



Young Children Character Development through Javanese Traditional Game

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Abstract

This research was intended to develop an innovative conceptual model for early childhood education programs to develop early childhood character through Javanese traditional game. This study used a research and development approach. Two categories of the subject were used for this research; direct subjects, consist of 2-4 age; and indirect subjects consisting of teacher and materials. These subjects were taken by means of purposive random sampling. The needed data were collected by means of interviews and literature reading. The analyzes showed that subjects, both from student and teachers were highly enthusiastic playing those traditional games. These traditional games had simple rules, easy to apply especially for a toddler. Besides, these traditional games had moral value to build toddler's character. This model has been effectively proven to build toddlers' characters successfully. Teachers actively reviewed the learning outcomes of the children and gave useful inputs for further development for them. Generally speaking, it can be inferred that by using this model has resulted in the improvement of toddlers' characters which is indicated by self-quality. Therefore, it is recommended that the socializations of this model should not do by the school only, but also community members especially family.

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INTRODUCTION

The education for children under six years old is crucial if compared to education at the next level because the accomplishment of someone's life in the future has been prepared from the start. Most of the education on early childhood gives attention to intellectuality and reasonable skill only. That kind of education will endanger the future especially in the modern era nowadays related with the technology sophistication. Recently, there are things that youngsters do leads to porn action and pornography. Beside, the practice of violence and bullying carried out by children nowadays can happen to any age. The character building and moral education in early childhood began to neglect in our education field. In recent times, the educators get busy of brain development than character building. Teacher emphasized the academic achievement only.

The character building and education should be done early. It is expected that children will grow up to be mature and excellent, knowledgeable, have character and have noble personality. Finally, while students armed with knowledge and strong character then the child will be able to play an active role and readily accepted in many aspects of life.

It is natural that the family as the main factor in educating a child character, but, a lot of children could not get character building from their parents due to their parents busy with their career, which is the reason why school play an important role in developing the student's character building. Education through character building expected to give long term solution that leads to moral issues, ethic and academic as the concern and also reduces worries in our society. The values that developed in education should be the basis of the school curriculum that aims to develop student's character continuously and systematically. A curriculum that gives emphasize to the unification of cognitive development with the development of character through perspective taking, moral considerations, a mature decision-making, and knowledge about the moral.

Javanese tradition that full of local wisdom in form of song, grammar, teachings, traditional ceremony culture, fairy tale or legends, literature in the form of fairy tale or folk story, old holy book, traditional games; good manner that teach through Javanese culture expected could be use as reference to improve youth character decrease in the mean time.

Traditional games have been choose as one of the local wisdom as a bridge to educate

the early childhood students considering that early age is the stage of development which game playing as the way to transfer the education values. Recently, the traditional games existence has been move aside due to modern games that truly not come from our local wisdom as heritage. Most children do not know traditional games.

The best character building started from early childhood. Lickona (1987) stated "a child is only the locus where a responsible adults begin", that is why prepared a child is the best human investment strategy that sharply appropriate. Lickona (1987) define people who have a good character as a person which naturally response some situation morally-it manifested in the real-life action through a good deed, honest, responsible, respect others and several noble characters.

Others opinion by Lewis (2004) figure out several self-quality reflected childhood character as caring, realized their community life, cooperative, fair, willing to forgive, to be honest, maintaining their relationship, respect others, have responsibility and put safety as a priority. In line with the statement before, Lewis, Lexmonand Reeves(2009) define characters into three capability that application, self-regulation, and empathy-attachment.

Based on statement above, we could draw a conclusion, which is meant by the character building of early childhood students is developing the children ability to use their feelings, showed a good behave and caring attitude, realized their community life, cooperative, fair, willing to forgive, to be honest, maintaining their relationship, respect others, have responsibility and put safety as priority.

Lickona (1987) stated that schools and family become the decisive factor of children character development. A school, through their teacher is a factor that influence children character building. School as the children second home, which is why the student's character building become teacher responsibility besides their teaching responsibility. Milson and Mehlig (2002) stated the same things, that teacher is the important factor in student's character building development. The school program effectively in order to build the character decided by teacher's commitment.

Games defined as a way how to play. According to Hurlock (2003), the play is any activity undertaken for the pleasure of it, without considering the final result. The play is voluntary and no coercion or pressure from outside or obligation. Piaget (Hurlock, 2003) explains that

the play consists of a repeated response merely functional to fun. Another opinion expressed by Spencer (Monks et al, 2002) which states that the play is a possibility distribution for humans to remove the remnants of energy.

