

BERLIAN (Bermain-ExpeRiential-LearnIng-ANak) Community to Support Character Education for Children

Iswinarti
University of Muhammadiyah Malang
iswinarti@umm.ac.id

Rinikso Kartono
University of Muhammadiyah Malang

Nida Hasanati
University of Muhammadiyah Malang

Retno Firdiyanti
University of Muhammadiyah Malang

Abstract: The purpose of character education for children is basically to educate children to have the best performance) and moral. Traditional games are games that are inherited and contain noble values. In traditional games there are values that can be used as media to build children's character. The fact shows that traditional games are almost extinct and are no longer known to children. The aim of this program was to establish BERLIAN COMMUNITY to find the effect of its on strengthen children's character education. The research design was action research with interview, observation and documentation as collection methods. The program involved 83 children aged 6-10 years and was conducted in 4 locations. The program was carried out for three months, beginning with identification, providing facilities and infrastructure, implementing the program for 7 sessions, and follow up. The traditional games played were bekelan, congklak lidi, engklek, gobag sodor, and lompat karet. The results obtained from this program are (1) traditional games can be a medium in instilling moral values to children, (2) with traditional play children learn to experience various skills that can be positive characters, such as skills in problem solving , cooperation, emphatic, communication, and self control skills.

Keywords: traditional games, BERLIAN Community, children's character education

Introduction

Indonesia in an emergency for sexual crimes. Various cases of sexual crimes, pornography, violence that occurred recently are a sign of a moral crisis in children and adolescents. Many people are concerned that the nation and state are currently experiencing various kinds of crises. Yudhohusodo (2010) wrote that at least nine kinds of crises that occurred in Indonesia today and the most important crisis is the crisis of the identity of the Indonesian people. This crisis is related to the decline in integrity, character, ethics, and morals of the people and state administrators. The process is neglected and more concerned with end-result, a feature of instant society, tends to be machiavelli, which for the purpose of justifies any means. The multidimensional crisis in Indonesia has had an impact on the loss of social wisdom values such as tolerance, enthusiasm for help, empathy, and cooperation.

Children perceivers agree that gadgets has a big role in fostering violence against children. Nowadays, socialization agents that influence social development are not only families and schools, but television and videogames are also important agents that influence children's social development (Handel, 2011). This indicates that the current culture which is dominated by digital technology also contributes to the development of children. Acquisition of children's social abilities from agents that are completely instantaneous and do not pay attention to educational values will lead to the formation of children's development which is also instant.

Research about the effect of digital technology such as videogames and computers on children's development has shown consistent results. The use of the internet in playing games or online games had the potential to cause physical and mental health hazards (Kim et al., 2008). Aggressiveness is one of the significant effects of playing videogames. Most digital games (40-80%) contain elements of violence such as fights and destruction that cause death or accidents of others (Funk et al., 2002; Thompson & Haninger, 2001).

The results of the exposure from various research results above show that video games with the theme of violence which are mostly played by children today will have a devastating impact. Meanwhile, in Indonesia it is rich in games that have high social values, namely traditional games. By implementing traditional games as a program to improve social competence, at the same time it can become a means of socializing national cultural values to children who are no longer familiar with traditional games. The results of preliminary research conducted by Iswinarti (2005) found that in school-age children traditional games in the form of games have a beneficial value on the physical-motoric, intellectual, social, emotional, and personality development of children. Iswinarti, Fasichah, & Sulismadi (2008) also recommends 6 traditional games that have high social competency values, namely *Bentengan*, *Sodor Gobo*, *Bridge*, *Pentheng*, *Gang-time* and *Goak-Goak*. In the recommended games, children can learn elements such

as managing strategies, making decisions, overcoming conflicts, sharing and working with teams, delaying gratification, understanding others, and several other lessons such as social interaction. Taufik's research (2011) also obtained results that playing the game of *gobag sodor* can increase ethno cultural empathy in early adolescents in the city of Solo.

Although traditional games have high social and psychological values, there are some obstacles that will be experienced in re-applying this game to children. Some obstacles that exist according to Bishop & Curtis (2005) are that children now no longer know how to play traditional games. Sedyawati (1999) also writes that there are a number of reasons why traditional games are difficult to apply in the present age is the absence of inheritance, no

Based on the fact that there are various obstacles that have been described that children are no longer familiar with traditional games, it is necessary to socialize traditional games by creating a **BERLIAN** (**B**ermain-**E**xpe**R**iential-**L**earn**I**ng-**A**nak) community in several places in the Landungsari village, Dau sub-district, Malang district. Considering the limited land available for playing traditional games, the creator of this program has chosen four places in the village of Landungsari which are still possible to form communities and socialize traditional games.

