

Traditional games and their contribution to the respectful character in children

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**TRADITIONAL GAMES AND THEIR CONTRIBUTION TO THE
RESPECTFUL CHARACTER IN CHILDREN**

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Info Artikel	Abstract
<p>History: Submitted August 6th, 2021</p> <p>Revised August 28th, 2021</p> <p>Accepted Septemberth, 2021</p>	<p>This research aims to cultivate the respect character of children aged 6-8 years through the development of traditional games manual book. The method used was the ADDIE type of R&D (Research and Development) development method. The manual book was developed through several stages, namely analyze, design, develop, implement, and evaluate stages. The research subjects involved six children (three girls and three boys) between the ages of 6-8. The research also involved seven teachers who have been certified as professional educators to conduct needs analysis and nine validators as expert judgement. The research results are shown that 1) Traditional games manual book were developed with ADDIE stages, 2) Traditional games manual book shows a quality of 3,770 (scales 1-4) included in the "Excellent" category and the suggestion of "No revision needed", 3) The manual book shows the results of the significance test $t(5) = 15,947$; $p = 0.000$ ($p < 0.05$) with large effect of $r = 0.980$ which equivalent to 98% and included in the "Big effects" category. This means that the traditional games manual book have a great influence on changing the respectful character in children. The effectiveness level score with the N-gain Score of 85.116% is equivalent to the "High" effectiveness level.</p> <p>Keywords: traditional games; respectful character; manual book.</p>

A. Introduction

Character education is very meaningful to be instilled in children. The age of the child is able to absorb all information well. Character education is the ability to interpret what is right and wrong. Good character can be seen if someone used to do good deeds in social life. One of the most important characters to have is respect. Respectful attitudes urge children to behave well and respect others around them.

Self-respect attitude is decreasing from time to time. For example, the problem of bullying by 12 high school students in Pontianak against a junior high school student named Audrey. This problem reminds how important character education is to educate students from the early age (Hendarman, 2019). In response to these conditions, effective learning needs to be developed to cultivate respectful character in children. Theories that support effective learning is brain-based learning. Learning is said to be effective if the learning meets three conditions, namely rich in diversity, rich in stimulation, and fun (Jensen, 2007: 47). Moreover, elementary school age is an ideal opportunity to cultivate the different

insights of children. Research shows that about 50% of intelligence develops in childhood (Sudrajat et al., 2021). The theory of children cognitive development from Piaget says that the concrete operational stage includes children with an age range of 6-8. In addition, according to Vygotsky, the development of a child cannot be separated from social and cultural relationships (Mutiah, 2010: 50-76). Social intelligence is very important to possess by children. This skill can be sharpened using the playing method. The social intelligence that children have will be impacted the way the child interacts with others and the environment around him (Oktapyanto, 2016). Effective learning should be able to face the 21st-century skills. Skills that must be possessed by children in the 21st-century are high-order thinking, creativity, communication and collaboration, literacy, and character. (World Economic Forum, 2015). From the theory that has been explained, it can be arranged 10 indicators in effective learning, namely operational-concrete, critical thinking and problem-solving skills, creative thinking skills, communication skills, collaboration

skills, multicultural, rich in variety, rich in stimulation, fun, and respectful attitude. Traditional games are believed to be a problem-solving to implement effective learning.

Some research discusses the improvement of the children's character. Affirmation of personality learning for elementary school students can be through local culture (Rachmadyanti, 2017). Playing activities in physical education can form the students' character (Utama et al., 2011). The aspects of early childhood growth require media, one of which is traditional games (Khasanah et al., 2011). The resulting impact of traditional games proved to be more significant on character instilling (Saputra et al., 2017). Children's character can be built through traditional games (Nur, n.d, 2013). Instilling respect and discipline in early childhood (Silaen, 2018), and affective learning that has an impact on students' respect attitude for teachers (Khotimah et al., n.d, 2017).

