DEVELOPMENT OF TRADITIONAL GAME BOOK AS A MEANS OF IMPROVING THE INTEGRITY CHARACTER OF 10-12 YEARS OLD CHILDREN

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Journal info	Abstract.
	Character education in schools is an important concern due to the moral crisis, especially integrity. The purpose of this research is to develop a traditional game book that can improve the character of integrity in children aged 10-12 years. The research method used is Research and Development with ADDIE type approach. The research participants involved 10 teachers and validators, as well as 8 children in that age range. The results of the guidebook development research were able to prove, 1) the development of guidebook research based on the ADDIE stage, 2) the quality of the product was assessed with a score 0f 3.37 which indicated the quality of "Very Good" and the recommendation "No Need for revision", 3) the product had a positive impact on the integrity character of children in that age range. The data showed a significant difference between the pretest mean ($M = 2.2625$, $SE = 0.10846$) lower than the posttest mean ($M = 3.575$, $SE = 0.03239$). significance test $t(7) = 0.906$ and $p = 0,000$ ($p<0.05$). Pearson correlation analysis illustrates the influence of "Lage Effect", and *N-Gain score* test showed high effectiveness. Therefore, the developed traditional game book is classified as a very good quality tool and has a positive impact on the integrity character of children aged 10-12 years.

A. INTRODUCTION

Education, which is a topic of research that is of particular concern among educators, is character education because of the increasingly worrying character crisis (Manullang, 2013; Fawziah, 2019). Chacter education is a planned effort in helping and shaping a person to be better or morally appropriate (Sudrajat, 2011). Character education contains the character of democracy, self-discipline, honesty, cooperation, mutual respect, courage, wisdom, courage, mutual help, and care for everyone (Lickona, 2013).

Someone who shows trustworthy character through words, deeds, and works is value of integrity character. (Wardani et al., 2019). The character of integrity is shown by several indicators, more trying to maintain principles, more telling the truth, refusing to lie just to get something you want, acting based on meaningful values, preferring to speak honestly, acting on responsibility even though sometimes you have to mate a newspaper,

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preferring to honest with yourself, not like pretending (Peterson & Seligman, 2004).

Character education problems that have become a habit of students, namely cheating behavior such as asking other students for answers, writing cheats on the table, preparing small pieces of paper (Hafizha, 2021). Then cases of corruption such as doubling and bribery practices of giving gifts to each other (Wibawa et al., 2021). The cases of findings regarding character problems occur due the low character of integrity in person.

The stage of learning activities that strive for children to be better in quality and quantity of both knowledge, skills, and attitudes that are influential in shaping children's character is effective learning (Yusuf, 2017). In the effective learning process, child development factors also influence, such as elementary school age entering the concrete operational stage, which at this age according to Piaget's theory says that children learn to understand things with real objects (Ibda, 2015). Then, according to Vygotsky in cognitive development children will develop with social interaction (Suardipa et al., 2020).

Effective learning is fostered by brain-based learning, based on the knowledge that brain-based learning will be carried out under the condition of various variations, various stimulations, and fun (Jensen, 2011). In addition, learning also follows the times in facing the challenges of the 21st century, namely designing to develop persistence skills, critical thinking, curiosity, cooperation, and problem-solving skills to face the times (World Economic Forum, 2015).

Based on several approaches and theories that have been previously stated, ten indicators of effective learning are formulated that underlie the preparation and development of learning activities carried out with a variety of variations, a variety of stimulations, critical thinking, creativity, communication, working together, multicultural, integrity character are ten indicators that describe effective learning. Children's learning process with concrete media with a variety of variations, a variety of stimulation, and fun, and can develop skills for 21st century in accordance with effective learning indicators that can be implemented in traditional game activities.

Indonesia with its cultural diversity, one of which is traditional games that have been passed down from generation to generation, has good value (Risdiyanti et al., 2018). Traditional games are useful for training motor skills, attitudes, and skills (Rohayati & Budiarti, 2022). This study developed five traditional games that have been made diverse from regions in Indonesia which are described though six steps of determining information, changing information, integrating questions, scoring, reduplication of information and conclusions (Sugar & Sugar, 2002). Therefore, the traditional games that have been selected are made in a guidebook so that application, educational content, and application steps are systematically arranged with the aim of character building.

