

# HONESTY EMPOWERMENT FOR EARLY CHILDHOOD STUDENTS THROUGH SNAKE AND LADDER GAME

By

**Endah Hendarwati, SE, M.Pd**  
[endahhendarwati9@gmail.com](mailto:endahhendarwati9@gmail.com)

**Abstract**—Honesty is a character value that should be empowered for early childhood students, because honesty is a manifestation of human service to God, and becomes the foundation of someone's life. Being honest means an ability to understand and distinguish right and wrong sides, and it should be empowered for early childhood students. Honest children since their childhood will be tough future generation. In fact, to implement honesty to the youth is still a problem nowadays, and it should be solved. Parents and teachers have their own obligation to empower and implement honesty to the youth. Honesty value empowerment can be implemented with various methods and media. One of media that can be utilized to empower honesty to the students is Snake and Ladder game. Using the media, the children will be able to learn how to distinguish right or wrong side.

This research aimed to describe honesty empowerment for early childhood students through Snake and Ladder game, and how its impact to the children's honesty. It was a qualitative research using descriptive approach and methods of observation, interview, and documentation for its data collection. The technique of data analysis was interactive model. The data validity technique which was employed was triangulation. The subject was first year (A) kindergarten students; they were aged 4-5 year old in average. The research result showed that the students were so happy and interactive while they were playing the game; they could also implement honesty values including: they were able to distinguish right and wrong sides, able to tell the truth, and able to bring someone's belonging back. The students experienced behavior changing from those three indicators. 80% of the students have been able to distinguish right and wrong sides, to tell the truth, and to bring someone's belonging back.

**Keywords:** *Honesty, Playing Snake and Ladder*

## Introduction

Nowadays, Education in Indonesia has a huge obstacle. It is failed to build and empower character values for Indonesian students. It is proven with behavior disorders experienced by them. There are many educated persons in this country; they got proper education from kindergarten to higher education level, but the fact does not guarantee that they have strong characters. The character values that should be empowered and implemented to Indonesian youth include responsibility, nationalism, and honesty. There are more positive characters to be empowered for the youth. Honesty is a character value as a manifestation of human service to Allah SWT, so it must be empowered for the youth since their early childhood. It becomes the foundation of everyone's life. By the honesty, they will be able to distinguish right and wrong sides; proper in words uttered, and their behaviors. Early childhood students are able to implement it as well as to contextualize it in daily life. Both teachers and parents can implement and empower honesty values with various ways; using varied strategies, methods, and media. The developed aspect owned by the students is moral aspect covering honesty value. The teachers and parents should educate the students in order to own good

behavior, and make them as students with strong and tough characters.

One of the characters that should be implemented and empowered is honesty, ability to distinguish right and wrong sides, and to distinguish whichever is ordered or forbidden (Hidayatullah, 2010: 32). Honesty is a character that must be empowered since early childhood. It becomes an essential key of everyone's life. The future nation generation will be strong if honesty has been empowered and implemented in the society. Children or students who are not accustomed to be honest will have difficulty in applying it in the society. They tend to lie and cheat for achieving what they want. Conversely, children who get used to be honest will not lie and cheat in their life. Honesty cannot be built and formed in a short period, so it requires habituation and modeling done by teachers and parents.

Strengthening honesty character can be done with introducing and teaching early childhood students the honesty concepts. Empowerment of the students can be conducted with two approaches; cognitive and social learning approach. The cognitive approach is for developing and improving their knowledge and

awareness toward importance of being honest. The social learning approach can be done with exemplary.

Empowerment of honesty for early childhood students can prevent crimes in the future in form of corruption. They are in golden age phase; they can grow maximally in all aspects. Process of honesty empowerment for them can be implemented in various ways through transfer of knowledge, understanding, and exemplary.

A research result conducted by Suyanto (2010) showed that 50% of children's intelligence is in its peak level, when they are aged 4 year old. The increase of 30% happens when they are aged 8 year old, and other 20% increase is in between the middle and the end of second 10 years of their age. Therefore, early childhood is proper phase to implement and empower values of their honesty. The empowerment is beneficial for preparing future generation. One of the ways to empower and implement honesty values for the generation was Snake and Ladder game. It could implement and empower the honesty values in effective ways, because it was more interesting.