Bishop & Curtis (2005) defines traditional games as games that have been passed down from one generation to the next with those games containing "good", "positive", "valuable", and "desirable" values. Traditional children's games are games that contain wisdom, providing benefits for children's development (Iswinarti, 2005). The problem is that traditional games that have "good" values and are expected to become a medium for building children's character have become almost extinct today. Children no longer know the traditional game because of the lack of socialization and land constraints. Gadgets are also the biggest temptation of children in playing traditional games.

With the constraints of applying traditional games to children naturally it is necessary to revitalize the application of traditional games if they are to be used as a medium for character education. Revitalizing or refreshing the noble traditional values possessed by the Indonesian people in accordance with the new age demand according to Yudhohusodo (2010) becomes important in the context of building the character of the nation's children today.

Based on this problem, a systematic and ongoing effort is needed to re-socialize traditional games with children. By forming **BERLIAN** communities in several places that allow children to play traditional games, it is hoped that this socialization can be carried out and be sustainable. If children are accustomed to playing traditional games, indirectly the noble and good values contained in traditional games will be embedded in children and can facilitate character education.

Method

This program is implemented in four communities in the villages of Landungsari and Sumber Sekar in Malang district. The program named **BERLIAN COMMUNITY** involved 83 children aged 6-10 years and was conducted in four locations. The program was carried out for three months, beginning with identification, providing facilities and infrastructure, implementing the program for 7 sessions, and following up. The procedures of this program were:

1. Prepare and discuss concepts with those who will work together in forming **DILIAN** communities.
2. Preparing facilities and infrastructure for the socialization of traditional games.
3. Training for parties who could potentially be facilitators in playing traditional games.
4. Socializing traditional games and **DIAMOND** communities.
5. Apply traditional games in the **DIAMOND** community.

Results

The following describes the implementation of the program in four locations.

On Site Activities 1

Participants at this meeting numbered 30 children with an age range of about 6-12 years, namely sitting in kindergarten (TK) to Junior High School (SMP). There are 8 girls and 22 boys. They are children who live in RT 04, Dusun Bendungan, Landungsari. Activities in this hamlet include psycho education and socialization activities, socialization and playing traditional games, carrying out traditional game play activities, traditional game contests, evaluations. The traditional games played at this location were *congklak lidi*, *dakon*, *engklek*, *gobag sodor*, and *lompt karet*.

On Site Activities 2

The activity was carried out in 7 sessions involving 13 kindergarten and elementary school children aged 4-10 years. Each activity is guided by a facilitator covering socialization, game simulation, implementation of traditional game play activities, traditional game contests, and evaluation. Traditional games that were practiced such as *boi-boian'*, *congklak lidi*, *dakon*, *engklek*, *gobag sodor*, and *lompat karet*.

On Site Activities 3

At location 3, a total of 7 sessions were held including socialization, psychoeducation, game simulation, competition, and evaluation. There were 21 children involved in this activity in kindergarten and elementary school, aged 5-12 years. The traditional games played were *bekelan*, *congklak lidi*, *dakon*, *crank*, *gobag sodor*, and *rubber jump*.

On Site Activities 4

Activity at location 4 includes 7 sessions with details, namely socialization, psycho education, game simulation, competition, and evaluation. There were 19

children involved in the range of 4 -12 years. The games played were *bekelan*, *congklak lidi*, *dakon*, *crank*, *gobag sodor*, and *lompat karet*.

Based on the results of observation and interviews it can be seen that by playing traditional games children learn various positive characters such as problem solving, cooperation, emphatic, communication, and self control skills. For example, when children play with play, they will learn to manage strategies from simple to complex strategies. In addition to learning to set the child's strategy will also further enhance the ability to communicate, cooperate, and empathize in all games. Children also learn to control themselves, for example children learn to follow the rules, and control emotions.

