

Traditional Games-Based Learning for Character Development of Early Childhood

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Abstract: Indonesia has a diverse cultural exotic, one of which is a traditional game. But in recent decades, traditional games have slowly begun to be forgotten, by being replaced with technology-based modern games. Even though traditional games have many learning benefits that are useful for children's development, one of which is character. In early childhood, the most basic character that must be taught earlier is one of them is the character of responsibility. The character of responsibility is very useful for children in future. To overcome this problem, this research proposes traditional game-based learning to facilitate children's development, especially the development of responsibility characters to be developed optimally. The effectiveness of traditional game-based learning is evaluated by designing learning activities carried out with pre-experimental methods to 30 children. Two variables: Traditional game-based learning and character development. The results show that there is a significant increasing in the character development of early childhood.

Keywords: *learning, traditional games, characters, responsibilities, early childhood*

I. INTRODUCTION

Indonesia has a variety of cultural exotic, one of which is a traditional game. Play and games are a child's world. Children spend most of their time in playing activities that form the basis of most of their learning. Children develop when they engage in free play, which involves active and fun involvement, voluntary, flexible and the game can also support the development of various abilities [3, 18]. Educators need to apply game-based learning in order to improve children's development holistically or holistically [15].

In traditional game-based learning, the planning of learning is emphasized on the making of themes, sub themes and plans for implementing sub-theme learning [20]. As for the theme to be used is a theme that can support traditional game-based learning. Furthermore, traditional game-based learning also needs to be managed or programmed in order the games are not harmful to children [2]. This is done considering that this learning is carried out of outdoors.

This research creates traditional game-based learning for character development in early childhood for which one of the characters required for children is responsibility. When a child has a character of responsibility to himself then that character will form the character of a child who is responsible for himself, his family, the environment and even his own country in future. The aim is to analyze whether game-based learning has a positive influence on early childhood cognitive morale.

II. LITERATURE REVIEW

The game is like a mechanism to release steam, to provide relaxation, to eliminate boredom, to practice adult life, to undergo fantasy, and more [12]. Playing, can unite imagination and intelligence in more than one way and help children discover new things in their own way, for that reason is no doubt, playing is a favorite activity of children, therefore the learning process in playing is also easier in a pleasant, challenging, and varied environment [15].

The role of games in early childhood education has been criticized by research increasingly showing that young children build their knowledge through play [6, 7]. The game is many kinds and types, one of which is a traditional game. Traditional games are created by the results of human culture in the past in an area in order to increase the children's interest to have fun and have a very significant impact on children's personal development [16]. Traditional games have elements of physical skills, speed of thinking and their implementation to social and culture [4]. The above opinion is strengthened by [8] traditional games are a type of game that contains cultural values and is a heritage that must be preserved. Traditional games are also cultural elements that cannot be underestimated, because traditional games have a great influence on the psychological development, habit, character, and social life of children in the future.

This traditional game-based learning emerged as an effort to introduce one of the various kinds of exoticism of Indonesia. But traditional games are slowly beginning to be forgotten because they are excluded from modern games, one of which is a gadget game or PS (Play Station). With the many electronic and non-electronic games that are fun and entertaining in the Indonesian market, then step by step the existence of traditional games is increasingly marginalized. Therefore, the children today, many of them do not really know the traditional games that exist even though the game is a legacy from Indonesia's ancestors. Traditional games are believed to have a better impact on the development of children's potential and character, one of which is responsibility.

The character of responsibility needs to be built and developed for children, both in preschool and school [17] responsibility is the attitude and behavior shown by someone to carry out their duties and obligations, which they should do, towards themselves, society, environment, country, and God Almighty. In this case [21] states responsibility is the character possessed by a child to carry out their duties and obligations as they should be done with himself, the community, the environment, and God. Meanwhile [11] explains that the person responsible will be able to understand the time and use it effectively, so that the

obligations under his responsibility are resolved properly. The character of responsibility has indicators used as a reference in the character education process [13]. These indicators include: (1) completing all obligations; (2) does not like to blame others; (3) not running away from tasks that must be completed, and; (4) dare to take risks.

Through traditional game-based learning, children can simultaneously learn about responsibilities in line with research [17] that traditional deer puppet games can form children's characters in terms of cooperation, independence, discipline, etc. Research conducted [9] shows that the management of character values with music while playing is very effective in the implementation of learning in pre-school, because planting provides action about the school system, incorporated in play groups, recreation centers and additional school activities. The result is the character's value of responsibility can form. So, from the responsibility character value must be done in various ways one of them using traditional steps [14].

