

# Strengthening Character Education through the Model of the Logic–Scientific-Artistic Kaulinan Urang Lembur

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**Abstract**—The world of children's games has now been served by gadgets and internet information waves. Separation of children from the playing environment and peers makes children more likely to like being alone, introverts and behaving aggressively. Creative teachers should rethink the traditional games of West Java children that are designed attractively in learning at school. Innovative learning through cultural arts must be a commitment for Character Education Strengthening through the Logic-Scientific-Artistic Kaulinan Urang Lembur Model. Logic teaches something to achieve the truth, scientific is a systematic learning process and the results can be accounted for, related to the beauty that causes pleasure. Through the experimental method, playing kaulinan urang lembur (internalizing the value of logic-scientific-artistic) can feel the importance of social interaction, emotional control, togetherness, mutual cooperation, solidarity. Playing teaches acting good, feeling good, play fullness, the nature of traditional games teaches meaningful life that is beneficial for life in adulthood. The results of the logic-scientific-artistic analysis study in Kaulinan Urang Lembur include (1) the values of local wisdom (2) the quality of mental and physical health (3) controlling positive emotions (4) internalization of Strengthening Character Education.

**Keywords**—*logic-scientific-artistic model; kaulinan urang lembur; character education strengthening*

## I. INTRODUCTION

Cultural diversity is a blessing in itself, each region has its own arts, food, customs and traditions. Every child in various regions knows various children's games. One of them is West Java, which has a children's game known as kaulinan urang lembur (village children's game) which develops in the *Sunda* and surrounding areas. The game was born from the thinking and spontaneity of children that have existed since the past, then from generation to generation with awareness of benefits for happiness, togetherness, social interaction, and learning to play fair (fair play) not principled 'win-lose' but 'win-win' all those involved in the game feel joy, and rejoice. Children play without any demands (not pretension), happiness and a sense of togetherness are the goals of activities felt healthy physically and mentally.

The game is now covered by the flow of all-modernization. Communal play is now being replaced by individual addiction with gadgets, a device that has practical, high-tech goals and functions that are specifically designed to be more sophisticated, easy to use and carry. Games are available in the hands of children now. Smart Phones serve them and make addiction which results in children tend to be individual, social, tend to be angry if reminded even negative news about addiction to the use of mobile phones among children is a problem in schools. Children become masses and become slaves to technological sophistication. If left negative excesses from excessive use of course this is dangerous for the health and future of the child.

Scientific logic is a normative practical science that studies the laws, principles, forms of the human mind which if obeyed will guide us to reach conclusions that are truly legitimate [1]. The wealth of children's games in West Java is a modality that can be utilized in learning at school. Elementary School Teachers must be able to lift the game back as an interesting medium delivered in class. The nature of the game that is very interactive is also the potential of today's children who are still interested in this game.

Concerns about the existence of West Java children's games are felt by historical researchers and traditional values, the West Java regional government said:

"The diversity of games and toys is rarely done by children, they are more familiar with the types of digital games on the market, games and toys as people are increasingly cornered after the existence of supporting media is increasingly absent, both media tools, facilities and pre facilities" [2].

Children's game is very interesting, as an alternative learning. Based on observations, there are still places in the West Java region where children play the game. The problem is how this can be elevated to be more dignified by applying it to the school from the right way of playing to understanding the values contained in it. Foreign cultural contamination is unavoidable but by introducing Jabar children's games it is hoped that children will have a strong appreciation and cultural endurance. The values in children's play show in figure 1.