Discussion

Based on the interventions that have been carried out starting from session 1 to session 7 the children have very high and solid enthusiasm when playing. This can be proven by the agreement of children from session 1 to session 7 continues to increase. As in session 1 there were 6 children attending, then in the next session up to 13 children. Surely they are very fun and very happy to play traditional games. When the facilitator explains the rules of the game and how to play, they really listen and listen. Therefore they understand immediately, and the compilation does not understand they immediately ask the facilitator. When there are children who have just arrived and in the first session this child does not follow it, children who already understand the rules of the game explain it. If there is something that is not right, the facilitator corrects the wrong thing. In addition, when playing in the second session until the sixth session they play agile. Rejecting the game *bekel*, this is related to this game has a high level of problem solving.

There are a number of games that require full concentration, such as *congklak lidi*, *dakon*, *boi-boian*, *gobag sodor*, and *lompat karet*. This is indicated by their behavior that appears when playing, when the facilitator tries to ask questions about the game being played they are not quick enough to respond because it is fun to play. Concentration of children is seen when children look focused on the game being played like, children continue to focus on the opponent, focus on moving the sticks so as not to move, then focus on jumping which is shown in the game *engklek*, and focus on counting *dacon* seeds. That they did to win the game. Not only the concentration that arises but the curiosity of children in every game played. Just like when children are introduced to a game that they don't know before, they try to understand the game and repeat it until they understand the instructions and procedures for each game. The existence of traditional games that teaches children about gender, for example, such as *gobag sodor* and *boi-boian* games which are dominated by men, while in *dakon*, *bekelan*, *congklak lidi* and *lompat karet* games are dominated by women.

Other benefits such as those in *boi-boian* games and *gobag sodor* that are usually played as a team, children are able to demonstrate the ability to be a leader and good teamwork to achieve the strategies. They have put together before the game begins. In addition, children are also able to communicate well and get to know their peers well even though there are several children with different complexes. This method also facilitates children to learn to adjust to their peers. Especially for children who are still in kindergarten, who are of a distant age to others, but they can still adjust to children who have been in elementary school.

The ability to respect one another does occur when they start playing. This is shown from the observation that when there is one who gives a warning to the opponent, they immediately shut up and stop. They are also not competing with one another. For example, when there are children who are not yet proficient in jumping rope, the other children also support each other to be motivated. So the child is also the same as the others. Children can also practice their verbal communication skills in ways that when a child has just joined and does not know how to play, there is not a facilitator who explains. But children who already understand and are skilled at giving explanations to children who don't understand.

Based on the interventions that have been carried out starting from session 1 to session 6 children have very high enthusiasm and solid when playing. Enthusiastic children can be seen from the facial expressions that arise when they play like, smile and laugh. This is in line with the theory that play is a fun activity and provides great benefits for children's development (Iswinarti, 2015). Those who took part in the play still sat in kindergarten and elementary school. At that age children have curiosity in every game played. Just like when children are introduced to a game that they don't know before, they try to understand the game and repeat it until they understand the instructions and procedures for each game. The age of childhood or commonly referred to by psychologists as a golden age starting from the age of 5-6 years proved to be a very good period to develop all the potential for intelligence and to instill values positive in children.

The traditional game according to Bishop & Curtis (2005) is a game that has been passed down from one generation to another that will later bring up positive, valuable, and desirable values. The traditional game in question tends to refer to the *crank*, *marbles*, *soccer*, *dakon*, *rubber jump rope*, and many others. This type of game is usually played by children of primary school age and is played by more than one person. Of course, this theory is consistent with the results of the intervention, that when playing traditional games as many as six kinds of traditional games are played, almost all of the children only know 3 games, including *dakon*, *jump rope* and *crank*, and the other four such as *boi boian*, *sodor gobak*, *congklak lidi*, *engklek payung* almost of them do not recognize it. The

existence of traditional games invites children to learn to develop creative ideas, learn to try to get something and teach children to use the materials around them. In addition, introducing traditional games to children is an initial step to foster a spirit in children to love and get to know the nation's culture (Ramadhani, 2018).

Conclusion

Based on the results of this community program, it can be concluded that communities have been formed in four areas in the villages of Landungsari and Sumber Sekar. In these areas traditional games facilities have been provided. Children in the area have also received training and assistance in playing traditional games. Based on observations and interviews the results can be obtained that traditional games can be a medium for children to strengthen the characters include, cooperation, problem solving, social interaction, please help. Activities like this need to be reproduced again in various places. In addition to being a medium to build children's character, this activity can also be a diversion from children playing gadget activities continuously. The benefits felt by parents and children can be disseminated.

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