III. MATERIAL AND METHODOLOGY

A. Data

This type of research is quantitative with a quasi experimental method. The research subjects were 30 children, in one kindergarten. The purpose of this study is to enhance the development of the character of early childhood responsibilities. Observation sheets are designed to see the development of the character of early childhood responsibilities before and after treatment. Pre-test and Post-test was conducted to determine the effect of traditional game-based learning on development of the character of early childhood responsibilities.

Character development can be seen its development by referring to the level of achievement of the character development of children aged 5-6 years listed in the Minister of Education and Culture Regulation of the Republic of Indonesia Number 137 of 2014 concerning the 2013 curriculum of early childhood education [10] and from several theory of the character of responsibility such as: understanding time and using it effectively, carrying out the task seriously, sincerely, patiently, and not complaining, not running away from responsibility, and carrying out duties and obligations.

In this study, the observation sheet was adjusted between the Minister of Education and Culture Regulation of the Republic of Indonesia Number 137 of 2014 regarding the 2013 curriculum and combined with the opinions of several experts adjusted to the research needs. All items on the question sheet are measured on a 3-point Likert scale.

TABLE I. CHARACTER DEVELOPMENT INSTRUMENT OF RESPONSIBILITY CHARACTER OF CHILDREN 5-6 YEARS

Aspect	Indicator	Good	Suffi- cient	Les s
Respon- sible	Come and follow the learning on time			
	Following the game activities according to a predetermined time			
	Take turns in participating in learning activities			
	Spruce up or rearrange items that are already in use			
	Take care of goods during the learning process			
	Clean up the trash around it			
	Carry out activities with enthusiasm			
	Participate in learning activities from beginning to end			

B. Method

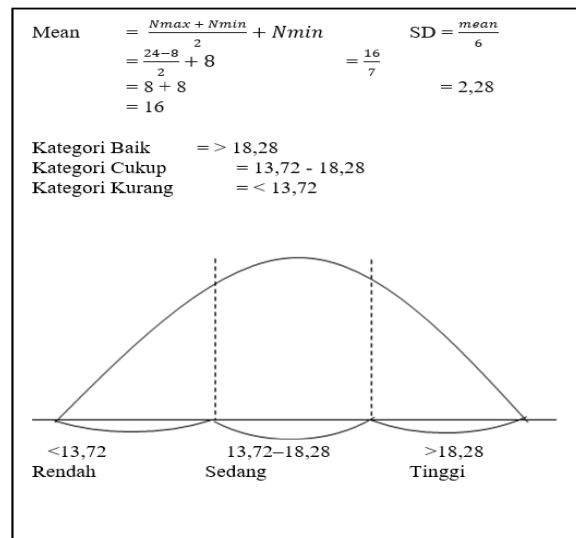
The study used a pre-experimental method. Before the treatment of children aged 5-6 years old, a pre-test is first carried out to determine the development of the child's responsibility character. Then the child is given treatment by applying traditional game-based learning in the learning process after the child is given treatment then a post-test is conducted again to determine the effect of traditional game-based learning on the development of the character of responsibility on children.

The assessment criteria are obtained through the calculation below:

The results of the study are categorized as good if > 18.28 is sufficient if between the range 13.72-18.28 while the results are categorized as less if <13.72

C. Trial Design

Before doing the traditional game-based learning, a pre-test is first done to the child to determine the character of the child's responsibility beforehand. Then, after applying the traditional game-based learning model post-test was conducted again to determine differences in cognitive abilities before and after the treatment. Traditional game-based learning is an embodiment of learning that introduces the character of responsibility by using traditional games as its medium.



