:

1. The players must swim and go to some *balili* or tall grass, after they find a nice spot to hide, they will stay for a while.
2. When a hider sees that seeker or *taya* coming they can move to other *balili*, to make it harder for *taya* to see their faces and tag them out.

3. If everyone is all out, the first hider to be seen and touched by the seeker will be considered the next seeker.

This game *Salikutan queng Ilug* requires one to stay hidden behind the tall grass or *balili* which makes this game unique compared to the usual hide-and-see game. This became popular among *Cabeans* because the Pampanga River is highly significant to Macabebe, which is why the event occurred in the water. In addition, *Salikutan queng Ilug* was classified in (a) Aarne-Thompson Tale-type Index as a hide-and-see game because the aim of every player is to remain hidden before getting caught by the seeker (b) therefore, the cardiorespiratory endurance and speed of the players will be developed when the seeker starts finding the other players because they need to swim faster, (c) close to the enhancing muscle group of the players by doing some squat and lunges so that the seeker cannot see the players while they are hidden, therefore (d) locomotor movement skill was executed because the hider and seeker are required to move from one place to another.

"Itang salikutan ke king ilug keng sukal" (We are hiding on the river underneath the trash) P-8

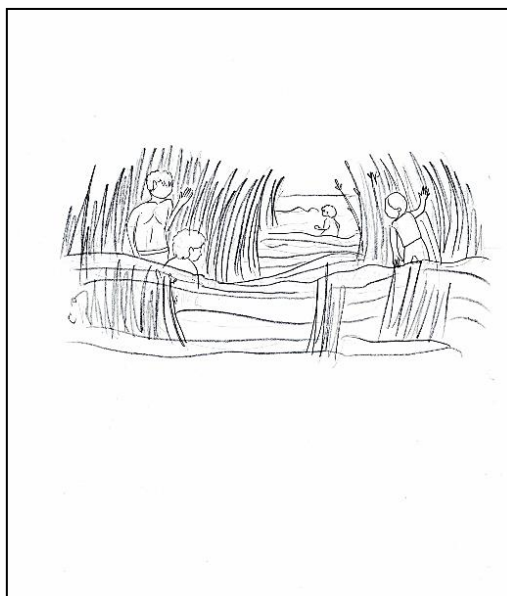


Figure 4. Illustration of the game Salikutan queng Ilug

Sungaban
(Diving)

-Kapampangan
Macabebe, Pampanga

PLAYERS: Any number of players, boys and girls ages 6-13 years old.

SETTING: River

MATERIALS: None

PRE-GAME:

Preparation - Players will pick a *taya*, depending on their way of identifying it.

Objective - To touch all the players underwater.

MOVEMENTS:

1. The game will start with their cue (1, 2, 3, go).
2. Players will immediately dive and stay underwater and hold their breath for a long time.
3. The *taya* will have to swim underwater and find the co-players and touch them to be out.

Living around the water cannot limit you from playing games coastally. A traditional game of Macabebes called *Sungaban* is being played on the river in which the players need to dive deeper and swim fast as they can to prevent the out or *taya* from tagging the co-players and hold their breath for long (a) this game is a hide-and-see game which is under to Arne-Thompson Tale-type Index because the goal of *Sungaban*, is to hide under the water so the “*taya*” will not find the players. (b) The fitness components used are cardiorespiratory endurance and agility for aiming to not be seen easily, to play in the water for a long period of time, and to change their position as fast as the players can. (c) *Sungaban* enhances the body by pushing and pulling the water to move (d) which is classified as a locomotor movement skill as they change their place while playing.

