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## Effectiveness Of Traditional Games On Character Development Of Early Children In Kindergarten Diponegoro 187 Purwojati

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**Abstract:** Traditional games are one of the assets owned by the Indonesian state that must be maintained and preserved. There are many types of traditional games in Indonesia, but as time goes by, traditional games are rarely used by children, not even a few children know about traditional games, even though traditional games are believed to be able to shape the character of early childhood if early childhood plays them. routinely . This study aims to find out how teachers teach and see the results or effectiveness of traditional games in the formation of early childhood characters. The population used in this study were all children of Kindergarten Diponegoro 187 Purwojati. The sampling technique used is Simple Random Sampling. This study uses quantitative research with a true experimental design type in the form of a posttest-only control group. Data collection techniques used are questionnaires, observation and interviews. The results of data analysis using the independent sample t-test parametric test. The results of independent sample t-test calculations are  $0.006 < 0.05$ . It can be seen that there is a difference in the average value between the experimental group and the control group. The posttest value of the experimental group is higher than the posttest value of the control group. It can be interpreted that traditional games are effectively used for the formation of early childhood characters in Kindergarten Diponegoro 187 Purwojati.

**Keywords:** Traditional Games, Character Formation, Early Childhood

### A. Introduction

Indonesia is a country that has a very abundant diversity. Indonesia is also the largest archipelagic country in the world which is very rich in traditional culture. Traditional culture is an intellectual work that needs protection. The traditional culture is spread all over the area. One of the forms of culture owned by the Indonesian people is traditional games.

Playing is one of the activities that children really like. Playing is a release and liberation from the pressures faced by children. Basically playing for children is a source of learning, through playing children have the opportunity to learn various things, for children playing is an activity to express themselves, when children play children do not feel burdened and they will feel happy .. Bettelhem in Marwany argues that playing activities are activities that have no other rules except those set out in the game itself. According to Mutiah, playing is an activity that is very important for the growth and development of children. Another opinion stated by Sujiono that playing is one of the needs that must be carried out by children. Playing for children is an activity that is carried out every day by children, for children playing is life, and life is a game.

Traditional games are one of the wealth assets owned by the Indonesian state and must be maintained and preserved. There are many types of traditional games in Indonesia, of course, every rule contained in traditional games is adjusted to the culture and customs of each region. Traditional games are cultural elements that are not considered trivial. Traditional games are activities that give pleasure to anyone who does them because they are done voluntarily by following the rules of the game that have been carried out based on traditions passed down from generation to generation .

Traditional games are believed to shape the character of a child who plays them. Character is a pure trait possessed by everyone in responding and responding to situations morally . The opinion of the Ministry of National Education regarding character is character, character, personality that is formed from within which is used as a reference for thinking, behaving and acting. The purpose of character formation is to form a good personality so that there is a need for direction in forming and developing character. Character building is indeed not easy to do and cannot be felt immediately, but character building can be done by providing education. The most important education for forming character is education at an early age , because that period is a very basic initial period during the period of growth and development. This period is also known as a very fundamental period in the life of early childhood .

In the midst of increasingly developing technological developments, children who are less interested and know anything about traditional games at Kindergarten Diponegoro 187 Purwojati continue to introduce a culture or tradition that existed in ancient times. These games can be said to be almost extinct or are rarely used and are being introduced again to early childhood because at this time early childhood are introduced to modern games, children prefer technology-based or individual games or those that can be done alone and can be done anywhere, anytime without waiting for friends to play it. The existence of traditional games is indeed important to be introduced to early childhood so that children can cultivate and preserve the culture that exists in Indonesia .

Traditional game learning at Kindergarten Diponegoro 187 Purwojati is one of the learning activities that is applied to children. The goal is to shape and develop the character of early childhood , because there are so many values that can be instilled in children at every stage of playing traditional games. Games that are often used in kindergarten include: Cing-Cingan, Gotri ala Gotri, Bentengan, Sundanese Manda, Cublak-cublak suweng, and Congklak. Several children at Kindergarten Diponegoro 187 Purwojati were very enthusiastic about participating in traditional games taught by the teacher. However, some of the children were less interested, excited and less interested in participating in traditional game playing activities. In the process of learning traditional games in several games there are some children who don't have a turn to play, for example in the game of fortifications, when the child throws the ball in the arrangement of cans, not all of them get their turn to throw the ball, this is due to insufficient time to play so some children do not get a turn to throw.

## **B. Research Methods**

The research method used is quantitative research with a true experimental design in the form of a posttest-only control design . In this design there are 2 groups with one of the

groups being treated and the other group not being given treatment, the group that was given the treatment was named the experimental group and the group that was not given the treatment was named the control group.

