

Traditional game application in developing the value of child character

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ABSTRACT: This research is conducted for the most fundamental problem which are still found some preschool teachers who are too academic oriented in learning process and tend to ignore the psychological aspect also the character value. In fact, now a days the character value of the nation has become in critical level. This phenomenon is seen from a lot of fight among student, fight averrel among villagers and the like. Such problem needs an exact and integrative solution also useful for many parties. One of the solution is by building the character value since early childhood. Dealing with the character value building, further more the learning application by traditional game for preschool age is seemingly appropriate. The method applied in this research is an experimental quasi where the subject of the research is about 36 participants. Based on the result of both groups gain data analysis, it is reached *sig.* score $(0.04) < \alpha (0.05)$, so *Ho* is rejected meaning that there significant difference of character value between experimental and control group. Observed from the everage gain, the experimental group who applies traditional game is more effective in developing the character value of preschool age child.

1 INTRODUCTION

1. 1 *Research background*

Developing the basic potential of children especially in certain character values such as, honest, tolerance, creativity, and responsibility through appropriate and meaningful pedagogical activity need to be conducted since childhood. While ignoring the implementation of this character values will greatly impact to the loss of human generation. This could be systemic or even fatal loss to a nation (Lickona 1992).

Moreover, Lickona revealed “terrifying” traits when a nation loss these important character values. Namely (1) the increasing of violence level in society; (2) the viral of poor language, swearwords, pornographic words and even leads to “SARA” (offended the tribes, race and religion); (3) a strong influence from their peer to perform violence that leads to a crime; (4)the increasing of self-destructive behavior such as, drugs, free sex, and alcohol; (5) guidelines of a good and bad morale is getting blur; (6) the deterioration of work ethic; (7) decreases the respect towards parents and

teachers; and (8) hatred and suspicion towards other.

Those traits revealed by Lickona is fitted with this country condition. Therefore, it is inevitable that the implementation of character values in education needs to be conducted. In line with this, Tillar (2002) stated that the last defender to conserve and also protect this nation as a whole is education.

The character values stated are honest, tolerance, discipline, friendly or hospital, communicative, and hard-working. These values in which this nation acquired is considered critical that fights between students, fights among the society and etc happens a lot. These issues required a clear-cut solution, integrative, and gainful for every aspect. One of the clear-cut solution this study offers is to implement the character values since childhood.

It is undeniable that the learning activities in kindergarten supposed to be fun, meaningful, and passionate to gain children’s full potential optimally. Besides, based on PP no 58 2010 it is clear that childhood pedagogical foundation is the development of character values applied through playing.

One of this answer is through children's traditional game for instance *congklak*, *ular tangga*, *galah asin* and *boy-boyan*. These traditional game is almost eradicated because of the appearance of *gadget*. In fact, these traditional game is very useful in supporting the development of children's character values such as honesty, responsibility, and empathy (Herawati 2002). The appearance of advance technology in human lifestyle makes "manual" activity (traditional game) being ignored by most of the people and alternate to "automatic" activity (game/game online) including the children's lifestyle.

1.2 Research questions

The background stated above is focusing this research to apply traditional game "kaulinan budak" to develop character values in kindergarten. In order to gain directive focus and clear construct of this research, then the research questions are as followed.

- a. How is the profile of the character values in kindergarten B group of TK La Tanza and TK laboratorium UPI 2015-2016?
- b. What kind of learning programs used with traditional game in developing character values toward TK laboratorium UPI 2015-2016 students?

2 IS THERE SIGNIFICANT DIFFERENCE OF (GAIN) IMPROVEMENT BETWEEN CONTROL AND EXPERIMENT GROUP'S CHARACTER VALUES? LITERATURE STUDIES

2.1 Childhood character education concept

2.1.1 Definition of character education

McCarrol (Megawangi 2004 p. 5) stated that character is formed by regular drilling, this is in accordance with the meaning of character which means "engrave". Engraving itself needs process, skills and also precision from its sculptor to create a solid engrave as well as creating character itself so that it may attached strongly to the individuals. Goleman (1995) said that character is emotional intellectual, and Mulyana in Mubiar (2011) reaffirms that character is "a pattern of thoughts, attitude and behavior that strongly attached to a person and difficult to eradicate". Based on the statements of experts above, it can be concluded that character is a pattern of behavior of an individual.