Some previous studies are relevant to research on integrity character development through traditional games. Traditional games can influence children in developing the character of kindness, justice, integrity, tolerance, self-control, conscience, and empathy of elementary school children (Sanggita & Nugrahanta, 2022; Handoko & Nugrahanta; Swandewi & Nugrahanta, 2023; Putri & Nugrahanta, 2023; Simamora & Nugrahanta, 2021; Wardani & Nugrahanta, 2021; Putri & Nugrahanta, 2021; Fajarwati & Nugrahanta, 2023).

In addition to providing benefits in developing character, *Gobak Sodor, Lompat Kodok, Engklek* games are effective in developing children's gross motor skills, socio-emotional development, and science through interaction with friends (Iswantiningtyas & Wijaya, 2015; Nasirun & Syam, 2016; Wariyanti, 2022). Some literature studies also examined the character of integrity using the *Montessori* learning approach, blended learning models, cooperative methods (Nugrahanta et al., 2022; Perdana & Adha, 2020; Sitoresmi et al., 2020).

Previous studies examined in general about character development and also not diverse and varied traditional games. In addition, not much research has been done in developing integrity in elementary school children aged ten to twelve years. The novelty of the research is that previous research is a dialectical thinking process used to create new ideas interpreted in the traditional game guidebook which is the novelty of this research.

The process of reciprocal interaction between relationships with the aim of generating new ideas through the process of dialog between opposing ideas even so that the level is higher because a new idea emerges is called a dialectical thinking process (Dybicz & Pyles, 2011; Reuten, 2017). The initial thesis is form five varieties of traditional games, namely *Bengkek* game from Riau, *Marsiayak Patung* game from North Sumatera, *Sorodot Gaplok* game from West Java, *Bacit* game from south Kalimantan, and *Lompat Jengkal* game from South Sulawesi. The initial thesis is determined through ten indiators of effective learning which is the antithesis of something that has been produced, namely a modified game model. Then, the synthesis is continued into a new set of theses using eight integrity character indicators, namely the latest synthesis produced from the ne antithesis in the form of traditional game books as a means of fostering children's integrity character.

Research on the development of traditional game books as means of improving the integrity character aged 10-12 years. The research objectives are 1) the development of traditional game book in the form of products as a means of increasing the integrity character of children aged 10-12 years, 2) knowing the quality of product quality, 3) knowing the results of the implementation of the guidebook.

B. RESEARCH METHOD

This study applied the research and development (R&D) method using the ADDIE-type approach. ADDIE-type development includes the steps of analyze, design, develop, implement, and evaluate (Sugiyono, 2009; Branch, 2009). The research used the ADDIE-type R&D method in developing a product in the form of a traditional game guidebook as well as testing the effectiveness of the product when applied. The research was conducted at SD Kanisius Sengkan, Joho, Depok, Sleman, Yogyakarta on May 8 – May 12, 2023. Researchers involved test subject, namely eight students aged 10-12 years. Test and non-test techniques were used in collecting data. The research design used the one group pretest-posttest design method and used significance analysis and N-Gain score to test the effectiveness of study.
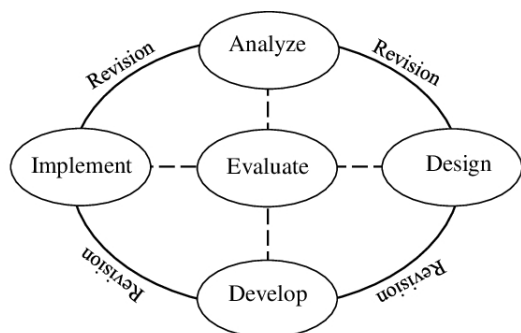
Gambar 1. ADDIE step development chart

The basis of development in this research uses the five stages of the ADDIE type in the R&D method. In the first stage analyze, a needs assessment that identified gaps between learning methods in schools and the application of effective learning method to develop integrity character. Next, the design stage, designing a product that is a solution to the gaps found in the forms of traditional game books as a means of improving children's integrity character according to the preparation of *puskurbuk* (*Pusat Perbukuan)* and ten indicators of effective learning. Then, in the develop stage, researchers validated the product through expert judgement to 10 validators to assess the quality of product. The implement stage involved a limited trial with eight fourt and fifth grade students, including four boys and four girls aged 10-12 years. The final stage evaluates though an evaluation process that include formative and summative, which is realized through the use of pretest and posttests. The purpose of this evaluation is to identify the impact that may arise from the developed product.

