Mobile Gadget among Teens as Social Media Integration and Entertainment Preservation of Traditional Games

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Abstract

Malaysian traditional game was a popular culture once, before the existence of foreign and virtual games. Nowadays, the activities of playing traditional games are getting lesser and there are insufficient efforts in preserving or recreating the game. Furthermore, today's teenagers fascination towards mobile foreign games endangered the existence of traditional game. Traditional games are one of our unique traditional cultural assets. However, the force of globalization has resulted in values of foreign cultures been absorbed through the mobile gadget. This would indirectly erode the local cultural values, especially among teenagers. Local teens are now more familiar with the use of mobile gadgets and more should be done to apply the values of the local games, especially traditional games. Mobile gadget is indeed the latest culture technology that can be used as a media to introduce youth to local culture using approaches that are easy, simple and fun.

Keywords: mobile gadget, traditional game, teen game, learning media

Introduction

Game products continue to infuse foreign culture that will lead to the exclusion of existing traditional game products in this country. This issue should be of concern, especially among teenagers who are the generation that will inherit the traditional culture of Malaysia. In order to preserve that, we need to reintroduce traditional games to local teenagers. This process is important to reintroduce the local heritage of traditional games in a media that are easy, simple and fun such as mobile gadgets.

As games, particularly virtual worlds become increasingly popular and as they begin to approximate large scale social systems in size and nature, they have also become spaces where play and learning have merged in fundamental ways. More important is the idea that the kind of learning that happens in the spaces of these massively multiplayer online games is fundamentally different than what we have come to consider as standard pedagogical practice. The distinction the authors make is that traditional paradigms of instruction have addressed learning as *learning about*, while these new forms of learning deal with knowledge through the dynamic of *learning to be*. It is the authors' contention that the experiences offered within virtual worlds provide a fundamentally different way of thinking about learning that may provide some keys to the development of future pedagogical practice.

The most effective way is through game play. With game play, teenagers will be able to gain experience and maybe learn something new without feeling burdened. This is because the game industry is an industry that is a craze among the youth. Among the local game that can be obtained from the *Google Play Store* is like *Carrom ,Congkak, Gasing* and many others. Based on this scenario, it is expected that traditional games will be added and expanded among youths.

The positive function of play has been a running theme for some of the most respected scholars in the field (e.g.,Erikson, 1977; Piaget, 1962; Vygotsky, 1978). Erikson (1977) proposed that play contexts allow children to experiment with social experiences and simulate alternative emotional consequences, which can then bring about feelings of resolution outside the play context. Similarly, Piaget (1962) theorized that make-believe play provides children opportunities to reproduce real-life conflicts, to workout ideal resolutions for their own pleasure, and to ameliorate negative feelings. Both Piaget (1962) and Vygotsky(1978) espoused strong

theoretical links between play anda variety of elements that foster the development of social cognition.

Mobile Gadget

With the growing number of gadgets embedded in modern mobile phones (particularly 3G and 4G phones) such as the MP3, Internet, Camera (still and video), TV, and the decrease in the size and the price of such devices, mobile phones have become omnipresent. The mobile phone is an anytime and anywhere tool, boosting the tendency to do things discreetly as well as openly. The internet has removed geographical boundaries and so have mobile phone that has blurred the borders between public and private lives (Caronia & Caron, 2004, p. 122).

The new digital environment presented an exceptional array of possibilities for communication, interaction and information(Montgomery, 2007). It is a general understanding that mobile phones have fastened the society in various aspects through its variety of functionalities. While cell phone expansion is at *breath-taking speed* (Geser, 2004), SMS through cell phones is pervading *like a wild-fire* (Vaidyanathan&Latu, 2007).

Although there are many advantages acquired by teenagers as a result of mobile phone gadget use, there are also negative effects if it is not used carefully. Naturally the teenagers who represent the future of the country should be smarter in thinking about the pros and cons as well as the right way of using gadgets or tools. Initially, mobile phone use more towards reflecting one's status. However, now it has become a necessity. We should control the technology and not otherwise.

Traditional games

Before the digital games started in Malaysia in mid 80s, the only entertainment that can be found is playing local invented games like Rounders (local version of baseball), *Polis Sentri*, *Baling Tin*, *Baling Selipar* or *TujuSelipar* and *GalahPanjang*. Other than that folk games like *kite* or *Wau*(traditional Malay kite), *Congkak*, *Konda-kondi*, *Batu Seremban* and game that can be easily played by using any items that they found locally are also popular. (Addy Putra M.Z.,Shahrul Anuwar M.Y., Nor Ziratul Aqma & Amirul Fahmi R.; 2014)

Traditional games are themselves a colonial construction (Bale 2002). When Siberian Buriats assemble to hold their popular festivity Sukharban today, they do not just continue or restore their *old tradition*. The players, the dancers, and the public combine very different and contradictory traditions of Buddhist Lamaism and Soviet sport, of modern state folklore and sponsored market fashion (Krist 2004). *Old games* develop as new games. Popular games are hybrids.