Thus, character education is an education which applies principals and methodology to build life skill towards the learners through curriculum

developed by the school. As stated by Ramli (2001) that character education has the same root and meaning with moral education. Meanwhile Kirschenbaum (1995) mentioned a traits of an individual who has character values such as: respectful, responsible, care, discipline, loyal, encourage, and tolerance. Good character individual has the knowledge to understand their own potential which can be seen from their self-confidence, rational, logic, critical, analytic, creative and innovative, independent, healthy lifestyle, responsible, patient, careful, forgoing, encourage, trustworthy, can keep a promise, fair, humble, hospital, aesthetic, sportsmanship, and resolved. This individual can also have a full consciousness to do the best and excel, and behave based on their potential and consciousness.

2.1.2 The purpose of character education

The purpose of Character Education is (Kemdiknas Balitbang Puskur, 2010) to develop the learners potential as human being and citizenship who acquired cultural values and national character through pedagogical aspects, to develop a good custom and behavior which are accordance to universal values and religious, to implement leadership and responsibility of a learners as youth generation, to develop learners potential to become independent, creative, national minded, and to develop school environment as a safe, honest, full of creativity and friendly environment, and even patriotic and full of dignity.

2.1.3 Method and character education principle

In order to reach its objective, the application the character education method needs an appropriate method such as teaching, exemplary, and reflection (Megawangi 2004). Beside that the application also require basic principles which can be understood by every individuals who conduct the character education. Those principals quoted from based on Lickona (cited from Megawangi 2007, pp. 145-147) with 11 principals that the character education should contain values that can build good character, defining this with comprehensive aspect such as thinking, feeling, and acting, requiring comprehensive approach and focus from each component, requiring morale leadership from every aspect, cooperating with parents and society, and evaluating periodically.

2.1.4 Description of character education values

These are character values with the description included which will be integrated through character education (Kemendiknas, 2010: 10) are as followed

Table 2.1 Values and Description of Character Education

No	Character values	Description
a	Religious	Obedience attitude and behavior in performing religion teaching, tolerance and harmony towards other
b	Honesty	a behavior as an effort to build individual to become a trustworthy individual in their statement, attitude, and serices.
c	Tolerance	Attitude and behavior which is respectful towards other race, religion, ethnic, opinion, behavior and attitude.
d	Discipline	Attitude which shows order and obedient towards provision and regulation.
e	Hard Working	Attitude which shows earnest against learning and duty obstacles, and do the best in every task given.
f	Creative	Thinking and performing everything to produce innovative ways.
g	Independent	Attitude and behavior to complete the task independently.
h	Democratic	A way of thinking, behaving, and acting which shows an equality between rights and obligation towards themselves and others.
i	Curiosity	An effort to understand deeper and wider from something they learn, observe, and hear.
j	Patriotic	A way of thinking, behaving, and acting which puts national interest against the interest of individual and even group.
k	Homeland Loyalty	A way of thinking, behaving, and acting which shows loyalty, carefulness, and high appreciation towards language, physical environment, social, culture, and national politics.
l	Achievement Appreciation	Attitude and behavior to encourage themselves to produce useful means for the society, to admit and to respect other achievements.
m	Friendly/Communicative	Attitude which shows talkative, easy going, and cooperative individual.
n	Peace Loving	Attitude, statements, and measures of action which create safe and joy over the individual.
o	Intensive Reading	A custom to spend the time with a lot of reading activities.
p	Environment Involvement	Measures of action and attitude to prevent environmental damage and developing certain efforts to preserve environment.
q	Social Involvement	Measures of action and attitude to provide aids towards the society and those who in needs.
r	Responsibility	Attitude and behavior of individual to perform the task and mandatory who have been done towards themselves, society, environment (nature, social, culture), nation, and the Almighty God.

2.2 Traditional game concept

2.2.1 The definition of traditional game

According to Kurniati (2016, p. 2) traditonal game is a playing activity which grows and develops in

certain areas, which contains cultural values and society norms and passes from generation to generation. With traditional game, the development aspect will stimulate the children and also their feeling of joy while preserving national

culture. Moreover Kurniati stated that generally traditional game provide happiness for those who perform it.

2.2.2 Kinds of traditional game

Kinds of traditional game according to Cultural Values Direktorat (Kurniati 2016, p. 3) explained that traditional society game divided into three groups, (1) game of strategy such as, *galah asin*; (2) game of physical game *bakiak* for instance; (3) game of change such as *oray-orayan*.

2.2.3 The benefits of Traditional Game

Traditional game provides meaningful benefits such as stimulating child's development, arrange a good peer social relationship, educate children against conflict management and learn to reveal the solution, implementing cooperation aspect, togetherness, discipline, and honesty (Kurniati 2016, p. 3).

