



The Influence of Traditional Games on the Character of Elementary School Students

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Abstract

The aim of this research was to determine the influence of traditional games on the character of elementary school students. This study employed a quantitative experimental research method with a one-group pretest-posttest design. The population of this study were the fifth-grade students of SDN Gunung Geulis. The sample consisted of 10 individuals. The sampling technique used in this study was the purposive sampling. The instrument was an assessment instrument for elementary school student character. The research results demonstrate a significant improvement in the pretest and posttest scores, with a t-value of 4.011 and significance value of $0.03 < 0.05$. Thus, it concludes that there was a significant influence of traditional games on the character of elementary school students. The traditional game model can be employed by teachers to enhance the character of elementary school students.

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INTRODUCTION

Indonesia is a country with abundant riches, ranging from diverse cultures and deeply ingrained traditions that define the characteristics of each region. One of Indonesia's cultural treasures is its numerous traditional children's games. These traditional games not only create a cheerful atmosphere for children when they engage in them but also offer valuable benefits in shaping a child's character. In the current digital era, technological advancements are progressing rapidly day by day, month by month, and year by year. The use of technology is indirectly surging, driven further by the situation in 2020 and 2021, when the government mandated online learning, leading to a substantial increase in technology use, particularly through gadgets. Online learning is now compulsory from kindergarten to university levels. The increased use of gadgets isn't limited to adults but has also sharply risen among elementary school children.

Character is the culmination of habits that result from ethical choices, behaviors, and attitudes held by an individual, which constitute their inherent morality, even when no one is watching. Character encompasses one's desire to do the best, concern for the well-being of others, cognition involving critical thinking and moral reasoning, and the development of interpersonal and emotional skills that enable an individual to work effectively with others in various situations at all times (Saputra, 2017). Individuals with good character are those who can make decisions and are capable of being accountable for the consequences of the decisions they have made (Rosmi, 2016). Characteristics are the realization of positive development as an individual (intellectual, social, emotional, and ethical). Individuals with good character are those who strive to do what is best (Ramdhani, 2014). Character has three fundamental elements, namely knowing what is good (knowing the good), desiring what is good (desiring the good), and acting on what is good (acting the good) (Syarbini, 2016; Sidiq & Fausiyah, 2019; Wardoyo & Pasmadi, 2021).

There are four basic human temperaments: phlegmatic, melancholic, sanguine, and choleric. These basic temperaments serve as the foundation for an individual's decision-making in their actions. Every person has a different personality or character (Prasanti, 2017; Arifianto, 2017). Character is influenced by internal and external factors (Hasanah, 2016). Honest individuals exhibit characteristics in their behavior such as a) having a determination to do what is right and beneficial; b) speaking truthfully; c) aligning their inner thoughts with their actions (Jai, et.al., 2019).

Religiousness is a person's attitude and behavior in practicing their religion, respecting other religions, and living harmoniously with people of different faiths. Tolerance is the attitude of granting others the right to express their opinions, even if their opinions are wrong and different (Hasanah, 2016). Discipline can be defined as the awareness and process of habituating oneself to consistently follow and adhere to societal rules or norms (Agustina, et.al., 2019; Dakhi, 2021). Love of one's homeland is an individual's continuous display of loyalty, care, and deep respect for their homeland, becoming a habit over time (Prasetio & Pramdana, 2020). Respecting achievements is an attitude or action that encourages individuals to create something useful for society, recognize, and respect the success of others (Hasanah, 2016). Responsibility is an individual's attitude and behavior in fulfilling their obligations (Chan et. al., 2019). Responsibility is an action we undertake in our daily lives and is considered a duty. It is a state where we must bear the consequences, shoulder the burden, and fulfill all cause and effect resulting from our actions, willingly serving and sacrificing for others (Jai, et.al., 2019).

The character of elementary school students, the characteristics of learners, is essential for teachers to understand because it serves as a reference for formulating teaching strategies. Instructional strategies consist of methods and techniques or procedures that ensure students achieve their objectives (Septianti & Afiani,

2020). Elementary school students are children between the ages of 6 and 12. At this age, children are in a critical and fundamental stage of development for their future growth. Therefore, educators in elementary school must understand the characteristics of their students (Pradina et. al., 2021). Changes in cognition, psychology, emotions, feelings, sexual behavior, and others have a significant impact on the quality of students' character (Bausad & Musrifin, 2019).