The data in this study were obtained through the application of non-test and test techniques. In the analyze stage, non-test techniques, especially the use of open and closed questionnaires, were applied to collect need assessment from ten teachers. Meanwhile, at the develop stage to collect validation from of questionnaire sheets and anecdotal record were used at the evaluation stage to see children's gradually changing behavior in daily life. The test technique uses multiple choice question in the formative evaluation and summative evaluation. The purpose of this evaluate stage is to evaluate the implementation of the traditional game guidebook as an effort to improve children's integrity character.

The research data collected came from open and closed analysis instruments, then

converted into qualitative data. Qualitative is used in analyzing open questionnaires and quantitative is used in closed questionnaires on data transformation guidelines form Widoyoko converted in qualitative data (Widoyoko, 2012). The data that has been collected will be analyzed using the IBM SPSS Statistics version 20 for Windows program. This analysis focuses on formative evaluation with summative evaluation, with a confidence level of 95%. To evaluate the normality of data distribution, significance, and effectiveness of the implementation of traditional game books as a means of improving children's integrity character.

C. RESULTS AND DISCUSSION

The research findings will be presented systematically in accordance with the sequence of ADDIE stages. Need assessment was analyzed using open and closed need instruments conducted at the analyze stage involving ten elementary school teachers from Gunungkidul, Bantul, Sleman, Tangerang, South Kalimantan, West Kalimantan. The following are the results of the average need assessment data obtained through the analyze stage.

Tabel 1. Closed needs analysis result

No.	Indicator	Average
1	Variety	2,10
2	Variety of Stimulation	2,40
3	Fun	2,10
4	Concrete operations	2,00
5	Critical thinking	1,80
6	Creativity	1,70
7	Communication	1,80
8	Collaboration	2,20
9	Multicultural	1,70
10	Multicultural	1,60
11	Integrity character	1,90
12	Integrity character	2,40
13	Integrity character	1,80
14	Integrity character	1,80
15	Integrity character	1,80
	Rerata	**1,94**

Based on the scores of the needs analysis conducted ten teachers, an average score of 1.94 was obtained. The data from this needs analysis has been converted form quantitative to qualitive form and can be found in table 2 (Widoyoko, 2012).

Tabel 2. Data kuantitatif – kualitatif

No	Core range	Qualification
1	3,26 – 4,00	Very good
2	2,51 – 3,25	Good
3	1,76 – 2,50	Less good
4	1,00 – 1,75	Not very good

Based table 2, it shows a score of 1.94, which is below the limit of 2.51 and is categorized as "Not Good". The data shows that activities at school still do not facilitate effective learning to the fullest extent so that it gives an idea if there is no leaning that focuses on developing children's integrity character. Then the researcher formulates a solution to deal with these problems by developing a product applying ADDIE and eight indicators of effective learning are contained in the product.

The design stage involved addressing the identified gaps through the development of the guidebook blueprint. The blueprint produced at the initial stage include various elements such as the front cover, editorial page, preface, and table of contents. The middle section of the book describes the various approaches and theories on effective learning as well at the development of the reviewed

traditional games, *Bengkek, Marsiayak Patung, Sorodot Gaplok, Bacit, and Lompat Jengkal.* The final section contains references, appendices, index, glossary, brief information about the author and a summary of the developed traditional games guidebook.

Gambar 2. Traditional game guidebook

The develop stage includes product development, which in this context is a guidebook. This product went through validation based on the criteria and characteristics of the product, including game modifications, writing system, language efficiency, sentence structure, punctuation, cover, traditional game illustrations, and folk song modifications. Table 3 lists the results of the evaluation conducted through expert judgment.

Tabel 3. Summary of validation results

No	Validasi	Skor	Kualifikasi	Rekomendasi
1	Surface validation			
	Guidebook criteria	3,79	Very good	No revision required
	Guidebook characteristics	3,63	Very good	No revision required
2	Content validation		Very good	No revision required
	Effective learning model	3,78	Very good	No revision required
	Summative evaluation	3,70	Very good	No revision required
	Rerata	**3,73**	**Very good**	**No revision required**

Table 3 results of guidebook implementation through expert judgment involving ten validators. The score obtained

3.73 is include in the "Very good" quality assessment so that "no need for revision" from the validator. Therefore, this product can be classified in the category an has excellent properties, with the appropriate effective learning indicators.

In this implementation stage, a limited trial was conducted with eight participants aged 10-12 years. The order of implementation starts from the games *Bengkek, Marsiayak Pating, Sorodot Gaplok, Bacit,* and *Lompat Jengkal*. Researchers will look at the results of reflections and anecdotal record, researchers record important events such as children's expression during play, changes in behavior that reflect the character of integrity in children, and important events that occur during the implementation process.