This learning is designed to introduce and teach children character responsibilities, by using traditional games. The traditional games used in this study are the stilts, the sack race and the gate of the gods. This game is done in natural or outdoor environment. In the planning stage, the teacher and the child prepare the field by picking up the trash around them first, making a start and finish line and preparing and providing tools to be used in play, namely sandals made from coconut shells, burlap sacks, chalk to make the god gate lines and provide mats as a place for activities after the game. The implementation of this game is done by competing between 2 groups. Children come together in the field on time, children also participate in play activities in accordance with a predetermined time. In this game, each member of each group must wait or take turns with his friend to finish the game until the finish line and then he plays. Before starting the activity, the child warms up first with the teacher. The

rule in this game is to race and to walk by using sandals from coconut shells, to the line determined by the teacher, then the child wears a burlap sack while jumping with the opposing group and finally to get to the finish line the child must pass through the gods' gate where the gate is guarded by two children on duty to close and open their arms like a gate. If the child who passes the gate is caught or hit by the gate guard's hand means that the child will replace the gate of the gods. The winner in this game is the group with the most members completing the game by entering the finish line. During the game the teacher sees the enthusiasm and spirit of the children during the game activities. After the game activity is finished, the teacher invites the child to sit on the mat, then the child together with the teacher cools down by stretching the muscles in the mat, after doing the cooling the teacher invites the child to drink. Before entering the classroom, the teacher and the child repack the tools that have been used in play. As for the measurement of the success of this experiment is if there is a significant difference between the development of the character of children's responsibility before and after treatment and the development of the character of the responsibility of children who have met the standards set forth in the Minister of National Education Regulation No. 147 of 2014 and based on several theories.

IV. RESULTS AND DISCUSSION

After knowing the methodology and procedures in this research, various findings and discussions related to traditional game-based learning were found in the development of the character of early childhood responsibilities. The results and discussion in this research are presented as follows

A. Result

In this study, researchers conducted an assumption test first before conducting a hypothesis test. The assumption test used is the normality test, homogeneity test, linearity test. Test assumptions or hypotheses are used to verify research hypotheses and when the results are asym. Sig test reaches $p < 0.05$ then this shows that the hypothesis is accepted [19]. Therefore, it was concluded that traditional game-based learning can significantly improve the character development of early childhood responsibilities.

TABLE II. DESCRIPTION OF RESPONSIBILITY CHARACTER DEVELOPMENT RESULT
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	12.00	17.00	15.5000	1.38340
Posttest	30	15.00	21.00	18.1000	1.21343
Valid N (listwise)	30				43

From the research conducted obtained an average value of pre-test in children aged 5-6 years by 15, 50 then after the traditional game-based learning obtained a post-test value of 18.10 therefore there is a significant change in the development of character abilities responsibility to children before and after the application of traditional game-based learning.

To find out testing hypotheses or relationships, firstly researchers test the assumptions in the form of normality tests and homogeneity tests as a condition in the use of t-test analysis.

• **Normality Test**

Normality test is done to determine whether the distribution of data has normal distribution or not. The results of the normality test can be seen in the following table:

TABLE III. NORMALITY TEST
One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		30	30
Normal Parameters ^{a,b}	Mean	15.5000	18.1000
	Std. Deviation	1.38340	1.21343
Most Extreme Differences	Absolute	.228	.234
	Positive	.208	.166
	Negative	-.228	-.234
Kolmogorov-Smirnov Z		1.246	1.281
Asymp. Sig. (2-tailed)		.089	.075

a. Test distribution is Normal.
b. Calculated from data.

The sig value before treatment is 0.089 and the sig value after treatment is 0.075, which means that the Sig value > 0.05 , then the data is normally distributed.

• **Homogeneity Test**

Homogeneity test aims to provide confidence that a set of data manipulated in a series of analyzes comes from populations that are not much different in diversity. The results of the Homogeneity Test can be seen in the following table:

TABLE IV. HOMOGENITY TEST
Test of Homogeneity of Variances

Result			
Levene Statistic	df1	df2	Sig.
1.497	3	23	.242

The significance value is 0.242 where the value is more than 0.05 so it can be said that the variance of the responsibility character variable is homogeneous.

Homogeneity test results of the pretest and posttest results obtained F value of 1.497 with a significance of 0.242. Then the pretest and posttest data are homogeneous, because the significance value is $0.242 > 0.05$.