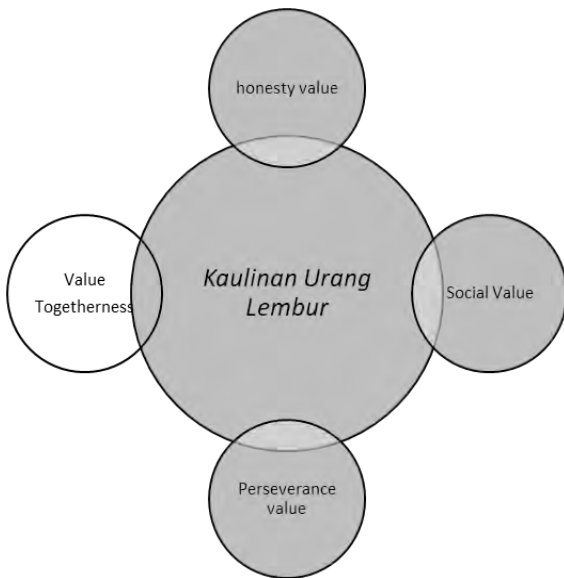


Fig. 1. Values in children's play.

Kaulinan Urang Lembur game will be extinct if there is no revitalization effort and is packed in learning in schools. Agus Supriyo revealed: "The game is a simulation that can reveal many sides of personality. The game can also be used as a medium to motivate children who play" [3]. If the game is packed in learning, it will have a good experience for children.

PPK through children's games is possible because the essence of the child likes to play. Happy feeling is the gateway to the success of children's learning. Playing while learning can channel children's emotions positively while gaining pleasant motor and mental experiences. Intelligent emotions or feeling good they become trained when children do play activities. Children's games run without burdens in a happy atmosphere. Goleman in Suyadi states: "emotional intelligence rests on the relationship between character (character), feeling and moral" [4]. Feelingly (with feeling) the child plays with sincerity and selflessly completes the game peacefully. They know each other's character and respect each other's differences. Data child emotions are controlled through games that sharpen brain health and character. Suyadi children's brains are essentially emotional brains, so effective learning for children is emotionality stimulation, such as giving joy, enthusiasm and enthusiasm [4].

To produce an appropriate analysis of the issues raised, this PkM focuses on: How is the Implementation of Character Education Strengthening Through the Logic- Saintific- Artistic Model?

## II. THEORETICAL FRAMEWORK

To obtain a scientific picture related to PPK through the MLSAKUL the link between the theory and the model that the writer will develop. The theoretical linkages in the design of constructing PKM actions are described as figure 2 follows:

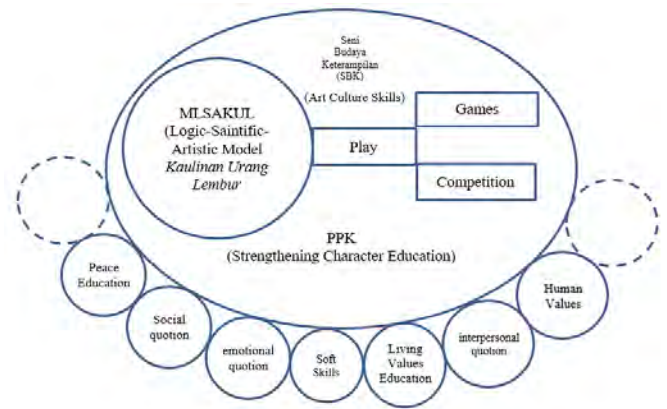


Fig. 2. PkM (Community service) theoretical basis for building logic, scientific, artistic models in an integrated manner.

### A. Art Education and Emotional Quotient

Children's games as part of Strengthening Character Education are still very relevant to our educational philosophy which elevates local wisdom into learning at school. Character development as a mandate of compulsory education goals is carried out without exception in strengthening the success of the nine-year basic education goal launched by the government.

How important Character Strengthening Education (PPK) Cicero in Saptono states: "The glory of the nation stems from the strong character of the people". Internalization of character education in children will be a thumbs up if there is no attempt to attach it to the learning method or model in school [5]. Strengthening Character Education requires the right strategy in accordance with the child's age level or the child's basic behavior (entry behavior). Good habits will produce good character too. Lickona in Wamaungo confirms [6]:

"Be careful of your thoughts, your thoughts become your words. Be careful with your words, your words become your actions. Be careful with your actions, your actions become your habits. Be careful of your habits, your habits become your character. Be careful with your character, your character becomes your destiny. "

Value-based learning with reinforcement on the development of emotional intelligence includes studies on aspects of expression and appreciation of works of art which include [7]: (1) Awareness (2) Managing emotions (3) Making emotions productive; (4) Empathy; (5) Fostering relationships. The nurturing effect of a number of experiential activities that will be used as enrichment by exploring also the key personal social values.

