

ABSTRAK

**PENGEMBANGAN BUKU PEDOMAN PENDIDIKAN KARAKTER
KEPEMIMPINAN BERBASIS PERMAINAN TRADISIONAL UNTUK
ANAK USIA 10-12 TAHUN**

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Riset ini memiliki tujuan guna mengembangkan buku pedoman pendidikan karakter kepemimpinan berbasis permainan tradisional untuk anak usia 10-12 tahun. Adapun yang terlibat dalam riset yaitu 10 guru dari beragam daerah guna analisis kebutuhan, 10 validator untuk *expert judgement*, dan 8 anak dengan rentang usia 10-12 tahun untuk mengujicobakan buku pedoman secara terbatas. Hasil kajian memperlihatkan bahwa 1) Buku pedoman pendidikan karakter kepemimpinan dikembangkan sesuai dengan tahapan jenis ADDIE; 2) Kualitas dari buku pedoman pendidikan karakter kepemimpinan memperlihatkan hasil skor 3,90 (skala 1-4) masuk kategori “Sangat baik” dan tergolong “tidak perlu revisi”; dan 3) Buku pedoman pendidikan karakter berpengaruh pada karakter kepemimpinan anak. Hal ini dibuktikan dengan adanya skor rerata penilaian diri di *akhir* ($M = 3,7625$, $SE = 0,6797$) lebih tinggi dari skor rerata penilaian diri awal ($M = 2,0500$, $SE = 0,8660$). Uji signifikansi menyatakan $t(7) = 14,616$; $p < 0,05$. Tingkat besar pengaruh buku pedoman masuk dalam kategori “efek besar” yaitu $r = 0,98$ atau sepadan dengan 96,83 % artinya bahwa, buku pedoman dapat menjelaskan 96,83% perubahan varian pada karakter kepemimpinan. Tingkat efektivitas diperlihatkan melalui *N-gain score* dan masuk pada kategori “Tinggi” atau 87,82%.

Kata kunci: Buku Pedoman; karakter kepemimpinan; permainan tradisional

ABSTRACT**DEVELOPMENT OF TRADITIONAL GAME-BASED LEADERSHIP
CHARACTER EDUCATION GUIDEBOOK FOR CHILDREN AGED 10-12
YEARS**

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The research aimed to develop a traditional game-based leadership character education guidebook for children aged 10-12 years. Those involved in the research were 10 teachers from various regions for needs analysis, 10 validators for expert judgment, and 8 children with an age range of 10-12 years to try out a limited number of manuals. The results of the study showed that 1) The guidebook for leadership character education was developed according to the stages of the ADDIE type; 2) The quality of the leadership character education guidebook showed a score of 3.90 (scale 1-4) in the "Very good" category and was included in the "no need for revision" recommendation; and 3) Traditional game-based character education manuals had an effect on children's leadership character. This is evidenced by the fact that the average self-assessment score at the end ($M = 3.7625$, $SE = 0.6797$) is higher than the initial self-assessment score ($M = 2.0500$, $SE = 0.8660$). The significance test stated $t(7) = 14,616$; $p < 0.05$. The level of influence of the manual was included in the category of "big effect" i.e. $r = 0.98$ or equivalent to 96.83%, meaning that the manual could explain 96.83% of variance changes in leadership character. The level of effectiveness was shown through the N-gain score and was in the "High" category or 87.82%.

Keywords: Guide book; leadership character; traditional games