The data collection method used is 1) observation, this study uses participant observation, in which the researcher is directly involved in carrying out the activities carried out by the research subjects. The researcher chose the participants so that it would be easier and more thorough for the researcher to observe each child in the experimental class , 2) interviews, the researcher used this method to obtain data from the school about how the teacher teaches traditional games to children, the learning process in class, the obstacles experienced by the teacher during the learning process, RPPH, as well as other appropriate data to support research , 3) questionnaire, researchers use this method as a way to find out character in early childhood after the implementation of traditional games has appeared or not, namely with a questionnaire containing items statements that have been made by researchers. This questionnaire is also a posttest made by researchers to be given to the experimental class and control class.

The data analysis used in this study is descriptive statistics, namely by describing the results of the data that have been carried out by researchers. Data analysis was carried out by researchers using the Independent Sample T-test parametric test. before carrying out the parametric test, the researcher conducted a prerequisite test first, namely the normality test and homogeneity test. Researchers used calculations in carrying out the normality test with the Shapiro-Wilk test with a significant level of 5%. The homogeneity test carried out by the researcher is Levene's test test with a significant level of 5%.

## C. Results and Discussion

### 1. Instrument Test

#### a. Validity test

According to Arikunto, an instrument is said to be valid if it is able to measure what is desired. A research is said to be valid if the research can provide data statements from the variables studied correctly and accurately. The validity that shows the data is well collected and does not deviate from the intent or description of the research means that the validity of the instrument is good

#### b. Reliability test

This reliability test uses the Cronbach's Alpha formula which is calculated using Softwee SPSS Statistics 25.

The basis for decision making in the reliability test using Cronbach's Alpha can be seen as follows:

If the value of Cronbach's Alpha  $> 0.06$  then the data tested is declared reliable.

If the value of Cronbach's Alpha  $< 0.06$  then the value of the data tested is declared unreliable.

Reliability Statistics	
Cronbach's Alpha	N of Items
.920	12

Based on the results of the reliability test above, the value of 0.920 is stated to be greater than 0.06, it is concluded that the data obtained from the calculation above is reliable.

c. **Treatment implementation**

After the instrument test stage is carried out, the next stage is the treatment stage. At this stage, the researcher gave treatment to the experimental group. This stage was carried out by the researcher in 5 meetings because at this stage the researcher wanted to know the results/effectiveness of a treatment for character building so it could not be done just once or twice but more than two meetings.

At this stage the filling is done by each class teacher. After filling out the posttest for the experimental group and the control group, the researcher obtained the data, the researcher continued the next step, namely processing the data obtained. The data processing performed by the researchers on the values of the experimental group and the control group was initially analyzed using the Microsoft Excel 2010 program. The results of the analysis obtained the total score of each class. Furthermore, the researchers processed the data using the SPSS STATISTIC 25 for Windows program.

**2. Normality test**

The normality test is one of the tests that is a prerequisite before carrying out the T-Test. The normality test is used by researchers to test whether the research data that has been carried out is normally distributed or not. The normality test used by researchers is the Shapiro-Wilk test. In the normality test that has been carried out, researchers use a significance level of 5%. The results of the calculations that have been carried out by the researchers obtained a value of 0.147 so that it can be seen that the significance value (Sig) obtained by the researcher has a value greater than 0.05, the conclusion from the data is that the research data is normally distributed.

**3. Homogeneity Test**

study uses a homogeneity test as a prerequisite test after carrying out a normality test in order to determine the diversity of data contained in the two groups. Is it homogeneous (same) or not homogeneous (not the same). The homogeneous test was carried out by the researcher using the Levene Statistical test. Researchers use a significance level of 0.05. It is known that the significance value (Sig) Based on Mean obtained is 0.161, while the significance value (Sig) is 0.05. The average number of homogeneity tests is greater than the significance value. The conclusion from the explanation above is that the diversity of the posttest data for the experimental group and the posttest data for the control group are the same or are homogeneous.

**Independent Sample T-test**  
**Table 1. Test Independent Sample T-Test**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	Q	Df	Sig. (2-tailed)	Mean Differences	std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
POSTEST	Equal variances assumed	2.075	,161	2,958	27	,006	4.56190	1.54244	1.39707	7.72674
	Equal variances not assumed			2,941	25,633	,007	4.56190	1.55132	1.37091	7.75290

Based on the table above sig. (2-tailed) obtained a result of 0.006 < 0.05, so it is in accordance with the basis for decision making in the independent sample T-Test. That  $H_0$  rejected and  $H_a$  accepted, the conclusion of the results above is that there is a difference between the number of average (mean) values of early childhood character building using traditional games and the character formation of early childhood who are not treated using games. Because there are differences between the group that is given treatment using traditional games and the group that is not treated with traditional games, traditional games have an effectiveness in building the character of early childhood in Kindergarten Diponegoro 187 Purwojati.