The teacher as a learning motivator has an important contribution in shaping superior Indonesian human resources. Especially related to the field of development of artistic creativity [8]. By studying the world of children according to Ahmadi means that we are involved with child psychology [9]. For educators, understanding the science of child psychology has a very important meaning to be learned and implemented in educational practice.

The implications of this series of opinions are concluded by Kartini Kartono and Conny Semiawan: "The essence of the child is very essential with the psychological study of the child and the attitude of the teacher to pay attention to the behavior of the child as a translation of understanding the soul of the child is the main capital in carrying out education" [10,11].

#### *B. Children's Character Education Through Kaulinan Urang Lembur Activities*

Character is the core of education. The implementation of education is the strength of the nation, but character education itself is the integrity of national identity that must be inherent in education (education is power but character is more) Sumantri asserts: "The birth of character education in the form of presenting education oriented to the practice of education that humanists care for ideas and humans, the development of the whole person with society, pay attention to as" human being "and individual development on a broad scale. Emotional and moral, also intellectually integral [12]. Thus general education is very concerned about fostering the human person.

Children are physical, psychoanalytic and cognitive changes to adolescence, as well as adults [13]. Efforts to develop the potential of each child so that the physical and mental development is good is not an easy thing, it cannot only rely on education at home. Educating children has specificity, which can only be done by certain people among them teachers at school. In connection with the statement Kartono explains: "Given the very rapid development of children from the family environment now unable to provide all facilities to develop children's functions, the child needs a new social environment that is more in the form of a school with the aim of developing all of its potential" [10].

Strengthening character education which is an integral part of national education. Education everywhere must also have a concern for human development as a whole, physically and mentally healthy. Character is the core of education.

#### *C. The Role of Teachers in Strengthening Character Education*

Education has an important position in intelligent to achieve a goal, while morality occupies a central position in various education. The purpose and value in question is moral itself [14]. "Teaching is the same as telling and learning the same as being told" teaching means the activity of informing something in the learning community and the learning community itself only functions as the recipient of information or listeners. The teaching approach in this way is not in accordance with the demands of the times. More than that, of course the teacher must carry out his professional functions as "the teacher is the facilitator and motivator of the education process that is responsible for the orderliness of the creativity (logic), taste (aesthetics), intention (ethics) and practical activities refers to the philosophy of '*Tut Wuri handayani*' which is humanistic which upholds the harmony of life".

From this opinion the teacher is a role model. The teacher is a guarantee for students to have good behavior. PBKB fertilization will actually become increasingly lighter, because elementary school students only "imitate" the behavior of the teacher alone will result in significant behavioral changes.

Higest in his book entitled "The Art of Teaching" concludes two main things that must be considered by the teacher, namely [15]:

- Essential of good teaching, then the teacher must know the subject.
- Essential that is that he must like it.

#### *D. Strengthening Character Education in Cultural Arts Learning and Skills in Primary Schools*

Strengthening Character Education is best done systemically at school. This institution has scientific tools that enable it to grow personality from an early age. Elementary schools include special powers because they are considered to be school age levels which are quite appropriate to attach personality.

Pappas explains the relation between strengthening character education and art education [16]:

"If the art education is carried out as well as possible, there is certainly a stake in maintaining mental health by giving children the opportunity to channel various mental stresses that cannot be vented through verbal communication. Art education in schools can function as therapy."

Art education as an integral part confirmed by Spencer in Ziegfeld carries three important foundations, namely: Intellectual, Moral, and Physical [17]. Artwork including traditional games not only sharpens emotions but sharpens the mind, moral subtlety as well as visual beauty, motion, sound / music, which can provide information or pleasure to others. Children's games not only sharpen emotions but sharpen the mind, moral subtlety as well as sensory beauty that can provide information or pleasure to others.