“*Tagalan, susungab kakawe kayu susungab kayu*” (We are running, swimming and diving) P-13

“*Istung kayi malambat magstay ka*” (We stay there if it takes too long) P-13
“*Anggang agyu anggang agyu mung queng lalam*” (Until where and when you can go as far as the bottom) P-13

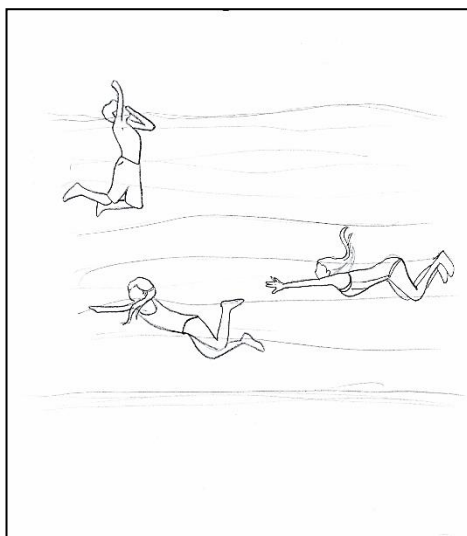


Figure 5. Illustration of the game Sungaban

Siglulung Bangka
(Boat Race)

-Kapampangan
Macabebe, Pampanga

PLAYERS: 5-7 players per boat, no age limit

SETTING: River

MATERIALS:

1. Each team must have their own boat. The whole boat is carved and made of mahogany.
2. Players must have their own paddle.

PRE-GAME:

Formation - A half-kilometer is set as a target point for the players.

Preparation -

1. All players must register their boats before the game day.
2. There are 2-3 sets of boat races and whoever wins every set will proceed to the finals.
3. Each boat will be given a flag as a symbol that they were part of the game or the competition.

Objective - The first competitor boat that gets to the finish line will be the winner.

MOVEMENTS:

A gunshot is a signal that the game has already started.

1. The players will paddle as fast as they can towards the flag where they will make a turn back to the starting line.
2. The players who are able to paddle fast and reach the finish line will be announced as the winner.

The traditional game *Siglulung bangka* is one of the main games played by *Cabeans* during the town fiesta. In the year 1957, the prizes were 10 pesos for the winner and a sack of rice as a consolation prize. *Siglulung bangka* became part of the culture of Macabebe, meanwhile, other people from different provinces try to visit Macabebe just to witness these traditional games. It was first seen in the 1950s when players were only using a wooden paddle but at the present, paddle boats were rarely used in the race due to the innovation of motorboats. Furthermore, *Siglulung Bangka* was classified in (a) Aarne-Thompson Tale-type Index as a racing game because the players have to get to the finish line and use their (b) muscular strength and muscular endurance, additionally, balance, power, speed, and reaction time are needed for this game because they will look at how well they balance the boat, how fast they are going to the finish line and how attentive they are as a competitor. Furthermore, (c) push and pull are necessary to move a certain boat

(d) as it is classified as locomotor movements and manipulative skills to manipulate the boat's direction.

"Diba atin maragul ilug karen ken kami manakit lulung bangka istung mag pyesta" (There is a large river here where we saw boat race especially during fiesta) P-6

"Istung kayi apulung pesos makanyan" (Sometimes 10 pesos like that) P-13

"Deng consolation istung kayi denan da lang abias makanyan" (Consolations prizes winner were given rice) P-13

"Bagsik mu talaga, ana kanta lima ko mung katau magbagsik kayu ngan" (We

are rowing on the river. We are only five (5) rowing) P-15

"Diretsu yang dutung kulkulan da kanita gauan yang bangka malati upon on the size nung nanung buri mu size. E ya metung gagawa ing bangka kanita" (It's a long wood to be mounted as a boat depending on the size you want. Boat making is not only be done by one person) P-16

"Akalingwan ne pero reng kayi reng gagamitan da usung dutung mangatibe kanita apitung, bulaon, bulaon ne, nanu ya kasi keng tagalog ing a mahogany, mahogany mahogany" (I forgot it, but they use strong wood, like mahogany) P-1