Many traditional games require physical activity, but now by using mobile gadget, they no longer need physical fitness. As long as they have a mobile gadget, they can be played with. These games help to develop youngsters' mind agility and strength, perseverance and concentration without them even knowing it. Traditional games can be enjoyed across generations, allowing teenagers of different ages to interact. Elderly peoples from around the world can be invited to join in, thereby fostering a sense of local community. One of the main aims in adopting traditional games among teenagers is to create opportunities for youngster to interact with different kinds of people.

Teen Game

Playing games is a common characteristic of the teenagers. All over the world, the youngster likes to run, play, laugh and enjoy themselves. Games involving much movement and running satisfy younger need to move and so develop their skills. Moving together, paying attention to one another, and adapting themselves to one another are skills that are developed by playing different types of games. (Lazar 2005)

Traditional game through mobile gadget can contribute significantly to international, national and local efforts to give teenager a good start. Traditional game can help those who have not received a good start, and equip youth with the information, skills, personal and social resources, and support needed to make key life transitions successfully.

It is important to note, however, that much of the evidence supporting traditional game's potential comes from developed countries. More focused research and evaluation of policies and programs is needed in developing nations so as to generate knowledge and inform initiatives undertaken in these contexts. However, traditional game is already being used worldwide to

advance youth development and education, suggesting that its benefits are already appreciated, if not yet fully understood or explained.

Existing evidence shows that developmentally appropriate traditional game programs for very youngster can help ensure they receive the positive experiences and stimulation through play that they need to take advantage of critical developmental windows and establish a foundation for success. Involving parents and caregivers allows programs to pass on simple and enjoyable ways for them to help their youngster develop and grow through play.

Game as a Learning Media

Identifying games that can be used for education is complex. There are many definitions and ways of classifying educational games, serious games and their relationship to virtual worlds and simulations. Some view them as a continuum (Aldrich 2009), while others see them all as different categories of the same thing (Sawyer & Smith 2008). Serious games are the accepted term for games with an educational intent. They need to be engaging, although not necessarily fun, while the learning can be implicit or explicit. There is no uniform pedagogy within serious or educational games; earlier games tended to be based on a behaviorists model. Later games try and incorporate experiential, situated and socio-cultural pedagogical models. The learning outcome is dependent upon an appropriate pedagogy and the underlying game mechanics and how the content is integrated into the game so that the learning is intrinsic to play.

A comparison of the use of serious games (including simulations and virtual worlds) in multiple domains was made. The aim was to determine if the practice could be transferred to the formal educational domain. Serious games, particularly training simulations, are integral to the military. They provide a safe cost effective mechanism for training tasks to be performed in hazardous circumstances or which would betime and labor intensive to set up in the real world. The high level of fidelity, that is, their close resemblance to actual events, enables transference (Stone 2008). Learning is predominantly mediated through instructors externally to the game experience, although players can *win* or *lose*. The ability to modify the scenario to ensure fidelity is the key.

Playing games includes the aspects of joy, relief, pleasure intensive, and free from tension or grief. Games is very close to teenagers and can create self-expression, spontaneity,

personal trained to be ready to pass the competition, ready to accept victory or defeat and also have a self-actualization. Therefore, the game is mature. Through playing games, teenagers will learn a lot about the life including self-reliance, courage, communication, leadership and realized the meaning of existence itself. Manufacturer of traditional games will be always based on the design of the policy framework on the theme of their own game. Normally, the themes of the current games are include fight, battle, personal engagement and adventure, which are still high in demand. Each game, with any kind of themes will provide an element of education in it. However, the educational element is just a side effect from the whole process of the game.

Conclusion

This article conclude that it is important for us to develop our traditional games on a bigger scale through mobile gadget. Traditional games in mobile gadget provide opportunities to experience, learn about, and appreciate aspects of certain cultures, as well as an essential training in social interaction and promoting a new lifestyle. Future research should look into how the traditional game and the product would not only boost the popularity of Malay's traditional games, but also preserve the originality of this local game. The traditional game is one of the Malaysia traditional cultural heritage that has a high probability to be introduced as a modern game in the future. However, it must be done through further research and new product development. The new re-creation of traditional game will bring this game up to another level.

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