Character education is a planned effort to build individual character so that they become beneficial individuals for themselves and society (Kurniawan, 2015). The role of schools as communities of character in character education is crucial. Schools develop character education through the learning process, habituation, extracurricular activities, and collaboration with families and communities (Komara, 2018). Character education is a conscious, planned, and systematic effort to guide students in understanding the good, feeling the good, loving the good, desiring the good, and acting on the good, both in relation to the Supreme God, themselves, others, the environment, and the entire society, thus becoming complete human beings (*insan kamil*) according to their nature (Syarbini, 2016; Sidiq & Fausiyah, 2019; Wardoyo & Pasmadi, 2021). Human behavior can be directly influenced by the human mind/soul in responding to the environment (Rumapea, 2014). In elementary school, children are introduced to fundamental values such as honesty, morality, politeness, good manners, ethics, and morals. These core values are expected to help children grow into individuals with sharp minds, pure hearts, and skilled hands. Three components of education exist in students: cognitive, affective, and psychomotor aspects (Ansori, 2020).

Character education can be implemented within the family or community environment. Formal character education is carried out from kindergarten to elementary school and junior high school (Hasanah, 2016). Many values can and should be cultivated in schools, such as caring, creativity, honesty, responsibil-

ity, discipline, health and cleanliness, and mutual concern. Schools are like fertile gardens for sowing and cultivating these values, and character education in schools is a collective responsibility (Anisa, et.al., 2020).

Character education aims to shape a resilient, competitive, morally upright, tolerant, cooperative, patriotic, dynamically developing, science and technology-oriented nation, all of which must be imbued with faith and devotion to the One and Only God based on Pancasila. Collaboration is a value that identifies that working together can achieve more than individuals in reaching goals within a group (Widodo & Lumintuarso 2017). Joint learning activities are part of character development and social development tasks for elementary school students (Yulianti, et.al., 2017). Through character education, students must independently improve and apply their knowledge, learn moral values, and apply them in their daily lives (Anggraini & Pujiastuti, 2020). It brings joy when playing and can create a pleasant atmosphere based on regional traditions, can be played with or without equipment, and is played according to the agreed-upon rules before the game starts, such as the field to be used, the number of players, and so on (Widodo & Lumintuarso 2017). Traditional games can be used as a learning tool, games that can teach us many things such as sportsmanship, sensory development, counting, improving motor skills, identifying colors, practicing eye-hand coordination, and can also shape character traits like honesty, creativity, intelligence, respect for others, cooperation, and mental training for children.

Traditional games are games that are inherited, games that contain values of goodness, and are beneficial for children's growth and development. Traditional games have rules and are played by more than one person. The age group for playing traditional games is school-age children (Astika, 2022). Traditional games have the potential to be used in efforts to prevent or improve declining moral values and national identity, especially among the younger

generation (Ramadhani, 2018). Many play equipment is made/used from plants, soil, tiles, stones, or sand, and so on. Second, traditional games predominantly involve a relatively large number of players. Third, traditional games have noble values and specific moral messages such as togetherness, honesty, responsibility, openness (in the case of losing), a spirit to achieve, and adherence to rules (Dewi & Yaniasiti, 2016). Traditional games can be categorized into three groups: games for fun (recreational), games for competition (competitive), and educational games (Yudiwinata, 2014). In addition to stimulating eight aspects of child development, traditional games also have various benefits for children (Susiyamni, 2018). The novelty of this research lies in the type of traditional games used as variables, namely Hadang and Boy boyan.

Based on the above background, the researcher is interested in conducting research on the Influence of Traditional Games on the Character of Elementary School Students, as a research topic. The researcher chose this topic because they want to find innovation

METHOD

This research employs a quantitative approach. The research method used is an experimental method.

Population

The population describes various characteristics of research subjects to determine participants. Based on this understanding, the population for this research is fifth-grade students at Gunung Geulis Elementary School (SDN Gunung Geulis)

Sample

The number of samples used in this research is 10 students. The sampling technique used in this research is purposive sampling. The purposive selection of participants is based on specific considerations made by the researcher, based on the characteristics or traits of the population that were already known in advance

(Anggraini et al.). Sample characteristics: a) fifth-grade elementary school students; b) participating in the research activities; c) under the age of 12.

Data Collection Technique

Data collection is done using questionnaires as a research instrument to determine the difference in students' character before and after participating in traditional games at school. The instrument used is a character assessment instrument for elementary schools with a validity score of 0.986 and a reliability score of 0.980 (Nisa et al., 2021).

Data Analysis Technique

In this research, the researcher uses descriptive analysis, where descriptive analysis presents data and information in a simple form, such as tables, figures, and diagrams. Additionally, the descriptive analysis method will describe the available information without drawing conclusions by describing the sample that has been studied with the highest and lowest data collected from respondents. The stages in analyzing the data are as follows: Mean and Standard Deviation, Normality Test, Homogeneity Test, Hypothesis Testing using the T-Test.

RESULT & DISCUSSION

Based on the results of the conducted research, the research findings are presented in a data presentation format that aligns with the measurements performed previously. The results of the data analysis will be presented in the tables below.

Table 1. Characteristics of Research Subjects

Category	Frequency	Percent
Age:		
10 years	3	30%
11 years	7	70%
Gender:		
Male	6	60%
Female	4	40%

Based on Table 1, the characteristics of the subjects in this research show that 30% of the subjects are 10 years old, and 70% of the subjects are 11 years old. All research subjects are fifth-grade elementary school students, with 60% being male and 40% being female.