3 RESEARCH METHODOLOGY

3.1 Research methodology

There are several Research methodology which are oftenly used by researchers in conducting their research to reveal the solution against its issues. They are historic, descriptive, and experiment method. This research used experiment method which is quasi experiment method. The definition of this is stated by Arikunto (1992,p. 31) that "experiment is a means to seek cause and effect relationship between two variables emerged by the researchers themselves with eliminating other unimportant variables". Meanwhile Sugiyono (2008,p. 4) stated "experiment is a research which focuses to seek certain influence from variables against other variables in a firmly controlled situation. From the two opinions above, it can be concluded that experiment method is a series of experiment activity as a means to investigate issue to acquire solution.

There are two designs of quasi experiment method, time series design and nonequivalent control group design (Sugiyono 2008, p. 73). This research used nonequivalent design. This research conducted in two classes (a) experiment class and (b) control class. Both class treated differently, control class used conventional learning meanwhile experiment class used educative game method.

The design of this research is as followed :

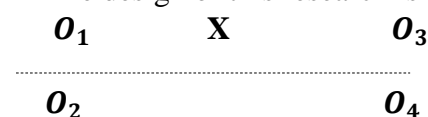


Figure 3.1 Nonequivalent Control Groups Design (Sugiyono, 2008: 79)

3.2 Location and participants

This research was conducted in TK La Tanza which takes place in Sariwangi West Bandung District and TK Laboratorium UPI Bandung. The participants of this research are B group consists of 36 children ranging from 5-6 years. They are 20 children from TK La Tanza and 16 children from TK Laboratorium UPI. The author of this research decided that TK La Tanza as control group and TK laboratorium UPI as experiment group.

3.3 Research instruments

The arrangement of this research Instrument is based on variables and variables indicator. The instruments used in this research is direct observation to evaluate character values objectively using Likert's scale with 3 alternatives in order to measure the children acquired abilities such as (incapable), (less capable), (capable).

The Description of instruments to reveal kindergarten character values are explained as followed.

Table 3.1 Instruments of kindergarten character values

Indicator	Sub- Indicator
Honesty	Attitude based on effort to encourage the individual to become trustworthy person .
Tolerance	Attitude and behavior which is respectful towards other race, religion, ethnic, opinion, behavior and attitude.
Discipline	Attitude which shows order and obedient towards provision and regulation .
Curiosity	An effort to understand deeper and wider from something they learn, observe, and hear.
Friendly/ Communicative	Attitude which shows talkative, easy going, and cooperative individual
Hard Working	Attitude which shows earnest against learning and duty obstacles, and do the best in every task given.

3.4 Data Analyzing Technic

The data analyzing technic uses independent t-test or mann-whitney depends on normality test. If the data considered as normally distributed then t-test will be used, otherwise mann-whitney will be used if the data considered abnormal distributed. SPSS 17.0 will be used as data measurement.

4 RESEARCH FINDINGS AND RESULT

4.1 Result

The result of this research will be explained through collected data between control and experiment group. Moreover, the result can be seen on table 4.1 and 4.2.

Table 4.1 The improvement of character values in every aspects of control group's result

No.	Sub Variable	Pretest		Posttest	
		Total	Percentage	Total	Percentage
1	Honesty	143	59.6 %	183	76.2%
2	Tolerance	169	58.6 %	218	75.6%
3	Discipline	143	59.5 %	182	75.8%
4	Curiosity	119	62 %	182	76%
5	friendly/communicative	175	60.8 %	217	75.4%
6	Hard working	115	59.9 %	145	75.0%

Meanwhile the improvement from every aspects of experiment group's character values can be seen below

Table 4.2 The improvement of character values in every aspects of experiment group's result

No	Sub Variable	Pretest		Posttest	
		Total	Percentage	Total	Percentage
1	Honesty	179	59.7 %	255	85 %
2	Tolerance	215	60 %	302	83.9 %
3	Discipline	178	58.3 %	252	84 %
4	Curiosity	147	61.2 %	198	82.5 %
5	Friendly/Communicative	219	61 %	298	82.8 %
6	Hard Working	141	59%	197	82.1%

Based on table above, it can be seen that each aspects of character values both in control and experiment group is improved. However, the improvement is slightly significant appeared in experiment group than in control group.