Art in the education concept through art serves as a medium for achieving educational goals. While the main purpose of art education itself is to instill character / personality values that are in accordance with children's development. Read stated "education is the basis of discipline and morality" [18]. Education becomes the heart of life on earth, without world education being a tick-swimmer. Discipline and morality according to him the main character that must be possessed by students as the main capital in society. The inclusion of art in the field of education serves as a medium to fulfill the child's developmental functions, both physically and mentally. Because of the nature of art, namely, creative, individuality, value of expression, eternity, and universal.

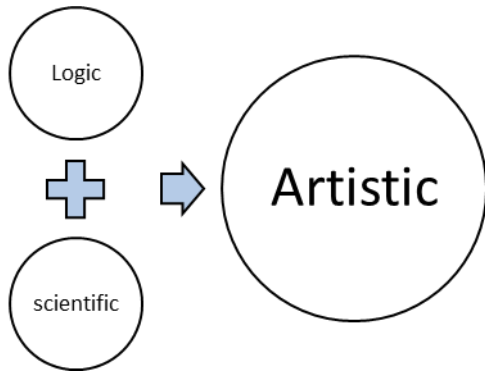


Fig. 3. Logic and Scientific are attached to the beauty of Kaulinan Urang Overtime property.

Children's games contain the Sundanese Ki philosophy, are folkloric and have a noble artistic value can also motivate prestige for children. This traditional game, you should be reappointed because it contains benefits that are healthy for your child's body, because it contains elements of sports, arts, skills, and mind intelligence.

III. METHOD

The flow of the PkM (Community Service) method can be briefly seen in the chart as follows:

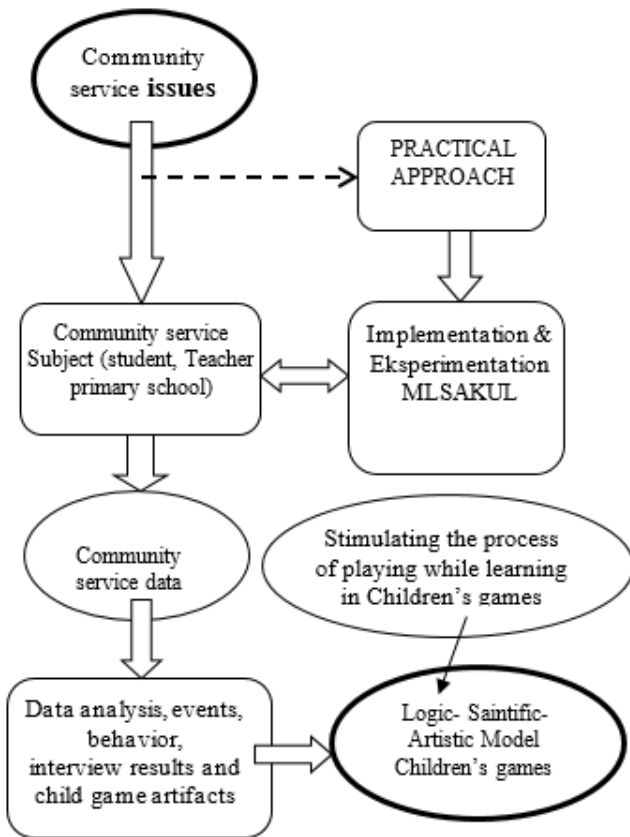


Fig. 4. PkM method chart flow.

IV. RESULTS AND DISCUSSION

A. Practice Approach

In accordance with the thinking framework presented in the method, this PkM is carried out with a practical approach. Through the practice of PkM workshop participants, they understand and appreciate all activities that are conveyed both theoretically and when applying in the act of media exploration.

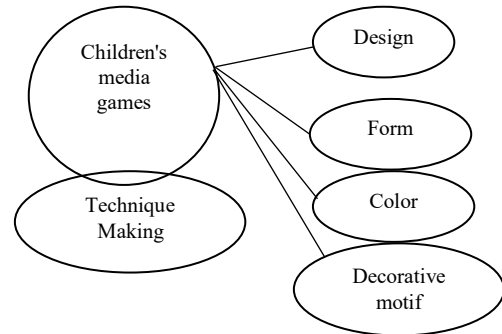


Fig. 5. Study of making tools and techniques.