Out of the ten subjects, 3 subjects are 10 years old, and 7 subjects are 11 years old. The measurement results before being subjected to traditional games treatment showed a range of values from 49 to 67. Within this range of character values, the highest value was recorded for the 10-year-old subjects with a score of 67, and the lowest value was recorded for the 11-year-old subjects with a score of 49. After being subjected to traditional games treatment, all subjects showed an improvement in their character values.

The average value represents a value that describes the overall condition of a group. Standard deviation provides an overview of a group's condition. It is not enough to consider only the average value; one must also consider the range of score distribution and the extent of score deviation from the standardized average.

The calculation results for the average value and standard deviation are as follows in the table 2:

Table 2. Non-Locomotor R Square

	Average	St.dev
Pre-test	58.40	5.602
Post-test	67.60	5.602

In the range of values from 0 to 80, the average value for the pretest data of the students is 58.40, with a standard deviation of 5.602. After the treatment, in the posttest data, we can observe an increase in the average value to 60.70, but the standard deviation remains the same as in the pretest, which is 5.602.

Looking at the research data analysis results, it can be seen that there is a significant influence of traditional games on the character of elementary school students. The analysis of the pretest data, conducted on 10 students be-

fore the traditional games treatment, showed the highest score to be 67, the lowest score to be 49, the posttest after the treatment resulted in the highest score of 69, the lowest score of 58, an average of 67.60, and a standard deviation of 5.602.

Based on the pretest data (pretest) described in the data, it can be seen that there are no students in the "very high" category. In the "high" category, there are 4 students (40%), in the "moderate" category, there are 5 students (50%), and in the "low" category, there is 1 student (10%). Meanwhile, in the posttest data, it can be seen that in the "very high" category, there are 3 students (30%), in the "high" category, there are 6 students (60%), in the "moderate" category, there is one student (10%), and in the "low" category, there are no students.

The data analysis requirements in this research included a normality test to determine whether the data were normally distributed or not, and a homogeneity test to determine the homogeneity of the data from two or more group variances of the sample. The normality test was conducted using the Shapiro-Wilk test with the assistance of SPSS 23, with a significance value greater than 0.05 ($sig > 0.05$). The normality test results for the pretest data showed a significance value of 0.262 ($0.262 > 0.05$), and for the posttest data, a significance value of 0.996 ($0.996 > 0.05$). It can be concluded that the pretest and posttest data are normally distributed.

After the normality test, the next step was to test the homogeneity of the data. The homogeneity test was assisted by SPSS 23, with a significance value greater than 0.05 ($sig > 0.05$). The results of the homogeneity test showed a significance value of 0.871, which is greater than 0.05 ($0.871 > 0.05$), indicating that the data have the same variance (homogeneous).

After the data analysis requirements test was conducted, and all the research data met the criteria for further statistical testing, the hypothesis testing was performed. The results

of the research hypothesis testing showed that there is a significant influence after the traditional games treatment. The statistical test used in the research hypothesis test was the t-test.

The results of the hypothesis test showed that the calculated t-value (t-value 4.011) was greater than the critical t-value (t-table 2.228), and the significance value was less than 0.05 ($\text{sig} < 0.05$), with a significance value of 0.03 ($0.03 < 0.05$). Therefore, it can be concluded that traditional games have an impact on the character of elementary school students.

This can be seen from the increase in the average value by 9.2, from an average pre-test value of 58.40 to a posttest value of 67.60. Thus, it can be concluded that traditional games can be used as a means to develop children's character. The theory and research results that support the impact of traditional games on the character of elementary school students include the fact that physical education through traditional games is effective in instilling honesty and discipline in elementary school students (Susanto, 2017).

The traditional game "boy-boyan" in education can improve social development indicators, such as taking initiative to engage with peers, participating in games, maintaining roles in play, resolving conflicts in play, and reintroducing the traditional game "boy-boyan" into modern education (Saleh, et al., 2017). There is a significant difference in the improvement of character and social skills in children who use traditional game methods compared to those who use conventional methods (Giwangsa, 2016).

CONCLUSION

Based on the results of the analysis and data and the discussion, the researcher concluded that the motor skill stage of low-grade elementary school students at the laboratory elementary school during the pandemic showed students who had movement skills in the initial stage, namely 6% for the beamwalk test, 11% for one foot balance, and 15% for dodging test; for the elementary stage, 64% for the beamwalk

test, 70% for one foot balance, and 60% for dodging test, as well as students who were already in the mature stage, which is 30% for the beamwalk test, 19%, and 15% for the dodging test. With the average student still in elementary school, hopefully the results of this research can be of concern to sports practitioners who want to be able to improve students' motor skills through physical education and sports.

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