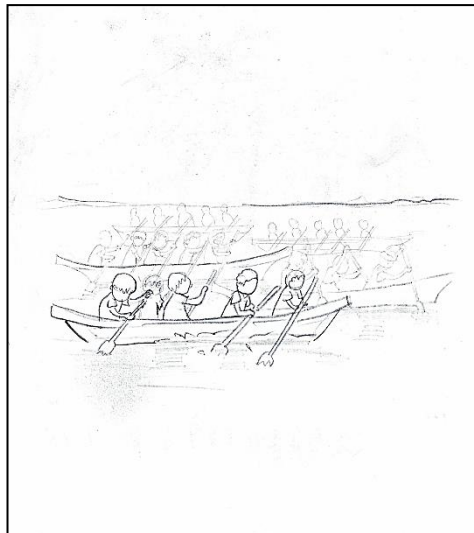


Figure 6. Illustration of the game Siglulung Bangka



Figure 7. Wooden Boat and Wooden Paddle
Source: The Authors

Table 1. Matrix for traditional games played in water or river

Games	Players	Materials	Setting
Karerang Bangkang Papil (Paper Boat Racing)	Any number of children, boys and girls around 6 to 8 years old.	A piece of paper	Riverside
Karerang Kawe (Swimming Race)	Any number of children, boys and girls around 6 to 8 years old.	None	River
Sungaban (Diving)	Any number of players, boys and girls ages 6-13 years old.	None	River
Siglulung Bangka (Boat Race)	5-7 players per boat, no age limit	Wooden Boat and Wooden Paddle	River

Games Played in Land

According to the participants' responses, to lessen boredom, they go outside and play. Sometimes, during the bright moon or *masala ing bulan*. The games mentioned by the informants are only played on land or grounds. Moreover, the list of all the traditional games played by young Cabeias is Shaken Shell (*Ayo*), *Indoor*, *Jolens*, *Paragis*, *Sarken*, *Sintak*, and *Tatching Taramindu* which are in land space. This implies that many games are played but are undocumented.

Ayo

(Shaken Shell)

-Kapampangan
Macabebe, Pampanga

PLAYERS: 2 players, boys and girls ages around 6 to 10 years old.

SETTING: Indoor, Outdoor, or any shaded areas.

MATERIALS: Shells

PRE-GAME:

Preparation - There is one "manu" who will hold all their shells.

Objective - To make the shell upside down.

MOVEMENTS:

The "manu" will shake all the shells in his hands.

1. After shaking the shells, the player will throw it to the ground.

2. When the shell is thrown, the player will check whether the shells are lying down or upside down.
3. The player who owns the shell upside down wins the game.

The invented game known as *Ayo* is a competition between a player with the player having the opportunity to be lucky or *suwerte* by shaking and throwing the shells. The shell is a key component of the game, with unpredictable outcomes. In addition, the punishment is decided by the players, but it is possible that no punishment will occur in the game. *Ayo* was classified in (a) Aarne-Thompson Tale-type Index as a game of chance because the player may test their luckiness which is why the intent of the game is to turn the shell upside down to win, (b) it is connected to the accuracy in the ability to perform of how the player will throw the shell to have a big chance that it will be upside down. (c) and by playing this the players will do a squat or sit position to be comfortable by throwing the shells on the ground. (d) It is constricted to manipulative movement skills for the object manipulation being performed.

"Retang anam a anam pigamitan da halimbawa ing atchu kaya manu ya iyang talan ngan kulug nong makanyan kulug na ngan e bili no kanita nung ninu retang makasakub reng makasakinda eku balu sanung manyambut kanita nung makasakinda o itang makasakub kerakalan retang makasakub ne" (It is grouped by 6, it will be shaken and released afterwards. Whoever lie down or vice versa, I don't know who will be the winner but definitely the one who are lying down) P-16

“Miaayo la siguru miaabe la nya mi-aayo ara” (They are lookalike since they are together that’s why they say that) P-16

“Itang kukulug ya miayo ara ayo ayo ayo makanyan okay” (When there is thunder they keep on shouting ayo ayo ayo) P-16