**Gambar 3.** Implementasi buku permainan

The evaluate stage is carried out to see the effectiveness of product implementation whether it has an influence in developing integrity character. The results of formative and summative evaluation (pretest and posttest) showed an increase. The question is arranged based on eight indicators of integrity character. Formative and summative question use a 1-4 score scoring system. The element of

integrity character action (moral action) is included in the score 4, the element of feeling (moral feeling) is include in the score 3, the element of thought (moral knowing) is include in the score 2, and has not shown all three elements in the score 1. The average data of the formative evaluation of each game is shown in figure 4.
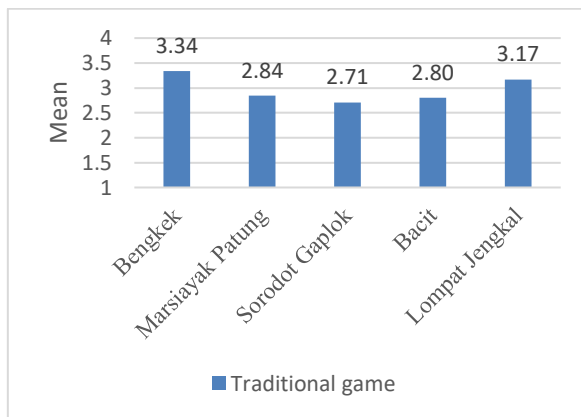
Gambar 4. Bagan hasil formatif

Figure 4 shows the average formative test score for each game. *Bengkek* had highest average score of 3.34 and *Sorodot Gaplok* had the lowest score of 2.71. then, the average summative test score is shown in the following chart.
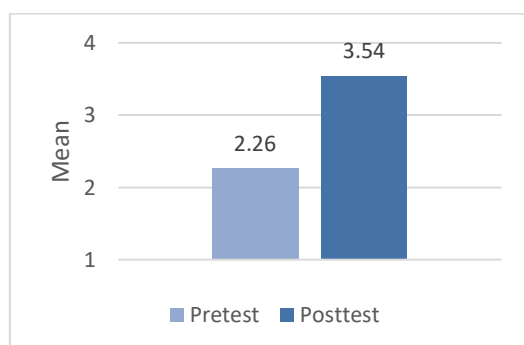
Gambar 5. Graph of pretest and posttest scores

Figure 5 is the pretest and posttest scores shown on the graph showing the difference. The analysis was conducted using IBM Statistics version 20 for Windows statistical software with a 95% confidence level and 2-tailed. The pretest and posttest results showed an increase in scores, with a pretest mean of 2.26 while the posttest mean was 3.54. based on the calculation, there was an increase of 56.63% from the pretest and posttest results. The significance of the increase can be tested statistically using the Shapiro-Wilk test in testing the normality of the data to determine the distribution of the data being analyzed (Field, 2009).

Tabel 4. Data distribution normality test results

Analysis Technique	Test	W	p	Description
Shapiro-Wilk test	*Pretest*	0,858	0,116	Normal
	Posttest	0,906	0,324	Normal

Table 4 illustrates the normality test results for data distribution on self-assessment. Application of the Shapiro-Wilk test shows the mean of pretest assessment data $W(8) = 0.858$ and $p = 0.116$ ($p > 0.005$), while the mean of posttest data $W(8) = 0.906$ and $p = 0.324$ ($p > 0.005$). both sets of data means have $p > 0.005$ so the pretest and posttest data are normally distributed. The next involves statistical analysis using parametric methods with paired samples t-test. This study used a pre-experimental design type one group pretest-posttest design to test the significance of the impact of character book implementation on integrity character (Cohen et al., 2007).

Tabel 5. Hasil uji signifikansi

Analysis Technique	*t*	*p*	Description
Paired samples t-test	12,583	0,000	Significant

Table 5 illustrates the significance test results obtained through the paired samples t-test, where the mean posttest data ($M = 3.5275$, $SE = 0.03239$) is significantly higher than the mean pretest data ($M = 2.2625$, $SE = 0.10846$). the significant difference was evidenced by the value of $t(7) = 0.906$ and $p = 0.000$ ($p < 0.05$). therefore, the implementation of the traditional game-based character a positive influence on the integrity character of children aged 10-12 years. Next, the analysis will involve an effect size test, which will be classified based on the criteria listed in table 6.