**D. Discussion**

1. The way the Diponegoro Kindergarten teacher 187 Purwojati forms the character of early childhood through traditional games

The method used by the teacher at Kindergarten Diponegoro 187 Purwojati in forming the character of early childhood is by using the habituation method. There are several learning models used in the kindergarten in teaching and learning activities, and one of them used in shaping the character of early childhood is by using the traditional game learning model. Traditional games are believed to be able to shape the character of early childhood, therefore the teacher makes traditional games one of the learning models that can shape the character of early childhood at Kindergarten Diponegoro 187 Purwojati. Lots of good values

that can be instilled in early childhood through traditional games. The teacher accustoms children to playing traditional games once a week.

Before playing, the children gather first in the class, then the children open and pray first. Followed by the teacher introducing children to the traditional game activities that will be carried out, explaining the steps of the game, how to play it, how the game can be said to win and lose, giving understanding to children regarding the game that will be carried out.

The next step is the teacher divides the groups for the children, if the game is carried out in groups, but if it is done individually the teacher immediately invites the children to go out of the room or to a place to play traditional games. Usually the implementation of the game is carried out in the school yard and also in the mosque yard which is in front of the school so that children do not feel bored in the school environment. The teacher gives examples or practices how to play traditional games that will be carried out. Even though the child has been given a direct understanding of the steps to play or how to play, the child must still be given an example of playing, because early childhood is easier to see and understand directly.

The next step, the child tries the game that has been exemplified earlier, the child tries with the understanding they get, of course still with the help of the teacher to direct the child in playing. The game is repeated until the child understands the game, until the child no longer gets directions from the teacher and can play it independently the teacher just pays attention. From there it will be seen that the character in children has been embedded or has been seen, because by doing traditional games all the developmental functions they have have changed. By playing traditional games children understand how to strategize to win the game, children learn to work together to fight other groups, children learn to be responsible for themselves, children learn to be patient in waiting for their turn in playing, to be patient in following the game, and also children learn to be independent, they can carry out their play activities without the help of others.

If this is instilled in children continuously, it can have an impact on children, so that they have good character for themselves. Moreover, the early childhood period is a period that is very quick to respond to everything, of course with traditional games to be applied to early childhood it will really help children instill good character values. Instilling these character values will also be very beneficial for children to face the next future.

## 2. The Effectiveness of Traditional Games on Early Childhood Character Building

The results of observations and posttests conducted by researchers on the formation of early childhood character in Kindergarten Diponegoro 187 Purwojati have different average numbers between the experimental group and the control group. The results of the experimental group's posttest scores have a higher average number than the results of the control group's posttest scores. This shows that the use of traditional games is effective in building the character of early childhood in the kindergarten.

It can be seen in the results of the hypothesis calculations carried out by researchers using the Independent Samples T-Test sig value test. (2-tailed) obtained a result of  $0.006 < 0.05$ , which was  $H_0$  rejected and  $H_a$  accepted, there was a difference between the sum of the mean values of the experimental group and the sum of the average values of the control group. The researcher concluded that traditional games have an effectiveness or impact on the formation of early childhood character in Kindergarten Diponegoro 187 Purwojati.

Traditional games are one of the learning models that can be used to help shape the character of early childhood, because traditional games are one of the playing activities, and playing is an activity that is often carried out by children, and contains elements of fun. This is similar to the research of Apriyani et al., which stated that play is important for children, therefore play must be present in every child's learning, and the play method in early childhood learning is very appropriate to apply. When children feel happy playing, children absorb and record a lot of what they have got, so if traditional games are applied to children as a learning model, there will be many benefits.

Based on the results of research conducted by researchers, it can be seen that traditional games have an effectiveness in building the character of early childhood. This is supported by research conducted by Sardiah Srikandi et al, which states that the results of traditional games that have been carried out for about two months are able to shape and improve the character of early childhood. Similar research was conducted by Ernita Lusiana, who stated that traditional games were able to shape the character of early childhood. there are lots of character values that can be applied to early childhood through traditional games, including the values of fun, freedom, democracy, honesty and a sense of responsibility.

## **E. Conclusion**

The teacher's way of forming the character of early childhood through traditional games is that the teacher first introduces traditional games that will be carried out, the teacher gives explanations to children regarding how to play them, the teacher practices how to play the games that are carried out, children practice traditional games, traditional games are carried out repeatedly repeat until the character expected by the teacher appears in the child.

The results of the research and discussion that have been carried out by researchers can be seen that the average value of the test results obtained is  $0.006 < 0.05$ . This shows that  $H_0$  rejected and  $H_a$  accepted. The conclusion of the data or information above that has been carried out by researchers shows that there is effectiveness/results from the use of traditional games on the formation of early childhood character. meaning that it can be seen that the traditional games in this study have effectiveness on the formation of early childhood character or after the researchers gave treatment using traditional games there was a change in the formation of early childhood character in Kindergarten Diponegoro 187 Purwojati.

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