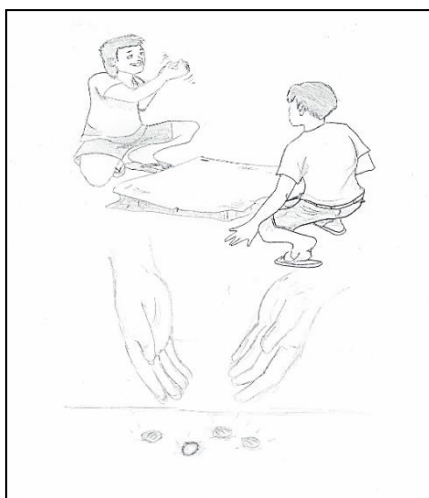


Figure 8. Illustration of the game Ayo



Figure 9. Parus-parus Shell
Source: The Authors

Indoor

-Kapampangan
Macabebe, Pampanga

PLAYERS: 10 players per team, boys and girls
ages 8-12 years old

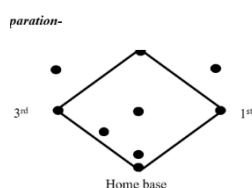
SETTING: Outdoors or in a rice field

MATERIALS: Rubber Ball

PRE-GAME:

Formation - 1 Catcher, 1 Pitcher, 1 Hitter, and
3 bases

Ground Preparation-



Preparation -

1. Through ‘jack n’ poy’ or rock, paper, and scissors. The team that gets three (3) points will first play as the defending team.
2. After that, the offense team will be positioned on their designated part.

Objective - To go around the bases and score.

MOVEMENTS:

Only a fist hand is allowed to be used when hitting the ball.

1. A strike is called if they do not hit the ball, but it is leveled in their chest and a call for a foul ball is if the pitcher throws it above the head of the hitter.
2. After hitting the ball, the hitter should run on the bases to be saved.

3. And the offense team needs to catch the ball before it lands on the ground to eliminate the 1st hitter.

The residents of Macabebe invented a game called *Indoor* which was played on a paddy rice field at the back of their houses. In this game, players have to hit the rubber ball with their hands which serves as a bat. *Indoor* was classified in (a) Aarne-Thompson Tale-type Index as skills in hitting objects which is under the game of dexterity and skill. (b) Playing this game will develop the player's reaction time to hit or catch the ball. It enhances their muscular strength and flexibility as they swing their arms, and improve their agility, speed, and coordination as they run to the field. (c) In addition, movement pattern skills will be standing because at the beginning of the game, every

player will stand in their place and the pitcher will throw the ball, and the player who will play first will strike the ball and run to proceed. Also, the opposing player will run and try to catch the ball and tag the player to aim so that the player will not be having a score. (d) Locomotor and manipulative movement skills were classified as the fundamental movement skills that were seen in the game *Indoor*.

"Tabalu bakit da inawus indoor ita balamu itang pyalung da itang atin bet ne pero barugan me keng gamat mu" (I don't know why they call it indoor, that game will have a bet then you will tap his hand) P-13

"Hmmm nung makananu ya style itang baseball makanyan ya naman itang indoor" (Same as baseball, that is how the indoor is done) P-13

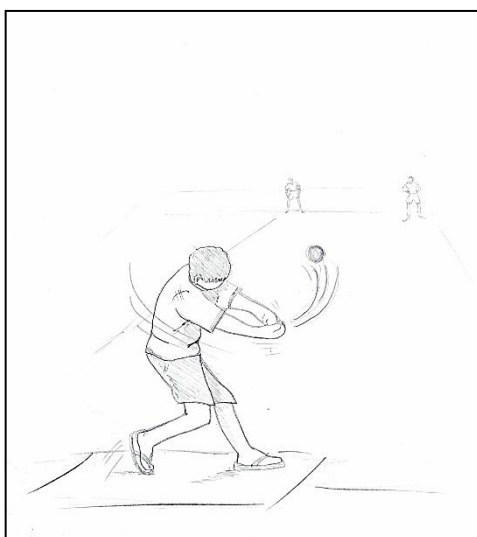


Figure 10. Illustration of the game Indoor



Figure 11. Indoor Ball
Source: The Authors

Jolens

-Kapampangan
Macabebe, Pampanga

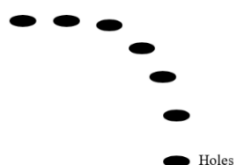
PLAYERS: Any number of players, boys and girls ages 6-12

SETTING: Outdoor or in a ground soil

MATERIALS: Marbles

PRE-GAME:

Ground Preparation -



Preparation - Players will need to create 7 holes. Distance how far each hole is set by the players.