### **Research Method**

It was a qualitative research employing interpretive method, because data of its result was related to data interpretation found in the research field (Sugiyono, 2012:7). In qualitative research, it assumed that the object was dynamic; it was result of thought construction and interpretation of the observed phenomena and it is holistic because each aspect of the object had a unity that cannot be separated. The fact was a construction or interpretation of understanding toward all data found in the research field (Sugiyono, 2012: 10).

This research was conducted to group A of PAUD (Early childhood education school) Mutiara Bunda, Surabaya; utilizing Snake and Ladder game to empower and implement honesty values for the students. The research instruments were validity and reliability, as well as quality of data collection. The collection of data was done using natural setting, primary data source. Technique of data collection were observation (participant observation), in depth interview, and documentation. (Sugiyono, 2012:225). Technique of data analysis was interactive model. Triangulation was employed as its data validity technique.

### **Discussion**

According to Nurdin (2014:41) honesty is deeds done by someone properly. It was true in his/her words, deeds, and state of mind. Honesty is a basic attitude for someone to interact with others, so it needs to be taught to children from their early age.

The Ministry of National Education (Wibowo, 2012:71) stated that education values of honesty characters need to be implemented and empowered for children. Being honest was a behavior that able to make someone was trusted in his/her words and behavior. Those having honesty behavior would get kindness from others, it was vice versa for those who were dishonest, they would get negative consequences (Sudewa. E, 2011: 83). The satetment can be assumed that honest people would get its positive consequences in the future.

The characteristics of honest character were as follow (Kusuma, et al, 2013: 17):

- a. Have a determination to do the truth.
- b. Telling the truth.
- c. Having a harmony between his/her intuition, words, and deeds.

According to Sadewa (2011: 84), educating and building honesty for children was not too difficult; the main thing to know was ownership concept. The children should understand his belongings and others', as well as to understand how to borrow others'. Implementing honesty for the children was very important in building their attitude and behavior in their future. Every parent was willing to have honest children.

Parents and teachers could face lies done by children/students easily. They avoided to give punishment, and explained understanding reason to be honest. According to Rahmah (2012: 97), implementing honest habit could be done with some ways:

- a. Feeling Save to be Honest (Say the Truth)  
Both parents and teachers should make sure that being honest will be save and appreciated. The appreciation would be given if their children admitted their mistakes.
  - b. Positive Behavior of the Parents and People Surrounding  
The children/students would be honest if he/she was supported by people surrounding who did the same. They would feel comfortable to behave honestly, because they felt they could follow others.
  - c. Reward method. Appreciation and reward were required to give for honest children/students. The rewarding should be discussed first with the children; they would have the rewards, if they would be honest for some period, so they would be proud of their honesty.
  - d. Implement the belief that Allah is all-seeing and all-hearing.  
According to Ibung (2009, 71) the habit of lying done by children can be in several forms:
    - a. reversing a fact
    - b. exaggerating
    - c. bragging
    - d. Escaping from their responsibility and blaming others.
- Dishonesty done by students/children done

because they tend to test their own ability, to have his/her own control, to cover/hide ignorance and forms of self-protection, lack of self-confidence. Their lies were in forms of reserving a fact, exaggerating, bragging, and escaping from their responsibility.

Being dishonest of pre-school aged children was a part of problems in aspect of moral development. The concept of right and wrong would be experienced by children aged 3-4 year old (Rahmah, 2012: 43). The reason why they lied was because they could not hide the truth, and avoid the punishment given by the parents and people surrounding. According to Ibung (2009, 73), the reasons why children lied were as follow:

- a. Testing their own ability
- b. Avoiding punishment
- c. Forgetting inconvenience experiences

Rahmah (2012: 44) argued that causes why children lies was because they want to:

- a. know their peers' response.
- b. improve their confidence among their peers and to expect to have leading role in the group.
- c. (their imagination grows rapidly, it can be classified as white lie)
- d. hide their wrong deeds.
- e. imitate others.
- f. get praise from others.

Honesty characters were important bases in building someone's behavior. It supposed to be implemented since they were in their childhood. There were some ways for parents to build honest characters for their (Isna, 2012: 37):

- a. Avoid judging the child as a liar although he/she really did it.
- b. Do not lie to our children.
- c. Do not give both explanation and exemplary how to lie.