Although there has been research that discusses character development, there has not been much research related to the development of respectful character through the traditional game methods. Traditional games were chosen because

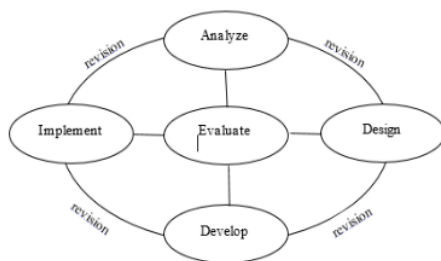
they are in accordance with the stage of children cognitive development that likes to learn while playing. Moreover, traditional games are also integrated with character values so it helps children to cultivate the respectful character (Zulaeni, dkk, 2019). This research has novelties compared to previous research, such as being multidimensional, concentric, and gradual.

This research is limited and only for developing traditional games manual book. In this research, the first variable, namely the manual book is defined as an effective learning media and has ten indicators (operational-concrete, ¹⁷critical thinking and problem-solving skills, creative thinking skills, communication skills, collaboration skills, multicultural, rich in variety, rich in stimulation, fun, and respect attitude). The second variable is the respectful character defined as an act of respecting others as he himself wants to be treated. Respect attitude has ten indicators, namely respect for others; good in speech; respect yourself; respect the privacy of others; Respect attitude has ten indicators (Borba, 2008). The essence of this research is, 1) to develop a traditional games manual book to cultivate

the respectful character in children aged 6-8 years, and 3) to find out the impact of the application of traditional games manual book to cultivate the respectful character in children aged 6-8 years.

B. Research Methodology

This research uses Research and Development (R&D) ADDIE type. ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate which is a product development paradigm (Branch, 2009: 1). The purpose of using this ADDIE type approach is to achieve the effective learning. ADDIE uses five stages of development as shown in the following chart.



Picture 1. Research Steps of ADDIE Type

The research and development steps of the ADDIE type have 5 stages. The first stage is the analyze stage. At this stage, a need assessment (needs analysis) is carried out to determine the gap between the learning model that should be carried out and the learning model currently used.

The needs analysis questionnaire was given to seven teachers who have been certified as professional educators. These seven teachers came from different regions to find out the outline of the learning carried out by the educators.

The design stage is the result of the follow-up of various information regarding the gaps or differences that have been analyzed in the analysis stage. The design stage is carried out with several concrete steps, namely product design. Blueprint of the traditional games manual book consists of beginning, content, and the end. The beginning section consists of the book cover, foreword, and table of contents. In the content section, the manual includes supporting concepts about effective learning, Brain-Based Learning, Piaget and Vygotsky's theory of child development, skills that need to be possessed in the 21st century, character theory of respect, and how to develop games. The middle section also contains

the development of five traditional games. Furthermore, the end sections of the manual consist of a list of references, summative questions, answer keys for each formative question, glossary, index, author biodata, and summary of the manual book.

The third stage is the development stage. Game development consists of several sub-chapters, namely, introduction, goals to be achieved, specific rules of the game, age of players, number of players, duration needed in the game, tools and materials needed, stages of the game, notes for facilitators, reflection sheets, formative questions related to the respectful character, game mechanism, and songs from the origin of the game area whose lyrics have been composed and are in accordance with the respectful character.

The implementation stage is the fourth stage in ADDIE. At this stage, the product in the form of a traditional games manual book is tested in learning. Implementation is conducted in

Semawung, RT 74, RW 35, Banjaroyo Village, Kalibawang District, Kulon Progo Regency, Special Region of Yogyakarta (DIY) on the six children aged 6-8 years. All tests were calculated with IBM Statistics SPSS Version 22 for Windows program with 95% of confidence level and with the test of 2-tailed.