As a mandate from the development program policy on strengthening character education, of course efforts to increase the revitalization of cultural values must be a part of it. Research studies provide an in-depth picture of the importance of children's play in kaulinan urang lembur or kaulinan barudak, as a source of local cultural values for the community. The stages of PkM implementation according to the problems raised are carried out as follows:

B. Learning Strategy: Kaulinan Urang Lembur based Design

The initial stage that was carried out was prioritizing the concept of the existence of local forms and works of art as being spread over as a cultural property. We must realize that in children's play there is a paragon to take care of the universe or preserve the earth which includes preserving childhood life, by attaching values to various children's play activities. In the *Kandang Karesian* text, children can also give an example. Children as *guru rare* which means getting knowledge from children that can be seen and learned from children's play.

In addition to *guru rare*, there are also lessons from *kaka* or those who are older (*guru kakang*, *guru ua*), learning from grandfather (*guru kaki*), learning from the father and mother (*guru kamulan*). Teachers in Sundanese society can be anyone without exception, science holds the position of benefit for the people who do not know the levels and strata who teach who is the learner. Anyone who wants knowledge and benefits to the community (like *masagi* in Sundanese terms), then do *tholabul* 'knowledge. A good stage of science is *lisaniah-qolbiyah* and *amaliyah*. Stage one, verbally understood, can reason the description, understand the knowledge. The second stage, *qolbiyah* was realized inwardly and was realized that the activity was beneficial. The third stage of *amaliyah* is carried out in the interest of the community. The game for children in learning design is similar to that, and can be described as follows:

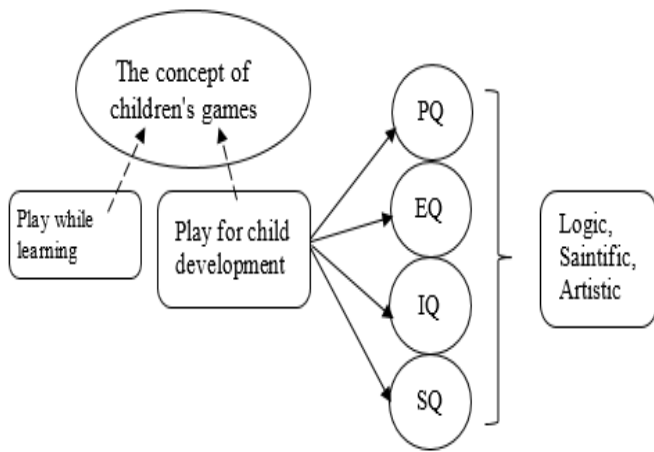


Fig. 6. Understanding children's play design.

PkM participants, before starting must first understand the concepts or principles of children's play. The concept of "playing while learning" is the main and first concept in applying this learning. The teacher must understand that the mood of students must be in a "happy" condition. Learning happiness is very important to prepare children to learn well, can receive information clearly, and give birth to creative thinking.

### C. Change of Attitude when Playing

Playing for children as fulfillment of physical activities, which can improve physical health which has an impact on health thinking in children. Physical Quotient (physical intelligence) is always excellent and is ready to perform optimally. Children become not sleepy, happy, bright and happy face. Emotional (emotional Quotient) intelligence of children is maintained because he works together, mutual cooperation, sharing in an atmosphere of play that is all happy. Children are not selfish, interpersonal and social.

The development of the age of the child should be considered because, the age of play is when full of creativity so the teacher only acts as a facilitator who serves the potential modalities that exist in children. The teacher is in charge of stimulating creativity so that all the abilities of the child appear in the activity of playing while learning. Give examples by direct demonstration, not starting with the description. Involve interaction with children during demonstrations, give children the opportunity to explore these activities. Answer all children's questions, with answers that can please children. Build a happy atmosphere, because learning success can be achieved when the child feels happy. In addition, children's games also teach mind intelligence (IQ), where when playing he knows how to play based on previous playing experience. For example, when he plays a cow, he will throw a tinkering coin in accordance with the elevation angle he learned logically and previous playing experience. Patience learns, hours of play and toughness are guaranteed to be fun games and have useful experiences for happiness.