Tabel 6. Criteria for effect size (Field, 2009)

| *r (effect size)*	Category	Percentage (%)
0,10	Small effect	1
0,30	Medium effect	9
0,50	Big effect	25

Table 6 shows the criteria used to categorize the effect size of the guidebook implementation. The calculation of the effect size test resulted in a Pearson correlation coefficient of $r = 0.978601$ or equivalent to 95%, related to the character integrity of children aged 10-12 years. To strengthen the evidence of the effectiveness of the application of the character education guidebook, the N-Gain score analysis was conducted. Details of the scores obtained from the N-gain score test along with the level of effectiveness can be seen in the following table.

Tabel 7. *N-Gain score result*

Test	Mean	Score range	*N-gain score (%)*	Category
Pretest	3,5375	1 – 4	73,014	High
Posttest	2,2625			

The *N-Gain score* percentage of 73.014% obtained from the application of this character education guidebook is include in the "High" effectiveness qualification.

The character of integrity instilled through the implementation of the guidebook consists of eight indicators (Peterson & Seligman, 2004). The decomposition of the keyword "integrity indicator" is categorized based on three variables, namely rational thinking, inner feeling, and real action. These variables are further broken down into dimensions such as moral knowing, moral feeling, moral action (Lickona, 2013). This grouping intended to detail the character of integrity can also be presented through *flowchart* visualization, which is illustrated in figure 5.
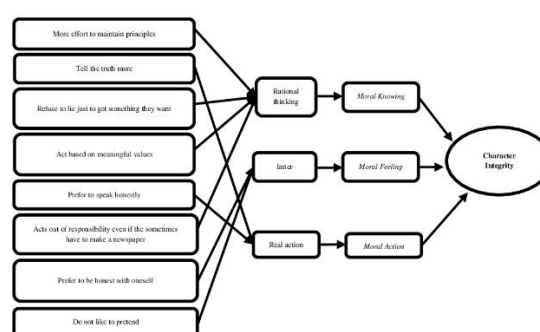
Gambar 5. Flowchart analisis semantik karakter integritas

Effective trials of traditional games documented in the guidebook aim to develop the character of integrity in children aged 10-12 years. The development of these five

traditional games involves the use of real material means or tool such as marbles, stones, or shoes, following the principles of Piaget's cognitive theory. The focus on the age range of 10-12 years is consistent with the concrete operational phase. (Ibda, 2015). In addition, the preparation of this guidebook is in accordance with the concept of children's social development according to Vygotsky's theory, which emphasizes a learning approach that aims to guide children to reach the *zone of proximal development* (ZPD). ZPD refers to tasks that can be overcome independently by children (*Zone of actual development*) with tasks that are difficult to overcome alone, requiring the help of the others (*Zone of potential development*) (Brewer, 2007). The application of group games in the context of scaffolding is seen in the implementation of the game, where children form a group in working together to win the game according to its rules (Santrock, 2009).

Traditional games the include indicators of variety are reflected through the presentation of five traditional games from various regions of Indonesia, according to the principles of effective learning, covering three criteria, including eight integrity character indicators combined (Jensen, 2011). The stimulation indicator is reflected through games that engage children's five senses, including auditory, visual and kinesthetic abilities (Jensen, 2011). The manifestation of this view can be seen concretely in each game, such ad the *bengkek* game, where children can facilitator explain how to play, listen to the rules and sing folk songs. Meanwhile, the pleasant indicator is reflected in children's positive responses while playing, including enthusiasm, desire to try again, and excitement when they win (Jensen, 2011).

The critical thinking indicator is reflected in the children's play activities to organize strategies in play and the character education guidebook is equipped with formative and summative evaluation question in fostering integrity character. The creativity indicator is seen in making pictures, poems, and rhymes. Communication indicators are reflected in the ability to express opinions, participate dynamically in groups, express feelings, and remind rules. The collaboration indicator is reflected in the cooperation and dynamics of children in the group. All of these skills are applied to face the challenges of the 21st century (World Economic Forum, 2015). In addition, there are signs of multicultural indicators reflected in the selection of traditional games and folk song from the five games described Riau game *bengkek,* North Sumatra game *Marsiayak Patung*, West Java game *Sorodot Gaplok*, South Kalimantan game *Bacit,* and South Sulawesi game *lompat jengkal*

Integrity character education is implemented in these games. The integrity indicator is seen when the indicator of maintaining principles is seen when the children follow group strategy and are not influenced by others. The indicator of telling the truth is seen when the child reminds the rules of the game the indicator of refusing to lie

is seen when the child throws the crook from accepting according to the score. The indicator of acting according to the right values is seen when the child accepts that his group loses and does not fight. The indicator of speaking honestly is seen when the facilitator gives the wrong game score. The indicator of being responsible is seen in the game *sorodot gaplok* is responsible for throwing shoes. The indicator of being honest with friends about their ability to play so that they make strategies. The indicator of not pretending is seen in playing children not playing cheating to win or get a high score. This integrity character indicator agrees with the thoughts of (Peterson & Seligman, 2004).