The evaluate stage is the last stage in ADDIE. The evaluation stage consisted of giving pre-test and post-test question sheets, formative question sheets at the end of each game, reflection sheets, and questionnaires given to parents and children to find out the changes of respectful character experienced by children before and after implementation activities were carried out. This stage is carried out to measure the quality of the product of the traditional games manual book that has been developed and how well the product quality is evaluated in order to assist students in achieving the learning goals.

C. Result and Discussion

The product produced from this research is in the form of a traditional games manual book to improve the respectful character in children with the age range of 6-8. The development of the manual book is using the ADDIE development model (Analyze, Design, Develop, Implement, and Evaluate).

The initial step of development is to look for gaps between the current learning model and the learning model that should be applied. The analysis stage uses an open and closed needs analysis questionnaire. The questionnaire was given to seven teachers who have been certified as professional educators. The needs analysis questionnaire obtained a score of 2.01 (scale 1-4) included in the category of "Poor" to be implemented. This is supported by the teachers' statement that there are no media to cultivate character such as a special book of the respectful attitude for children. Therefore, traditional games manual book to cultivate children's respectful character have a strong basis to be developed and become the solutions to these problems.

After conducting a needs analysis, the next step is the design stage. This stage is used to develop a solution that has been designed, namely a traditional games manual book for the respectful character of children that are arranged systematically and directed. The traditional games manual book consists of a beginning section, a content section, and the ending section. The beginning section consists of a book cover, an introduction, and a table of contents. In the content section, the manual book consists of supporting theories about effective learning, Brain-Based Learning, Piaget and Vygotsky theories regarding children's development, skills that are at least mastered in the 21st-century, the theory of respectful character, and how to develop games. This research uses five traditional games, the *Cublak-Cublak Suweng* game originating from the Special Region of Yogyakarta (DIY), the *Gatrik* game originating from the West Java area, the *Bagum* game originating from the South Kalimantan area, the *Koba Tiub* game originating from the DKI Jakarta area, and the *Pindah Bintang* game originating from the East Kalimantan area.

Furthermore, the ending sections of the manual book are consist of a list of

references, summative questions, answer keys for each formative question, glossary, index, author biodata, and the summary of the manual book.

After knowing the design applied to the manual book, the next step is the development stage. The development stage is used to develop a traditional games manual book. Game development consists of several sub-chapters, namely, introduction, goals to be achieved, special specifications of the games, age of players, number of players, duration required, tools and materials needed, game stages, notes for facilitators, reflection sheets, formative questions related to the respectful character, game mechanism, and songs from the origin of the game area whose lyrics have been composed and are in accordance with the respectful character.

After conducting the development stage of the manual book, the next step is to validate the product. Face validity 1 and 2, and content validity were used to validate the product. Validation sheets are

given to 4 teachers who have been certified as professional educators and come from the different regions. These four teachers are from the area of Kulon Progo, Bekasi, Sleman, and Temanggung. The validation sheet was also given to a lecturer with a scientific background in child psychology from the area of East Java, one lecturer with a scientific background of language from the Special Region of Yogyakarta, one lecturer with a scientific background in media experts from the Special Region of Yogyakarta, one practitioner with an artistic and cultural background from the Special Region of Yogyakarta, and one practitioner with a cultural background in arts and children's games from Magelang. The overall results obtained after validating is the score of 3.77. The score is interpreted with the scale that converts the results of quantitative to qualitative data (bdk. Widiyoko), which included in the "Excellent" category and the recommendation of "No revision needed".

Table 1. Data Conversion (bdk. Widoyoko, 2014: 144).

