



TRADITIONAL GAMES AS ONE OF THE ALTERNATIVE LEARNING MODELS IN SHAPING CHILDREN'S CHARACTERS

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Abstract

This research is to find out how traditional games as one of the alternative learning models in shaping the character of children in SD Negeri 2 Sendangasih. This type of descriptive research with a qualitative approach. Instruments used include illustrated storybooks, dolls, counterfeit items, plants, drawings. And the most commonly used is to use storybook props. This research is a class action research, conducted through three cycles each cycle consisting of preparation, implementation, observation, and interview. Judging from the results of the research that has been done shows a sufficient improvement. The results of the study show: (1) The process of character building in the classroom, family, and community through traditional children's games at SD Negeri 2 Sendangasih, the process of character education is carried out by balancing between moral knowing, moral feeling, and moral action. The habit of using moral knowing, moral feeling, and moral action on every decision will educate people to be human beings with character, who have clear principles and handles. (2) Character values that develop in the classroom, family, and community at SD Negeri 2 Sendangasih include values related to the creator, values related to oneself, values related to others, values related to the environment, and national values. (3) The impact of character education planting through traditional games at SD Negeri 2 Sendangasih includes children becoming more creative, socially high, confident, more harmonious with family, manners, socializing well, and the output has a positive impact.

Keywords: *traditional games, model, children, character*

INTRODUCTION

Education is the need of every human being to acquire knowledge. According to Law No. 20 of 2003 "Education is an effort that is done consciously and planned to realize the atmosphere of learning and learning process so that learners actively develop their potential to have spiritual strength of religion, build personality, self-control, intelligence, noble morals, and skills needed himself, society, nation, and

State". These laws are the basis of the establishment of the education process in the State of Indonesia.

SD Negeri 2 Sendangasih is a form of endeavor and contribution to the development of education, especially in the community and family elements as according to Ki Hajar Dewantara there are three centers in education, namely; Classes/Schools, Families, and Communities/communities. So conceptually SD Negeri 2 Sendangasih is a public learning space that allows children, parents, and the community to interact together in learning independently and fun, SD Negeri 2 Sendangasih is also intended to be a means of expression and growth of children in a more friendly educational atmosphere, especially by using traditional children's games.

In this day and age, there are still many complaints from teachers and parents who state that they want to teach traditional games to their children, but it turns out that teachers and parents have difficulty because they have forgotten the verse or text, can not play it, let alone how to interpret it. Many creative teachers have delivered their learning by using traditional games as innovations in learning media. This means that we still have the choice and time to bring traditional Games to form a character in our children.³ Because character education is very important. With character education applied systematically and continuously, it is expected that a child's emotional intelligence can be explored. Emotional intelligence is an important provision in preparing children for the future. With good emotional intelligence, one will be easier and successfully face all sorts of challenges including the challenge of succeeding academically.

Cultural arts education needs to be taught in formal education because it can serve to introduce and learn the nation's culture in the past. Also as a means to grow and develop individual learners to prepare for the future. Through art education learners are required to create. Through this creativity will be seen in each character who becomes his personality. What is expected to appear of course positive characters such as courage, honesty, and the spirit of unyielding.⁴In addition to character education through children's games can also influence behavior in children, such as the sense of togetherness, children are more creative, courageous, diligent, honest, independent, manners and caring and in children's games there are a lot of children's games that have existed since long ago

There are nine pillars of character, which are important to instill in the formation of a child's personality. The various pillars of character are in line with the values of local wisdom that contain universal noble values, including:

1. love for God and the universe and its contents
2. responsibility, discipline, and independence
3. Honesty
4. respect and manners
5. compassion, care, and cooperation
6. confident, creative, hard work, and never give up
7. justice and leadership
8. Kind and humble,
9. Tolerance, peace-loving, and unity

RESEARCH METHODS

The research conducted is descriptive research using a qualitative approach. The subjects of the study were students and teachers of SD Negeri 2 Sendangasih. Data is collected through observations, interviews, and documentation. Interviews are used to capture data or information related to the method of planting moral values, the influence on the success of planting moral values, and the obstacles faced. Data is collected through observations and interviews. The activity is observed collaboratively between researchers and other educators to find out if the learning activities are conducted in practice by the rules of learning based on interests and rules of development of values of honesty, courage, and peace-loving following the psychological development of elementary school children.

1. Preparation of Learning Activities

Preparation of learning activities by using:

- a) learning media used in the cultivation of moral values using props in the form of illustrated storybooks, dolls, objects imitation objects, plants, drawings, and role-playing.
- b) use the handbook as a reference to teach moral education to be used in the Games, using all kinds of books related to moral education for elementary school children. One of the books used is a book on moral development methods and a guide to making children's games.