Research that is in line with previous studies proves that it is effective to shape the character of kindness using traditional games (Sanggita & Nugrahanta, 2021). Other finding suggest that traditional games have also proven effective in stimulating games the development of the charavter of justice (Handoko & Nugrahanta, 2022). Traditional games are proven to be efficient in building the character of respect (Widyana & Nugrahanta, 2021). Traditional games are proven to be efficient for tolerance character (Simamora & Nugrahanta, 2021). The character of nurturing heart is effectively developed with traditional games (Putri & Nugrahanta, 2021).

This study, in line with previous research, investigated aspects of the traditional game *Tarik Upih* and its potential in improving gross motor progress in children (Wahyuni & Muazimah, 2020). The *ular-ularan* game can

stimulate the development of children's social skills and control emotions (Adhani et al., 2014). *Congklak* game can improve children's cognitive development in recognizing numbers and counting (Susilawati et al., 2021).

Previous studies involving integrity character variables have investigated several relevant learning models. Finding from previous studies show that the application of the blended learning model can develop the character of integrity (Perdana & Adha, 2020). Another study proved that the cooperative method fastest the character of integrity (Sitoresmi et al., 2020). Other researchers also recognize that the character of integrity can be formed with the group investigation method (Mulyati et al., 2022). The Montessori approach in effective in shaping the character of integrity and has been tested in facilitating the development of this character (Nugrahanta et al., 2022).

relevant research to the role of traditional games in shaping character has reached a broad understanding, and various learning models have been used to develop integrity character. Therefore, the uniqueness of this research lies in the application of the dialectical thinking process, which is clearly illustrated in the developed traditional game-based integrity character education guidebook. An illustration of the dialectical thinking process is shown in figure 6.
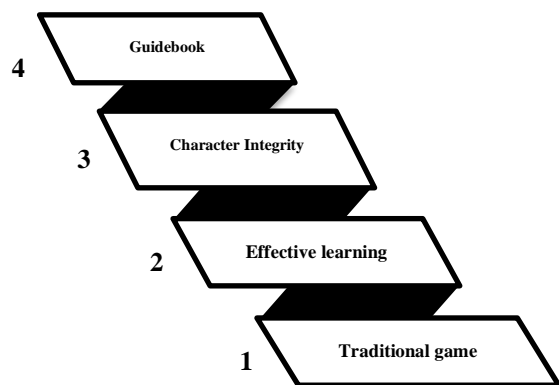
Gambar 6. Dialectical thinking process chart

Figure 6 visualizes the four levels of the dialectical thinking model, where new ideas are generated through dialogue involving contrasting ideas, which in turn bring to mind deeper levels of understanding (Dybicz & Pyles, 2011). The first stage involved selecting five traditional games that met the educational characteristics. Then in the second stage, the five elements present in the game were analogized with indicators of effective learning, forming an altered game form. The third stage involves identifying the game mode undergoing changes, adjusted to the eight integrity character indicators. The final stage is four of this process, a guidebook for integrity character education based on traditional games, designed to facilitate the development of integrity character through a dialectical thinking approach.

D. CONCLUSION

Based on the analysis of the research results, it can concluded that the traditional game-based integrity character education guidebook, designed for children aged 10-12 years, has been developed through the ADDIE stages, with the validation results reaching a score 0f 3.73 which is categorized as "Very good" and getting the recommendation "No need revise" the implementation of the guidebook had a significant impact on the character of integrity, as found in the paired samples t-test significance test which showed that the pretest mean (M = 2.2625, SE = 0.10846) was lower than the posttest mean (M = 3.5275, SE = 0.03239). the significance test for t (7) was 0.906 with p = 0.000 (p<0.05). this character education book was categorized as "Large effect" with a Pearson correlation value of r = 0.978601 at the 95% confidence level. In addition, the N-Gain score reached 73.014% which falls into the "High" category.

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