

# Knowledge Of Children Aged 5-6 Years About the Cultural Values of the Traditional Congklak Game

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**Abstract:** The aim of this researcher is to determine the knowledge of children aged 5-6 years about the cultural values of the traditional game congklak. This research uses a quantitative approach, namely a type of experimental research with a one group pretest posttest design. The research population was 30 Nida Asyifa Islamic Kindergarten students. The sampling technique uses a proportionate stratified random sampling technique, which means a proportion-taking technique to obtain a representative sample, taking subjects from each or every region determined to be balanced or proportional to the number of subjects. Data collection techniques use questionnaires and documentation. The data analysis technique uses inferential statistics with hypothesis testing using paired sample T-Test, N-Gain score.

The results of the research from the t-test calculations obtained a value of  $t_{count} > t_{table}$ , namely  $9,381 > 1,699$  with a significance value of  $0.000 < 0.05$  so that  $H_0$  was rejected and  $H_a$  was accepted, meaning that there was an increase in the cultural values of children aged 5-6 years from the traditional game congklak significantly 89.9%. There is an average difference in the level of children's cultural values before and after being given treatment. The results of the data normality test show that the Asymp sig (2-tailed) significance value of 0.107 is greater than 0.05 it can be concluded that the distribution is normal. And the results of the n-gain test are in the criteria of moderate improvement with a percentage of  $0.3 \leq g \leq 0.7$  because you get a result of 0.32 or at a percentage of 32%. From the results of data analysis it can be concluded that the increase in knowledge of children aged 5-6 years about cultural values in the medium category in the traditional game congklak. This shows that the traditional game congklak is effective in increasing cultural values. Suggestions put forward in this research: (1) it is hoped that traditional games will be facilitated at the Nida Asyifa Islamic Kindergarten school and provide facilitators to introduce children to the congklak game so that there is a sense of interest in trying it and a feeling of love. (2) can stimulate all aspects of children's development through the traditional congklak game.

**Keywords:** Cultural Values, Children Aged 5-6 Years, Traditional Congklak Game

## INTRODUCTION

In childhood, Rahayu (2021) states that the golden age is a developmental effort aimed at children from birth to age 6. This is carried out through educational stimulation to support physical and spiritual growth and development so that children are ready to enter further education. Instilling knowledge about cultural values must begin early in early childhood as a form of instilling a love for the homeland and nation.

In addition, the provision of learning about cultural values is also strengthened in the specific objectives of early childhood education which state that children are able to recognize the natural environment, social environment, the role of society, and appreciate social and cultural diversity and are able to develop self-concept, positive attitudes towards learning, self-control, and a sense of belonging. (Diani, Anisa, and Achirani 2023)

This makes learning about cultural values an integral part of the learning activities that can be carried out by early childhood administrators and educators. As (Nugraha and Hasanah, 2021.) previously stated, providing learning during early childhood will be more easily remembered by children later in life. Therefore, knowledge of cultural diversity is a primary goal in developing learning for early childhood, aligning it with one of the six developmental aspects. To foster early childhood knowledge about cultural

values in these institutions, through traditional games, children will understand concepts directly from the available teaching aids in a concrete way, aligned with their cognitive, social-emotional, and moral development stages. (Fadilah Utami et al. 2022)

Knowledge is a crucial domain for shaping one's actions. (Irhandayaningsih 2019) For early childhood, knowledge encompasses various scientific fields and experiences that will provide the child with the initial foundation for advancing to the next stage of education. One type of knowledge that needs to be instilled in early childhood is cultural values.

Based on several types of knowledge in general as follows: (Rizki et al. 2021) first, knowledge that is knowledge related to common sense, something that can be digested by the mind and knowledge that is well accepted. For example, someone says that the leaf is green because it is actually green, but the conversation is more detailed in detail. Second, ordinary knowledge is knowledge that is done especially in everyday life, getting this knowledge comes from life experiences that someone goes through. Third, knowledge know how is obtained in a special way, not only to be applied, but to want to know more clearly, in detail and broadly.

In Piaget's theory, (Marinda 2020) the stages of biological development of children at the age of 0-2 years are the sensory motor stage in children, Age 2-7 years is the preoperational stage, age 7-11 years is the concrete operational stage and formal operational age 11-15 years. In its development, children begin to show a clear thinking process. Children have recognized several meanings of symbols, images, language, feelings in themselves. (Al-Ahmad 2022) Children's mastery of language vocabulary is systematic, children already know what is in accordance with their wishes and which children can reject, can think logically, critically and find causal relationships to achieve children's cognitive development and for development in the social environment, children aged 5-6 years can behave with empathy, care about friends, show tolerance (mutual respect for friends' opinions), cooperative attitudes that are willing to work together in terms of helping friends who are in trouble (Khadijah and Amelia 2020).

Regarding the moral values deeply embedded in every Indonesian society, early childhood education implements character values in preschools (Priska 2020). The development of learning about attitudes toward the surrounding environment is aligned with the cultural and social environment in which the child lives. This has the potential to provide valuable values for children's lives, especially today, and later in life when they join society.