• **Hypothesis Test**

After testing the assumptions, the next step is to test the hypothesis. Hypothesis testing is done to see the cognitive development of children aged 4-5 years after being treated by applying a nature-based learning model, so it needs to be seen the relationship between the pretest and posttest data as the table below:

TABLE V. HYPOTHESIS TEST

	Paired Differences					t	df	Sig. (2tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
air Pretest Posttest	-2.60000	1.63158	.9789	-3.20924	-1.99076	-8.728	29	.000

Provided that if the value of $P < 0.05$, there is a difference between the results of the pretest and posttest. And if $P > 0.05$ then there is no difference between the results of the pretest and posttest. Based on the table above shows an average difference of 2.60 and a P value (2 tailed) of 0.000 means that a value of sig < 0.05 therefore it is concluded that there are differences in values after treatment and have a significant increasing and indicate that there is a difference between the results of the pretest and posttest. Comparison of the recapitulation of the results of the pretest-posttest can be seen in the table and graph below:

TABLE VI. TABLE OF PRETEST-POSTEST

No	Category	Category	Range Score	Pretest		Posttest	
				F	%	F	%
1	Good	66,7%-100%	>18,28	0	5%	17	50,00%
2	Sufficient	33,4%-66,6%	13,72-18,28	8	20%	15	46,00%
3	Less	0,5% - 33,3%	<13,72	24	75%	0	4%

Based on the table it is known that all children experience an increasing in the character of responsibility: this can be seen in children who are in either category 5% to 50.00%, just 20% to 46.00% and less than 75% to 4%. The description of the results of the comparison before and after treatment can be seen in the following graph:

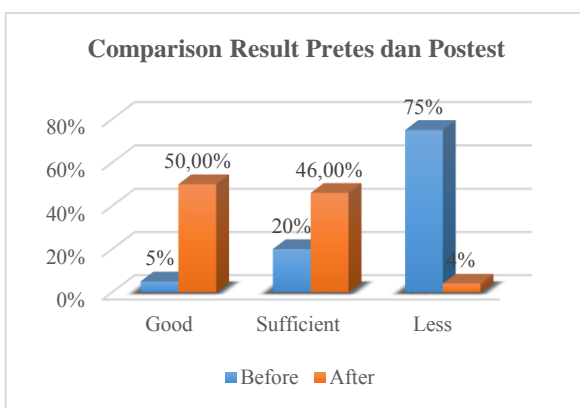


Fig. 1. Comparison of character development in children's responsibilities before and after traditional game-based learning

Based on the comparison before and after it is known that all children experience an increase in the character development of responsibility. This means that traditional game-based learning has a significant influence on the character development of children's responsibilities.

B. Discussion

This study applies traditional game-based learning to improve the character of children's responsibilities because this learning is believed to be able to optimize the character development in early childhood. Pretest results show that 75% of children are in the poor category and there are no children in the good category. Children aged 5-6 years should have a good character of responsibility in accordance with indicators of the level of child development achievement in the Minister of Education Regulation number 137 of 2014. Various factors, both internal and external, are the cause of the low character of responsibility in children.

After observing, the reason for the low character of children's responsibility is that the child is still busy playing with his friends in carrying out activities, coming to the field is not on time because he is busy playing in class, fighting over play, not cleaning up the toys that have been used, not concerned with the food waste that he had eaten, scribbled books and some children did not take care of the playing instruments during play by taking the game out of the classroom and dirtying it. Then, the researchers applied traditional game-based learning as a fun learning model, children as active learners and done with the concept of play. This study involved 2 kindergarten teachers, treatments were conducted 4 times to prove that game-based learning can improve the character of children's responsibility. The results showed that children's character increased significantly to 53.57% which was included in the good category. Within one month, this study was said to be successful because it improved the development of the character of children's responsibilities. Aside from being fun learning and children as active learners, children who are initially not interested in playing and quiet children become actively accustomed to socializing with teachers, friends and the surrounding environment.

V. CONCLUSION

This research investigates the effect of traditional game-based learning to improve the character of early childhood responsibilities. The results of experimental studies indicate that traditional game-based learning significantly influences the character of responsibility in early childhood. The purpose of learning is not only to develop the character of responsibility but also the prosocial and motoric attitudes of children. Learning with traditional game-based learning methods really needs to be applied in early childhood education because when children play, children will have many opportunities to develop their love to homeland behaviors such as being proud to be Indonesian children, knowing various traditional Indonesian games, etc. Direct experience with this traditional game can also arouse curiosity as well as questions about the surrounding environment, places and elements faced by children [1]. With traditional game-based learning, it will become a program that serves to strengthen or enhance children's sense of responsibility and attitude towards their environment [5]. Thus, the child will become the next generation who not only love the motherland but are also able to take responsibility in carrying out all their obligations for themselves and others.

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