The result of normality test from both group is bigger than 0.05 which means both data are distributed normally. It can be seen clearly in the table below

Table 4.3 Normality Test Result of control and experiment group

Character Values	Statistic	Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Df	Sig.	Df	Sig.	Df	Sig.
Experiment group	.113	20	.200*	.962	20	.582	
Control group	.197	16	.099	.931	16	.253	

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the data above, both data is confirmed as normally distributed so that t-test can be conducted. The t-test result will be shown in the table 4.4.

Table 4.4 Gain Data of Experiment and Control Group

Gain	Independent Samples Test	Levene's Test for Equality of Variances		t-test for Equality of Means		Sig. (2-tailed)
		F	Sig.	t	df	
Equal variances assumed	Equal variances not assumed	6.462	.016	2.131	34	.040
				2.025	23.846	.054

According to the data shown above, it shows that sig. $0.04 < 0.05$ then H_0 can be rejected which means there is a significance improvement among character values between two groups. Thus, it can be stated that traditional game is considered effective in improving or developing the character values. The table below will describe clearly regarded to the results

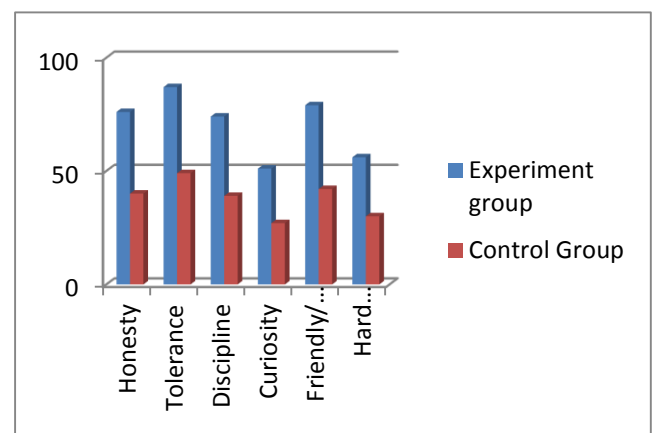


Figure 4.1 Improvement chart (Gain) experiment and control group in each dimensions

4.2 Findings

4.2.1 Character values profile in control and experiment group

Based on the pretest result, it is shown that the average score of character values from control group is 54. Meanwhile experiment is 53.95. This average score can be categorized as (enough/less capable) towards both kindergarten. Thus, a measure of action is needed to improve childhood's character values.

4.2.2 The application of traditional game in experiment and control group in improving children's character values

The preparation started with planning the activity itself, before the research is conducted, the author prepared everything regarded to the needs of this research. The preparation by the author such as weekly learning program, daily learning program, and determine the learning theme, learning media (*congklak*, *bakiak* and other supportive source), preparing the teacher.

Based on two weeks observation, starting from preparation phase or pre-game, in the middle of playing games, and also assessing the activity are considered systemic and well prepared, adjusted from the objectives which has been ruled by the teacher. The traditional game used in this process to reveal the character values towards the children are *oray-orayan*, *bakiak*, *bancakan*, *congklak*, and *galah asin*.

4.2.3 The improvement of character values between experiment and control group after the application of traditional game

Based on posttest score, it is shown that the average score of experiment group is 75,1 increases by 21.15 from 53.95 of pretest score. The improvement of experiment group is bigger than control group that acquire 14.19. The t-test is also shown that gain between control and experiment is sig. (0.04) which is

smaller than (0.05). This means that there is significant different of character values between experiment and control group. It can be concluded that traditional game is effective in improving the character values. This is in line with Kurniati (2016:3) that traditional game has meaningful benefits such as stimulating children's development, creating social relationship, educating children to deal with management conflict and learn to solve the conflict, cooperative, togetherness, discipline, and honesty. Besides, the traditional game itself contains moral values which becomes the root of the ancestors' creation and preservation. This moral values is in line with character education so it can be concluded that traditional game is very suitable methods to improve character values.

5 CONCLUSION

Based on the result of this research shown in the findings, it can be concluded that:

- a. The profile of character values in control group is 54 while experiment is 53.95 which is categorized as "less capable/enough".
- b. The Application of traditional game in experiment group performed systematically started with planning to evaluating. In planning phase, the teacher and students were informed by the researchers. Creating the weekly program planning (RPPM) and daily program planning (RPPH). In whilst phase, the researchers is supported by the teacher to hold 6 meetings. Pretest was conducted to reveal the participants condition before treatment. The last is evaluating through posttest to reveal the influence of traditional game towards children character values.
- c. There is significant difference against the improvement of the character values between control and experiment. Traditional game is effective in improving and developing childhood character values.

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