In relation to the cultural diversity that occurs in society, there are various cultural values, including (Purnama and Nurman 2018):

- a. The value of honesty is an attitude or behavior that occurs in a genuine, unfazed manner. An example is telling the truth.
- b. The value of patriotism is an attitude of pride in the nation's achievements and culture, manifested in the form of courage, love for one's country, loyalty, and willingness to sacrifice. Examples include having the enthusiasm to understand and memorize national anthems.
- c. The value of cooperation is mutual assistance, understanding, and respect, as well as mutual strengthening of togetherness. An example of mutual cooperation is giving all one's energy to those in need.
- d. The value of tolerance is an attitude of holding different or conflicting views, such as mutual respect, honoring all beliefs, and not criticizing or insulting other religions. Examples include helping each other and respecting differences in race, culture, and religion.

From the brief explanation above, the positive impact that children get after conducting this research is the extent of early childhood knowledge about the cultural values of the traditional game, namely congklak, and to preserve traditional games in this increasingly advanced era and be useful for children in the future (Suryawan 2020). The negative impact for early childhood is easily bored, requires gradual time and children absorb from the media of congklak games which then need to be preserved forever (Harsela and Qalbi 2020).

Based on this description, the conclusion is that a game must have rules as a benchmark and a guideline for gameplay. This ensures the game runs smoothly, orderly, and comfortably. The rules in dakon are created with mutual consent to ensure the game is conducive and enjoyable.

## METHODS

The focus of quantitative research is a sequential and consistent activity related to an issue or problem to find a solution, based on existing facts. (Sugiono 2020) states that quantitative methods are essentially scientific methods for obtaining data for specific purposes and uses. Based on this explanation, it can be concluded that a research method is a scientific method used to obtain data in accordance with the research, its specific purposes, and uses.

Experimental quantitative research approach. The experimental quantitative approach can be defined as a research method used to determine the effect of certain treatments on others in a controlled setting (Sugiono 2020). This research design uses a pre-experimental design. The focus of the research is a more focused target than the outline of a research to be studied. The focus of this research is the cultural values (behavioral attitudes) of children aged 5-6 years from the traditional game of congklak will not fade over time, especially at the Islamic Kindergarten Nida Asyifa.

The research subjects in this study took place in the field directly through observation at Nida Asyifa Islamic Kindergarten using 30 children aged 5-6 years who wanted to know the children's habit patterns when playing at school, namely the traditional game of congklak. In data collection techniques there are several techniques that can be used, namely observation, questionnaires, assessment scales, documentation and research instruments.

Qualitative research on data validity can be declared valid if there is no difference between what the researcher reports and the reality that occurs in the object being studied (Sugiono 2020). It is divided into two, namely Validity and Reliability. Data analysis in this study used a paired simple t-test to determine early childhood knowledge of cultural values. The paired sample T-Test is used to compare the difference between two means from two paired samples with normal data in paired samples originating from the same subject, each variable is taken when the situation and circumstances are different, namely the data normality test and data hypothesis test.

## RESULT AND DISCUSSION

Nida Asyifa Islamic Kindergarten Institution, Central Cikarang, Cicau sub-district, Central Cikarang District. The location of Nida Asyifa Islamic Kindergarten is at Jl. Semangka no. 69, Cicau, District. Central Cikarang, Bekasi Regency, West Java 17530. In a residential area, a strategic and safe place for the school environment. Nida Asyifa Islamic Kindergarten teaches Islamic education with the hope of providing a forum for students to become pious, pious Muslims and practice Islamic values, as an Islamic-based educational institution has a uniqueness in implementing learning that prioritizes religious moral education.

This type of kindergarten service is intended for students aged 3-4 years for playgroups and students aged 4, 5-6 years for Kindergarten. The curriculum used as a reference by educators at the Islamic Nida Asyifa Kindergarten refers to the National Curriculum (2013). Its development is based on two (2) main things, namely behavioral development in the form of religious and moral values and social-emotional support in basic abilities including motoric, cognitive, and language. Basically, there is also a vision and mission of the Islamic Nida Asyifa Kindergarten school.

**Table 1.** *Descriptive Statistics*

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	98	139	112.23	14.028
Posttest	30	123	156	139.20	10.276
Valid N (listwise)	30				

Based on the results of the descriptive analysis data above, the pretest and posttest data results can be obtained. The smallest (minimum) pretest value is 98 and has increased in the smallest (minimum) posttest value of 123. While the highest (maximum) pretest value obtained a result of 139 and experienced an increase in the posttest result of 156. In addition, there is an average value (mean) in the

pretest of 112.23 and in the posttest is 139.20, an increase of 89.9%. The pretest std deviation value is 14.028 and the posttest std deviation value is 10.276.

With the distribution diagram of knowledge scores of children aged 5-6 years about the cultural values of the traditional game of congklak before being given treatment, it can be concluded that children at Nida Asyifa Islamic Kindergarten have knowledge about cultural values in the game of congklak in the low category of 51% and the very low category of 49%.

For the distribution diagram of knowledge scores of children aged 5-6 years about the cultural values of the traditional game of congklak after being given treatment, it can be concluded that children at Nida Asyifa Islamic Kindergarten have knowledge about the cultural values of the traditional game of congklak in the high category of 44% and the very high category of 56%.