2. Implementation of Learning Activities

a) Play environment setup

The playing environment is prepared to depend on the learning plan to be done. Then the play tools and materials, tools and play materials are prepared according to the learning plan and objectives and the age and development of the child. Besides, the Games are also made as varied and interesting as possible, the goal is to attract the attention of students.

b) Core Learning Activities

Teachers provide support to students, help students who need help, and encourage students to try other ways for children to be creative. Then collect the results of the child's work. Not forgetting the teacher always reminds his students not to forget to clean their play equipment.

c) Closing Activities

After the core activity is over, the teacher asks again what they just did. The goal is to train children's memory and expand vocabulary.

3. Observation of the results of activities

Observations are made after all activities end by observing the children's work and evaluating the shortcomings and advantages so that the next activity can be more effective.

RESULTS OF RESEARCH AND DISCUSSION

Moeslichatoen (2004:169) explains that "Following the purpose of the children's game story method is to instill the messages or social, moral, and religious values contained in a story contained in the Games". This traditional game method can change children's ethics because a story contained in traditional Games can attract children to like and pay attention, as well as record events and imaginations described

by teachers related to traditional Games. Besides, storytelling can also provide experience and moral learning through the attitudes of the characters in the story. Meanwhile, learning assessment techniques (tools) in the form of observations, assignments, work results, and performances. In the form of recording the results of daily assessments, teachers give assessments in the form of numbers between 60 - 90. To know the role of storytelling methods in developing moral values in children at SD Negeri 2 Sendangasih, observations have been obtained. There are three cycles performed and observed in developing character values in children through traditional game methods, as follows:

1. First cycle.

In this cycle, the teacher tells about children's games using picture props. The obstacles that occur because the child is still not familiar with the method applied happens because the school environment and the environment at home are not aligned. After observation for one week, there was a change in the behavior of the child. This cycle can be judged from the achievement of several indicators, namely the child can make the Game itself without being bombing by the teacher, the child makes the Game tailored to the needs for example the child will play a Game that there need cooperation and cohesion. In this cycle the child is still less interested in listening to the explanation from the teacher, the child is only interested in the pictures provided but has not been able to apply them.

2. Second cycle.

In this cycle, the teacher tells about behavior love each other god's creatures that are implemented by using puppet props that students have made. This cycle also held observations for one week and the results can be seen from the achievement of several indicators, namely children love family members, relatives and friends, children like to help, philanthropy, and tolerance, children love animals, children care for the environment, and children love to take care of plants. In this cycle, the child begins to be interested in listening to the story that is demonstrate using games that have been made by the students themselves, but the child is easily bored and more engrossed with his friends.

3. Third cycle

In this cycle, the teacher tells about behavior Manners using video props. The importance of the moral value of the child's character is shown through the manners possessed by each individual, therefore aspects of manners are applied in the Basic Sekolah to instill the moral values of the character from an early age. Assessment of aspects of manners, judging by the achievement of several indicators, namely the child can show a good attitude of prayer, the child is orderly when learning, the child can speak politely or not shout, the child can be kind and polite at the time of eating, and be friendly to anyone, for example kissing the teacher's hand. In this cycle, children are interested in the story in the video, because the video contains elements of sound and moving images that make the child more focused on learning.

As for the obstacles that occur because the school environment and home environment are not aligned and there is inequality in habituation in daily life, the lack of props available. so teachers must master more extra storytelling techniques, as well as details accompanied by facial mimics and body expressions in explaining the story so that the moral message in the story can be understood by the child, The content of the story must be interesting and appropriate for the development of kindergarten / RA children, because monotonous stories can make children bored to listen to the story. and kindergarten/RA age children who are still in the stage of symbolic thinking so that in bringing the story must be equipped with picture storybooks and real media or imitation objects. such as plants, pictures, hand puppets that resemble the characters in the story.

CONCLUSIONS AND SUGGESTIONS

Based on what has been written by the author of the previous Exposure, the author draws the following conclusions: The process of character education is carried out in a balance between moral knowing, moral feeling and moral action while the process of character education through traditional children's games is inseparable between classes, families and community because, the class / school is actually a place to seek knowledge, the community becomes a place to plant character education, while the family as a controlling system for children character education process through children's games by way of teaching, outbound, singing children's games, and playing traditional games, because in accordance with the purpose of smart village is: a. Creating an educational medium that bases itself on the wisdom of local cultural values through traditional games, b. Invite to preserve and develop traditional games, c. Foster a sense of pride in the culture of the Indonesian nation, d. Dissecting the values, meanings and benefits of traditional games for children and the world of educators. From here comes the results of the character education process such as, courage, honesty, the spirit of unyielding, knowing the meaning of togetherness, more creative, diligent, independent, manners and Caring. In children's game activities there are character values that can be developed as an effort to establish the personality of the child. The character values include: Values related to Allah SWT, Self-related values, Values related to others, Environmentally related values, National values. The impact of character education through traditional games at SD Negeri 2 Sendangasih include children becoming more creative, socially high, confident, more harmonious with family, manners, socializing well, and the output has a positive impact such as courage, honesty and the spirit of unyielding.

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