No	Score	Category	Recommendation
1	3.26 – 4.00	Excellent	No revision needed
2	2.51 – 3.25	Good	Need minor revision
3	1.76 – 2.50	Poor	Need major revision
4	1.00 – 1.75	Very Poor	Needs a complete overhaul

Table 2. Face Validity Test 1

No	Variable	Indicators	Validators									Mean
			1	2	3	4	5	6	7	8	9	
1	Criteria	Book cover	3.75	4	3.75	4	4	4	4	3.25	4	3.86
		Beginning section of the book	4	3.66	4	3	4	3.66	3.66	3.66	3.66	3.70
		Content section of the book	3.66	4	4	3.33	3.33	4	4	3.33	3.33	3.66
		Ending section of the book	4	4	4	4	4	4	4	3	4	3.88
Mean			3.85	3.91	3.93	3.58	3.83	3.91	3.91	3.31	3.74	3.78

The face validity test 1 aims to ensure the extent to which the book criteria have been met. The instrument uses a Likert scale with a score of 1-4. The manual book criteria test instrument uses indicators, namely, the cover of the book, the first section of the book, the contents section of the book, and the end section of the book. The overall mean of the validation results of the manual book criteria test is 3.78. This score is included in the “Excellent” category with the recommendation of “No revision needed”.

Table 3. Face Validity Test 2

No	Variable	Indicators	Validators									Mean
			1	2	3	4	5	6	7	8	9	
1	Characteristic	Self-instructional	3.16	4	4	3.66	3.83	4	4	3.33	3.66	3.74
		Self-contained	4	4	3	4	4	4	4	3	4	3.78
		Stand-alone	3	4	4	4	4	4	4	3	4	3.78
		Adaptive	3	4	4	4	3	4	4	3	4	3.67
		User friendly	3	4	4	4	4	4	4	4	4	3.89
Mean			3.23	4.00	3.80	3.93	3.77	4.00	4.00	3.26	3.93	3.77

Face validity test 2 aims to assess the development of the manual book characteristics. The characteristic test instrument of the manual book is based on five indicators, namely stand-alone, adaptive, self-instructional, self-contained,

and user friendly. This instrument uses a score if converted from quantitative to Likert scale of 1-4. The overall mean of qualitative data (see table 1) is included in the validation results of the manual book the “Excellent” category with the criteria test obtained a score of 3.77. The recommendation of “No revision needed”.

Table 4. Content Validity Test

No	Variable	Indicators	Validators									Mean
			1	2	3	4	5	6	7	8	9	
1	Effective learning	Rich in variety	3	4	3	4	4	4	4	4	4	3.78
		Rich in stimulation	4	4	4	4	4	4	4	3	4	3.89
		Fun	4	4	3	4	4	4	4	4	4	3.89
		Concrete operational	2	4	4	4	4	4	4	4	4	3.78
		Critical thinking	4	4	3	4	3	4	4	3	4	3.67
		Creativity	3	4	3	4	3.5	4	4	3	4	3.61
		Communication	4	4	3	4	3	4	4	3	4	3.67
		Collaboration	4	4	4	4	4	4	4	3	4	3.89
		Multicultural	3.66	4	4	3.66	4	4	4	3.66	4	3.89
Respect attitude	3	4	3.66	4	4	4	4	3	3	3.64		
Mean			3.46	4.00	3.46	3.96	3.75	4.00	4.00	3.36	3.90	3.77

Content validity aims to determine score with a score of 3.89. The lowest the extent to which traditional games mean is found in the creativity indicator manual book has met the indicators of the with a mean score of 3.61. The overall effective learning. The instrument uses a mean of product validation results is 3.77. Likert scale of 1-4. From the table of That score, if interpreted from quantitative content validity test results above, it can to qualitative data result (see table 1), is be seen that the indicators of rich in included in the “Excellent” category with stimulation, fun, collaboration, and the recommendation of “No revision multiculturalism have the highest mean needed”.