Objective - Flick the Jolens through the holes.

MOVEMENTS:

1. Players will need to create seven (7) holes.
2. All Jolens must continuously shoot into the holes.
3. The player who can't shoot them all will be out and lose.

The game *Jolens* is known by everyone for using marble as their material. However, individuals who play *Jolens* have their own way of playing this game. In Macabebe, the players must create 7 holes where the marbles should land. *Jolens* was classified in (a) Aarne-Thompsons Tale-type Index as skill in the manipulation of objects (b) in which player's coordination and accuracy in manipulating the marbles to reach the hole is needed. (c) Before the game starts, the player will first take a position by doing a squat and push or flick the *Jolen* to get into the hole (d) which is classified as manipulative movement skills.

"Reng players shushoot do karen deng jolens istung meka kayi la per kulkul susunud ne kanta ing kadua kayi hangga pitu la e magbakle ke karin e istung a shoot me magbalik ya nung magshoot ya kanta okay ne pasadu ya hangga ketang kalaban makanyan istung medead ya e ne agad a shoot e ne a shoot mesambut ya itang kalaban, okay" (The players will shoot the jolen in the hole up to the seventh player. If the player fails to strike it in the hole, it needs to be repeated until it hits the hole, same instruction up to the last player, whoever do it perfectly or majority of the members did it they will be the winner) P-16

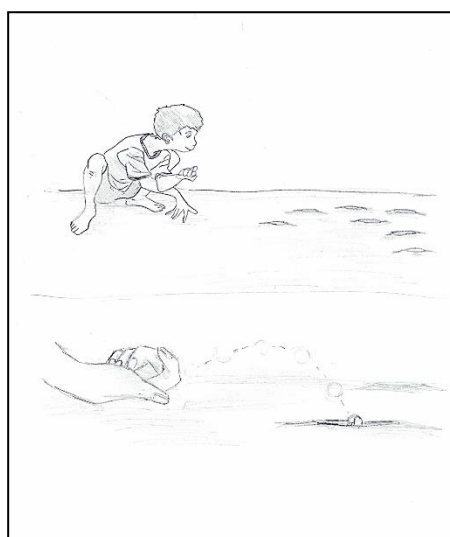


Figure 12. Illustration of the game Jolen



Figure 13. Marbles
Source: The Authors

Sarken

-Kapampangan
Macabebe, Pampanga

PLAYERS: 12 players, boys and girls ages 7-10 years old

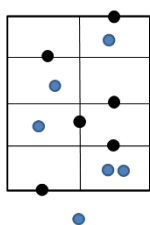
SETTING: Outdoor or in a rice field

MATERIALS: Water is being used to draw the rectangular figure of the game.

PRE-GAME:

Formation - There are six (6) "taya", one (1) in front, three (3) in the middle, one (1) in the back, and one (1) in the middle line. Overall, there are twelve (12) players

Ground Preparation -



Objective - To cross over without being tagged.

MOVEMENTS:

There are a total of 12 players who will play.

1. The first round will be played by six (6) players.
2. And the other six (6) players are going to be the "taya" or blocker.
3. The six (6) players must enter the first line.
4. The players must move quickly after entering the first line to move places.
5. They must not touch the players on any part of their body.

6. To get to the back, players must pass those who are blocking and tagging them.
7. When the player exits and crosses the lines, the player gets a score, and it is time to play again.