At the highest stage he realizes that playing is a friendship between friends, while maintaining friendship and togetherness that will be internalized in a day's life when he becomes an adult. That intelligence is called Spiritual Intelligence (SQ) which confirms that it is part of another human being, without others we cannot do anything, humanity, peace between each other is the final glory that makes the beautiful world.

### D. MLSAKUL Effectiveness in Strengthening Character Education

In the implementation of the initial PkM, based on the results of observations when the MLSAKUL implementation was very effective, because various implementations could be seen in fact, the participants could understand the stages of implementing MLSAKUL as enrichment in learning at school. At the pilot stage of the students carried out at the workshop, showing children were more excited and happy to take part in this activity. This is felt by children games and toys as a fun recreation. Harmony and cooperation are well developed. The toys that were made at this initial stage of research are made of game tools made of shell (which are colored) which can then be used as musical instruments (by being filled with gravel or seeds), as dance properties, *engrang* shells, telephone-telephone games, as decorative items etc. From this exercise alone, for teachers and children, this is very interesting for one type of object that is artistic because it is given color according to the expression of the teacher / child giving birth to various functions. Children's play in the context of Sundanese culture is actually a fulfillment of the desire to play which is instinctively facilitated, supports the child's growth process, trains sensitivity or appreciation for nature and culture. The creativity of the functioned child who runs all motoric, logical, scientific, emotional, and spiritual functions also sharpens the sense of beauty. So children's play is an activity that develops children so that they are happy and can think creatively that occurs naturally during play activities.



Fig. 7. Painting on coconut shells, as a product of teacher creativity that will function as a property of children's games and ornamental objects.

**TABLE I. CREATIVITY IN PAINTING COCONUT SHELLS THAT CAN BE USED AS VARIOUS FUNCTIONS**







Activity: Painting coconut shell	Additional Objects	Function	Illustration of function
	Ropes	Coconut shell sandal game	
	String	Artificial telephone game	
	Bamboo stalks	Play Marakas music	
	The couple is held and sounded	Coconut shell dance property	
	Attached to the wall singly or arranged in a composition	Wall decoration	



Fig. 8. The instructor, together with IGTKI teachers in Banjaran Regency, took pictures while showing children's play equipment as a result of the training.



Fig. 9. Workshop participants when participating in the debriefing of concepts and theories of the Logic-Saintific-Artistic-Artistic Model.

**V. CONCLUSION**

Learning design for strengthening character education through play activities should be flexible. The teacher can start the activity without having to describe the type of game, but directly interact with students. The teacher demonstrates how to play and the rules. In this study only focused on products to stimulate students' creativity so students are enthusiastic in their activities. One way is to make a new appearance version of the game product. Coconut shell which is for the purpose of playing music, playing balance walking, percussion etc. not interesting if displayed as is. In this PKM the teacher tries to be trained to make the teaching aids. The results are amazing and effective because (a) the teacher sits because they are considered new learning that has not been taught before (b) knows the concept of find object, finds simple objects that function in learning (c) understands the concept of re-use, recycle environmentally friendly learning.

Changes in attitudes or behavior occur in the development of learning, teachers and students are enthusiastic in learning melting in the activities of "playing while learning". The teacher realizes that through fine arts education, color recognition, art work will gain experience that can enable them to appreciate and appreciate the entire process of the activities carried out. At the stage of testing on the child, it seems the child shows excitement and is enthusiastic to try the game. At the next stage the media / tool will be fully tested in class with various other game products.

In this PkM it is clear that it appears that through the practice of art activities the teacher seems enthusiastic to follow it because the practical activities for them are refreshing, carried out full of excitement and very recreational. If the implementation in this learning class runs according to the concept of playing while learning, then in this PKM the teacher feels and lives as if they are students who do not stop exploring and experimenting in creating art.

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