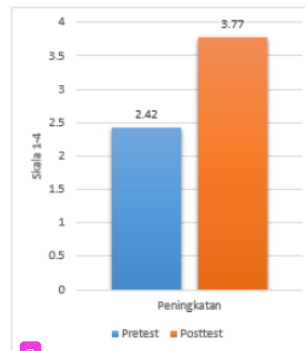
Table 5. Resume of the Validation Result

No	Validation	Score	Qualification	Recommendation
1	Face Validity			
	a. Criteria	3.78	Excellent	No revision needed
	b. Characteristic	3.77	Excellent	No revision needed
2	Content Validity	3.77	Excellent	No revision needed
Mean		3.77	Excellent	No revision needed

Based on the table of resumes of the validation result above, the manual book already fulfills the manual book criteria. This can be seen from the overall mean results in the table above which shows the final score of 3.77. The score is defined using a scale from quantitative to qualitative data (see Table 1) with qualifications that are included in the "Excellent" category and a recommendation of "No revision needed".

After doing the validation stage, the next step is to carry out the implementation stage. This stage involves six children of 3 boys and 3 girls aged 6-8. The next step is to conduct an evaluation to find out whether the product developed has a significant influence on the respectful character in children aged 6-8. The evaluation stage consists of giving the pre-test and post-test questions, formative

questions at the end of the game, reflection sheets, and questionnaires given to parents and children to find out the changes in the respectful character experienced by children before and after implementation activities are carried out.



Picture 2. Diagram of the Mean of Pre-test and Post-test Results

The mean score of the pre-test results is 2.42 and the mean score of the post-test results is 3.77. From the mean pre-test and post-test scores obtained, the mean score from pretest to post-test has increased.

Table 6. Significance Test of Impact

Analysis Technique	t	P	Description
Paired samples t-test	15.947	0.000	Significant

It can be seen in the table, H_{null} is rejected because the significance test result using *paired samples t-test* shows the score of $t(5) = 15,947, p = 0,000 (p < 0,05)$. In other words, the application of

traditional games manual book has an impact on the respectful character in children.

In order to be able to see the impact magnitude of the application of the

traditional games manual book, then a large influence test needs to be carried out. The large influence test needs to be carried out even though it is already known that the differences between pre-test and post-test scores are significant. The result of the correlation coefficient r is equal to 0.980. That score is equivalent to the influence of 98% and is included in the category of "Big effect". That is, the application of traditional games manual book has a great influence on changing the respectful character in children.

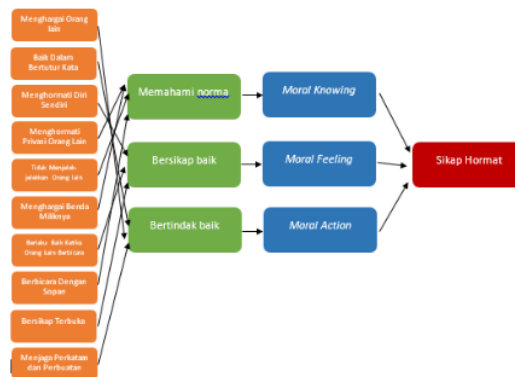
The result of the correlation coefficient r

Table 7. Effectiveness of Application of Traditional Games Manual Book

Test	Mean	Score Range	SD	N-Gain Score	Category
Pre-test	2.4167	1-4	9.13057	85.1159	High
Post-test	3.7667				

To find out more concretely about the application of traditional games manual book is effective or not on the respectful character in children, it is necessary to test the effectiveness using N-gain score analysis. Based on the table above, it can be seen that the N-gain score of 85.116% is the same as the "High" effectiveness level according to the Hake criteria (1999).

This research uses semantic analysis. Semantic analysis is used to find meaning or classify certain keywords into a group that has a certain meaning. Each character indicator is developed based on a study from Borba (2008: 152) then interpreted into a study presented by Lickona (1992: 84). The following is a semantic analysis diagram.



Picture 3. The Diagram of Semantic Analysis of The Respectful Character

From the picture above, the indicators of respecting the privacy of others, not vilifying others, respecting their belongings, and speaking politely are included in the category of moral knowing. The indicators of respecting oneself, acting well when others speak, and being open are included in the category of moral feeling. The indicators of good in speaking, respecting others, and keeping words and deeds are included in the category of moral action. The inductive technique was used for analysis and result discussion. The inductive technique is carried out using the following steps, 1) mapping the keywords, 2) categorize more general topics, 3) grouping into three character perspectives (knowledge, emotion, and action), 4) concentric into the respectful character.