This traditional game called *Sarken* is played outside or in the rice field. Players are using water to create lines for the game. This *Sarken* is like the game "*Patintero*," but in Macabebe, it is known as the *Sarken*, the difference between the two can be played at any time of day or night, but it is most commonly played at night when the moon is radiant after they have finished their work because this has been their pastime since then. Other than that, this traditional game was classified in (a) Aarne-Thompson Tale-type Index as a physical game, and mock warfare where the players must block the opponents so that they can't get into the territory; if this occurs, the opponent gets points, (b) through this, a game *Sarken* can improve and develop their cardiorespiratory endurance and physical fitness by moving around. This game improves every movement made, which is why speed is included here on how swiftly you move to ensure that you don't get touched, thus reaction time is measured since it can be seen how quickly a player responds to external stimuli, therefore the players have to maintain balance well so that they don't fall and be touched by opponents, along with the player's accuracy, it's important in order to enhance the skill. (c) By that, while playing, players' lunges will be tested and strengthened. Meanwhile, players are taking steps and the opposing players will push their hands to tag the other players. This is why they ran quickly to pass the *taya* and tried to dodge their opponents to win. Occasionally, the players simply

gait briefly for thinking about how they will pass them and what direction before regaining strength for the next action. Furthermore, to develop their movements through this game, these actions necessitate sufficient coordination and strength. (d)these will be locomotor movements of all players by moving around to reach the goal of each team.

“Awa metung ya ketang libutad adwa la reng keta bang kanita deng keni ne metung ya ing keni ne, metung ya ing keni potang kayi atin na naman keni atin nanaman keni atin nanaman basta itang kayi itang sarken mi” (One is in the middle, another is here, one is there, then the other side one will be here, and one will be there, that is our sarken) P-10

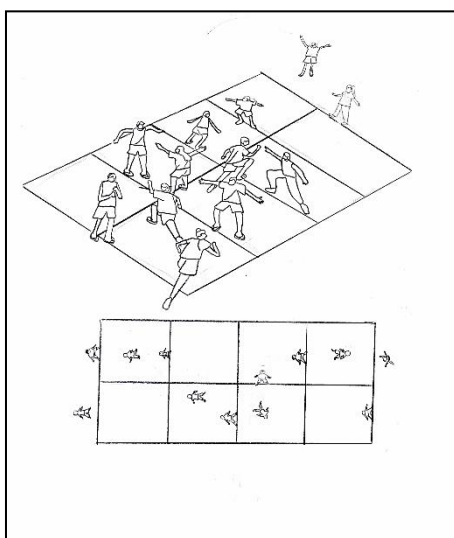


Figure 14. Illustration of the game Sarken

Sintak

-Kapampangan
Macabebe, Pampanga

PLAYERS: 2 players, boys, and girls ages 6-13 years old

SETTING: Indoor or outdoor

MATERIALS: Stones or pebbles

PRE-GAME:

Preparation - There are six (6), ten (10), and twelve (12) stones that can be used, the number of stones used for the game is up to the player.

Objective - To catch all the stones.

MOVEMENTS:

1. The stone/s is in the player's hand, either in the right or left hand.
2. Once the stones are in hand, the player must throw them in the air.

3. After throwing it the one who plays must catch it with the back of the hand.
4. Whoever catches all the stones is the winner.

Sintak is a game that can play immediately by finding the material that you can find everywhere whether it's in the house or outside of the house. Finding small stones, children can now play with their friends, enjoy and with no consequences at all. (a) Aarne-Thompson Tale-type Index is skilled in the manipulation of objects, by concentrating the stones in their hands for having the aim to get many stones in the back of the hand. (b) Coordination and accuracy are the fitness components skills that can enhance in this game because obe enhancedf planning and how to execute the movements to have the possibility to catch many stones. (c) To start the game, they need to squat. They will attempt to throw the stones up and catch them using their backhand. (d) This is manipulated

movement skills by manipulating the stones by throwing and catching them.

“Sintak mapalyaring batu la mapilan a batu kasakmal o kaya mga apulung batu dosena o kaya kayi batu kerakalan batu batu lang mangalati” (Sintak, stones can be used, or set of small tones either 10 pieces to a dozen) P-16

“Ing ing player makakayi la purmero maka kayi reng batu ne nyang kunan da kening gulut ning pawu na retang nung atin man mangabaldug e pa menyambut itang ikwa na la makanyan sinalug na makanyan alang mebaldug winner” (The player will drop the stone and catch it all, if the stone didn’t fall on the ground the player will win) P-16