The results of the one-sample Kolmogorov-Smirnov normality test data assisted by SPSS 25 show that the significance value of Asymp. Sig (2-tailed) is 0.107 which is greater than 0.05, so according to the basis for decision making in the Kolmogorov-Smirnov normality test above, it can be concluded that the distribution is normal.

In the Paired T-Test calculation, the basis for decision making is seen based on the significance value (sig),  $H_0$  is rejected and  $H_a$  is accepted if the significance value (2-tailed)  $< 0.05$ . While  $H_0$  is accepted and  $H_a$  is rejected if the significance value (2-tailed)  $> 0.05$ . Another way of making decisions for this hypothesis test is by comparing the calculated t-value  $> t$ -table, then conversely if  $H_0$  is accepted and  $H_a$  is rejected if the calculated t-value  $< t$ -table.

The hypothesis in this study is the knowledge of children aged 5-6 years about the cultural values of the traditional game of congklak, namely there is an increase in children's knowledge about the cultural values of the traditional game of congklak. Based on the table above Paired Sample T-Test can be seen that the t-count is 9.381. It is known that the t-table value with  $df = 29$  is 1.699.

The results of the t-test calculation can be obtained t-count value  $> t$ -table, namely  $9.381 > 1.699$  with a sig of 0.000, so  $H_0$  is rejected and  $H_a$  is accepted. This means that there is a significant increase in the knowledge of children aged 5-6 years about the cultural values of the traditional congklak game. A significant difference can be seen from the 2-tailed sig value  $< 0.05$ , namely 0.000. In addition, it can be seen through the average obtained before and after the implementation of the traditional congklak game.

From the calculation results above, it is known that the N-Gain of this study is 0.32. So the criteria for increasing the knowledge of children aged 5-6 years about cultural values after implementing the congklak game are in the moderate improvement criteria with a percentage of  $0.3 \leq g \leq 0.7$  because they get a result of 0.32 or are at a percentage of 32%. By looking at the N-Gain level table, it is concluded that the knowledge of children aged 5-6 years with cultural values from the traditional congklak game with the N-Gain interpretation category is moderate.

Based on the table above, the average knowledge of children aged 5-6 years about cultural values before and after the implementation of the traditional congklak game was from 112.23 to 139.20, resulting in an increase of 89.9%. From the above, it can be concluded that with the implementation of the traditional congklak game, there has been an increase in the cultural values of children at Nida Asyifa Islamic Kindergarten.



**Fig 1.** Play Congklak

The traditional game of congklak for early childhood should be developed in the school environment.

Congklak can be implemented in various ways during break times or in activities related to traditional game themes. Learning activities at Nida Asyifa Islamic Kindergarten utilize an Islamic approach, such as introducing children to the Hadith and Quran recitation, while still using worksheets and spelling books.

According to (Astika 2022), traditional games are activities that provide knowledge of how to play, sharpen memory, and train emotional skills. Generally, traditional games are forms of play that have been passed down through generations and evolved over time within society. Congklak, for example, fosters several character values, including discipline, curiosity, critical thinking, responsibility, and honesty.

Congklak can provide benefits for children, including accepting victory and defeat (Nurhayati, Pratama, and Wahyuni 2020). Furthermore, congklak requires patience and precision, as players place the congklak seeds into the holes on the board, one by one. Social contact is also fostered during congklak play, as this game is played collaboratively and allows for two-way communication.

The definition of cultural values in early childhood includes forms of tolerance attitudes where in the early life of a child there are many changes and significant growth in various aspects of development, early childhood is the most valuable period to respond in the formation of attitudes, values and morality of children.

The aim of knowledge of cultural values for early childhood is to introduce and broaden insight through games, understanding habits in instilling the foundation of behavioral values regarding good cooperation between friends, traditional games, honesty, tolerance and cooperation.

## CONCLUSION

Based on the results of the study, it can be concluded that the knowledge of children aged 5-6 years about cultural values has increased from the traditional game of congklak by 89.9% seen from the results of the research hypothesis test that  $t_{count} > t_{table}$ , which is  $9.381 > 1.699$  with a significance value of  $0.000 < 0.05$  and there is an average difference in the pretest and posttest. In the pretest results with the category not yet developed with a percentage of 49%, the category began to develop with a percentage of 51% and in the posttest results, the category developed as expected with a percentage of 44% and developed very well with a percentage of 56%. Cultural values that have increased in the knowledge of children aged 5-6 years about cultural values are the value of honesty, the value of tolerance, the value of cooperation and the value of patriotism from the traditional game of congklak. The results of the n-gain test on the criteria of moderate improvement with a percentage of  $0.3 \leq g \leq 0.7$  because it got a result of 0.32 or was at a percentage of 32%. From the results of the data analysis, it can be concluded that the knowledge of children aged 5-6 years about cultural values in the traditional game of congklak is at a moderate level and there is a difference in the average results of the pretest and posttest, so it can be stated that  $H_0$  is rejected and  $H_a$  is accepted.

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