Various ways to built honest behavior for early childhood students such as mentioned above; no judging, because it would make the children believe and assume that they are really a liar. Do not ask a question where the children have already known the answer, and do not ask questions if they are not willing to answer. In addition, do not be angry to the children, teach them how to behave honestly, and appreciate them if they do it. Those ways would help the children/students to behave honestly. In addition, it could be also by using learning media.

Rahmah (2012:99) explained there were some prohibition:

- a. Do not blame the children.
- b. Do not be emotional.

Based on guidance of character education for early childhood students, issued by the directorate of early childhood education coaching, general directorate of early childhood education, non-formal, and informal, the National Education Ministry (2012); There were nine indicators of honesty values:

- a) Understanding personal belonging and other belonging
- b) Maintaining and keeping public properties
- c) Saying the truth (being honest)
- d) Returning others' belonging back
- e) Appreciating others' belonging
- f) Admitting personal mistakes
- g) Apologizing and forgiving peers doing mistakes
- h) Appreciating others' achievement
- i) Not collecting toys and meals for his/herself

In implementing honesty to the early childhood students, a teacher could utilize a proper leaning media. A medium is the intermediary or messenger of the sender to the recipient of the message (in Sanjaya, 2006: 132). National Education Association (NEA), stated that a medium is object that can be manipulated, viewed, heard, read, and discussed with its instruments for the activity. It could be assumed that anything that was available at surrounding, and it could stimulate the students to learn.

A medium could simplify material of information that was delivered. It could make students closer to the information and make the information clearer with the concept that would be delivered by the teachers or parents. It could be an intermediary, before they do the activity. Children needed creative media to activate and to involve their participation directly, not only the monotonous activity.

From the explanation, it could be concluded that a medium is something to deliver message for stimulating child's thoughts, feelings, concerns and wishes. It was also to make the learning process and achievement efficient and effective, as well as to emphasize learning activity done by the students. The creative media usage resulted the students to learn all development aspects.

Some function of media that could be utilized before learning and teaching activity. According to Hamim (2011: 80), before creating a learning media, someone should know its abstract and concrete concepts that would be delivered, because learning is a process of communication and message delivery from the sender to the receiver. The functions of media were as follow:

- a. Enriching limited experiences of students.
- b. Beyond classroom boundaries.
- c. Allowing direct interaction between the student and his/her surroundings.
- d. Resulting uniformity of observations.
- e. Implementing basic concepts that are true, concrete, and realistic.
- f. Generating new desires and interests.
- g. Generating motivation and stimulating students to learn.
- h. Giving integrated experience; from the concrete to the abstract one.

Snake and ladder game is a game for exploring various information which is in accordance to the information to be conveyed, interacting with each other by following all the rules specified. The game begins

with all players play it by placing a pawn on the "Start" point, then each player takes turns shuffling dice to determine how many steps to take.

When stopping in one of the boxes, the player can instantly guess the name and tell the activity in the box spontaneously, the game step is performed by the player in turns until the end, done up to "Finish" box/point.

Based on observation, implementation of honesty with the ladder snake game was very effective. In this game, there were images that match to the indicators that were researched; the right and wrong deeds, the consequences of not being honest and not returning belongings to the owner. The students can recognize right and wrong deeds, tell the truth and return the belongings of others. When the students were playing the game and the paw position was on the image corresponding to the indicator the student can explain the activity and tell the consequences of the deed in the picture. Viewing at these indicators from 20 children observed, there was a change of honest behavior experienced by the students. The behavior changes were as follow; there were 18 students have been already able to distinguish personal and public belonging/property, there were 2 students were not. There were 19 students who were accustomed to say the truth (honest), but there was still one student lied, and all students have been willing to return others' belongings.

### **Conclusion**

Honest is an action performed by a person correctly, true in words, deeds and state of his mind. Honesty is a basic attitude for someone to interact with others, so it needs to be taught to early childhood students. Honesty values must be implemented to early childhood children to build the tough attitudes and behaviors of the students. The value of honesty that can be taught to the students through ladder snake game includes: 1) The students are able to distinguish personal and public belonging, 2) they say the truth (honest), 3)

they are able to return others' belonging, 4) they are able to appreciate others, and 5) they are able to admit their personal mistakes.

Empowerment of honesty values for early childhood students can be implemented using snake and ladder game. It can give the students opportunities to explore and design something, as well as to interact to others (peer partners) in accordance with applicable rule.

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