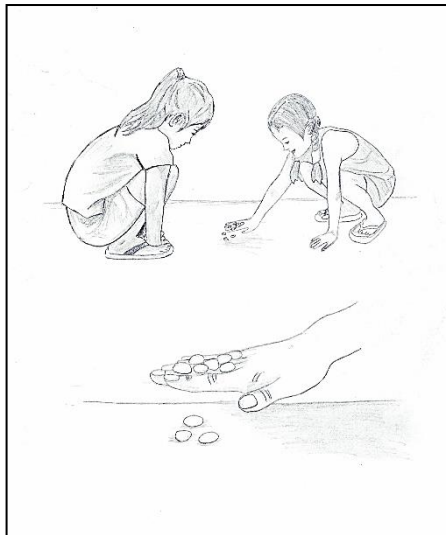


Figure 15. Illustration of the game Sintak



Figure 16. Stones
Source: The Authors

Tatching Taramindu

-Kapampangan
Macabebe, Pampanga

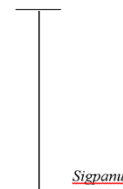
PLAYERS: 2-5 players, boys ages 6-10 years old

SETTING: Outdoor

MATERIALS: Taramindu or Balubad

PRE-GAME:

Ground Preparation



Preparation -

1. Every player has ten (10) tamarind seeds and one (1) “pamato”

2. Throwing their “*pamato*” into the line and whoever is closest to the line will be the first to play.

Objective - To hit as many of tamarind outside of the square.

MOVEMENTS:

1. Draw a square where *taramindu* or Tamarind seeds will be in place.
2. Every player will put ten (10) tamarind inside of the square.
3. To find out who will be the first to play, they will draw a line and stand equally then throw their *pamato* on the line or known as *sigpanu*. Whoever is closest to the line will be the first one to play.

It is one of the exciting games with the creative minds of the children, fruits can be used

as materials to invent a game. *Tatching taramindu* is a game that needs tamarind seeds to play this game. Collecting seeds, sticking them from the door, and exposing these seeds under the sun will create a “*pamato*” to use while playing. (a) Skill in hitting objects is under the Aarne-Thompson Tale-type Index, the goal of the game is to hit the other seeds to win this game. (b) Coordination and accuracy will be enhanced as the player hits the tamarind seed at a specific distance. (c) For the movement pattern, *tatching taramindu* requires the players in a squat position as they strike the seed, (d) under manipulative movement skills which players try to manipulate their “*pamato*”.

“*Ah pamyalungan, ahh dakal, retaming amanwanan ku retang butul butul sampaluk, taramindu*” (We have different games before. What I talked about are the sampaloc seeds or tamarind) P-11



Figure 17. Illustration of the game Tatching Taramindu



Figure 18. Tamarind Seeds
Source: The Authors

Table 2. Matrix for traditional games played in land

Games	Players	Materials	Setting
Ayo (Shaken Shell)	2 players, boys and girls ages around 6 to 10 years old	Parus-parus Shells	Indoor, Outdoor, or any shaded areas
Indoor	10 players per team, boys and girls ages 8-12 years old	Rubber Ball	Outdoors or in a rice field
Jolens	Any number of players, boys and girls ages 6-12 years old	Marbles	Outdoor or in a ground soil
Sarken	12 players, boys and girls ages 7-10 years old	Water	Outdoor or in a rice field
Sintak	2 players, boys and girls ages 6-13 years old	Stones or pebbles	Indoor or outdoor
Tatching Tara-mindu	2-5 players, boys ages 6-10 years old	Taramindu	Outdoor

The following table consists of the description of Traditional games according to: (a) the Aarne Thompson Tale-type Index, (b) Fitness components, (c) Movement patterns/skills, and (d) Fundamental movement skills that were seen in the games.