Effective learning contains ten indicators to developing a manual book. The ten indicators are concrete operational, critical thinking, creativity, communication, collaboration, multicultural, rich in variety, rich in stimulation, fun, and respect attitude. The ten indicators of effective learning are based on Brain-Based Learning, the

theory of children's cognitive development according to Piaget and Vygotsky, the theory of 21st-century skills, and the education theory of respectful character.

The indicators of rich in variation can be found in the manual book which contains five traditional games and folk songs from different regions. Concrete operational indicators are found in the equipment used in the manual book obtained from the surrounding environment. Critical thinking indicators are found in the section when children fill out the evaluation and reflection sheets. Critical thinking skills are also obtained when children get used to acting in accordance with the respectful character. Creativity indicators can be seen when children answer and draw a collection of evaluation and reflection questions. The indicator of communication can be seen when the child is playing games and chatting with other friends. Indicators of collaboration are seen in games that require children to play in groups. Multicultural indicators are seen in the development of the five games from five different regions, and the indicator of respectful character is seen in all activities

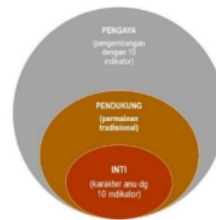
designed based on ten indicators of respect.

This research is in line with the respectful character. This character can be seen through the children's concrete actions during the game. Children appreciate their friends who are playing by accepting defeat, helping their friends when they fall. Therefore, it can be said that traditional games help children to improve respectful character.

Several studies that have been carried out are also in line with this research. Several studies discuss improving character and the use of traditional games in children. Children's character can be formed through playing activities in physical education subjects (Utama, 2011). Early childhood can develop themselves through traditional games (Khasanah, dkk, 2011). Traditional games are more impactful in instilling character values in elementary school (Saputra, 2017). Children's character can be built through traditional games (Nur, 2013). Improving the character of respect and discipline in early childhood (Silaen, dkk, 2018), and affective learning that has an impact on students' respect for teachers (Khotimah dan Lestari, 2017). Based on

several studies that have been conducted, this research is much more impactful and systematic. This research has several updates from previous research such as being multidimensional, concentric, and gradual. The following is a picture of the concentric model.

MODEL KONSENTRIS: *IN FINEM OMNIA*



Picture 4. Concentric Model

The concentric model is a model that develops several activities to achieve one goal which is divided into three areas, namely, the core area is the character of respect, the supporting area is the five traditional games, and the enrichment area, namely the development of traditional games using ten indicators. The three data collection instruments mapped the characters in a gradual process that was seen from the answer choices on a scale of 1-4. A score of 1 indicates a non-character element, a score of 2 indicates a cognitive element, a score of 3 indicates an affective element, and a score of 4 indicates an action element.

D. Conclusion

The conclusion from the research through the expert assessments consisting that has been done is that the traditional of 9 validators shows the level of games manual book were developed “Excellent” with the suggestion of “No through the ADDIE development steps revision needed”. Not only that, the with the Analyze, Design, Develop, application of the traditional games Implement, and Evaluate stages. The manual book has an impact on the quality produced by the traditional game respectful character in children aged 6-8. manual book in developing the respectful The effectiveness of the implementation character in children aged 6-8 is of the manual book shows the N-gain “Excellent”. The face validity test 1 score score of 85.116%. This score is equivalent is 3.77, which is included in the to a “High” effectiveness level. “Excellent” type. The results of the face
The overall mean of the validation results

Researchers provide suggestions for further research that the research needs to conduct experimental tests on a larger scale. This is done to ensure the effectiveness of the application of the traditional games manual book.

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