Table 3. The Overall Matrix of Traditional Games

Games	Aarne Thompson Tale-Type Index	Fitness Components	Movement Pattern/Skill	Fundamental Movement Skills
Karerang Bangkang Papil	Racing Games	Reaction time, Accuracy	Squat, Release	Manipulative movement skills
Karerang Kawe	Racing Games	Muscular endurance, Flexibility, Cardio-respiratory endurance, Reaction time, Power, Speed, Balance, Coordination	Push, Pull, Rotation	Locomotor movement skills
Games	Aarne Thompson Tale-Type Index	Fitness Components	Movement Pattern/Skill	Fundamental Movement Skills
Salikutan keng Ilug	Hide and Seek Games	Cardiorespiratory endurance, Speed	Squat or Lunges	Locomotor movement skills
Sungaban	Hide and Seek Games	Cardiorespiratory endurance, Agility	Push, Pull	Specialized movement skills
Siglulung Bangka	Racing Games	Muscular strength, Muscular endurance	Push, Pull	Manipulative movement skills
Ayo	Games of Chance	Accuracy	Squat or Sitting, Throwing	Manipulative movement skills
Indoor	Skills in Hitting Objects	Muscular Strength, Flexibility, Agility, Speed, Coordination, Reaction time	Standing, Striking, Running, Catching, Throwing, Tagging	Locomotor or Manipulative movement skills
Jolen	Skill in the Manipulation of Objects	Coordination, Accuracy	Squat, Push	Manipulative movement skills

Games	Aarne Thompson Tale-Type Index	Fitness Components	Movement Pattern/Skill	Fundamental Movement Skills
<i>Sarken</i>	Mock Warfare	Cardiorespiratory endurance, Agility, Speed, Reaction time, Balance, Accuracy	Lounges, Push, Running, Gait, Dodging	Locomotor movement skills
<i>Sintak</i>	Skill in the Manipulation of Objects	Coordination, Balance	Squat, Push, Catching	Manipulative movement skills
<i>Tatching Taramindu</i>	Skills in Hitting Objects	Coordination, Accuracy	Squat, Striking	Manipulative movement skills

Implications in Physical Education to Curriculum and Institution

In the previous curriculum guide, the traditional games of the Philippines or *Laro ng Lahi* existed while the undocumented games discovered in Macabebe town can be contextualized to the present curriculum and be inserted to promote the overall physical engagement of the students in physical education courses and subjects while the preservation of culture and tradition is instilled (Tolentino et al., 2020). Furthermore, it may help the enhancement of children's fundamental skills through their natural setting wherein they have the freedom to play in a natural environment without exemption of the development of the fitness component level and movement patterns that are seen vital in moving and engaging a body into different traditional games that may occur in any friendly environment, coastal or land. Moreover, this may include imparting knowledge and learning of Macabebe's history in which the physical education facilitator can integrate the skills in the documented games as part of their completing curriculum and implement these among learners to avoid isolation and provide extreme experiences toward socialization and physical involvement.

Conclusion

The search for the undocumented games of Macabebe, Pampanga is the main objective of the study, and how it is being integrated into different human movements. The exceptional beauty of Macabebes culture justifies the rich history of the *Cabeans* that was able to be stated by the key informants. The first theme was formed by determining the way of life of the citizens in the town. The second theme stated the origin of the undocumented conventional

games found in Macabebe. Lastly, the educational implications of P.E in the curriculum and the institutions are to provide data among the TG that existed in Macabebe that are still unpublished and the integration of the games in the curriculum guide of physical education as part of the learning of the students. In conclusion, the undocumented games found in the land settings are moderately vigorous because of the lower and upper extremities' limitations in movements, in particular, the games *Ayo* and *Sintak* because they do not execute a lot of movement. However, *Indoor, Sarken, Jolen*, and *Tatching Taramindu* are played vigorously compared to the two (2) games that were mentioned above because the upper and lower limbs are the requirements to play the mechanics. Meanwhile, the traditional games played coastally are more highly vigorous such as *Karerang Kawe, Salikutan queng Ilug, Sungaban*, and *Siglulung bangka* because the movements are more complex and the whole body keeps on moving and coordinating. In addition, the fitness components and movement patterns are extreme. Therefore, TG played on land ranges from moderate to vigorous levels of intensity while the TG played on coastal are highly vigorous because of the movements that are required in the execution of these documented games.

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