Furthermore, according to *Kamus Besar Bahasa Indonesia* (2010) which is meant by "traditional" is "a culture that hereditary inherited". Related to the definition, which is meant by "traditional game" is any form of games that exist since ancient times and inherited generation to generation. Traditional games basically are some playing activity with or without media which inherited and give somebody some pleasure and happiness. Traditional games are games that give relevant virtue and norms for children to understand and looking for balance in their life.

Dharmamulya (1992) states that traditional games have elements of cultural value that can be learned by children, as follows: the value of pleasure or excitement, the value of freedom, a sense of friends, the value of democracy, the leadership, sense of responsibility, the value of togetherness and mutual help, the value of obedience, train competent in numeracy, thinking skills training, the value of honesty and sportsmanship.

Based on the explanation above, could be concluded that traditional Javanese games are the activity with or without media that use continuously inherited by Javanese community and has relevant virtue and norms that relevant to Javanese culture, also give pleasure and happiness to the children.

Based on description above, formulation of the problem that I want to argued as follows: (a) How the character building model of early childhood students through traditional games? (b) How far the effectivity character building of early childhood students through traditional games?. The purpose of this study was to analyze the effectivity character building of early childhood students through traditional games

RESEARCH METHOD

The research procedure uses research and development approach. Borg and Gall (1983) stated that research and development procedure are cover several steps as follow: first, gathering information: the process of arranging a conceptual model of early childhood character building development through integrated traditional games in learning and further develop the model of initial product form design, and

model a treatment test. The measurements were made during two times, pre-test and post-test.

The treatment of giving traditional games held in the beginning of learning process. It started with preparing students to listen the teacher explanation and instruction about playing procedure. The next, students practice the game according to the teacher's instruction. At the evaluation, students will be asked several question to evaluate the understanding about contents of the traditional games and students lead by teacher will conclude the moral values and ethics contain in the games.

The process will be lasted for @ 20 minutes and performed three times a week for a month. The last step is evaluation and revised the model, the next will be the product model realization. The evaluation of the character development model held through students daily behaviour observation did by the teacher based on the observation guidance which includes ten qualities that reflect the children good character are caring attitude, realized their community life, cooperative, fair, willing to forgive, to be honest, maintaining their relationship, respect others, have responsibility and put safety as priority.

The research subject is children in the age of 4-6 years old, 35 children, have no enough knowledge about traditional games. The subject determined using purposive sampling based on the consideration that Lab-School UNNES is an educational institution that are able to be the center of science development through series of studies.

The data collection technique is a deep interview, observation, and documentation. The instrument that uses to collect the basic data is the researcher itself, using the result of the interview to gain the information according to the question problem. The checking of data validity done by fulfilled the credibility criteria, using triangulation (resources, method, and theory). Data that has been gathered then analyzed using descriptive qualitative (Moleong, 2004).

The descriptive analysis did by using data description to give the meaning of all that happened naturally, objective, relevant. The analysis step of descriptive model data are as follow: (1) data description, (2) data reduction, (3) checking data validity, (4) data analysis and interpretation based on substantive theory.

RESULTS AND DISCUSSION

Javanese local culture that full of local wisdom can be a learning source for the early

childhood students. Several potency of Javanese local tradition that full of local wisdom are: traditional fairy tale, traditional song, traditional games. Based on the result of focus group discussion with the teacher and the research team, that traditional games have local wisdom that could embed to the early childhood students in order develop character building.

Traditional games have been choose as the embodiment of local wisdom as the bridge to educate early childhood students through consideration that early childhood is the age to play so it can easily transfer the game values. The games that applied in the learning process are: cublak-cublak suweng, uri-uri, and engklek.

Furthermore, based on the result of need assessment identification in the beginning of the research, showed that society local wisdom has been shift with modernization including the shifting traditional games into modern game such as online game, play station, etc. moral education in order to build character and good manner in early childhood students neglected in our education field. Education and implanting character value should be done early. It remains that one of early child development related to the ability divine right and wrong, good and bad, not to mention began to develop a conscience. The progress will be achieved by children with adult help.

Based on the last discussion, the conceptual model of character development early childhood program which can be developed can be described as follows: the factor supporting the implementation of character development program is local wisdom, there are: traditional games, traditional song, traditional dances. But on the other hand there are factor of shifting traditional games with modern games. The alternative strategy to develop early childhood character building program is by arranged developing character program through traditional games. Headmaster and teacher play an active role started from arrange PAUD program annually and/or per semester, learning process and evaluation that any traditional games integrate on it. On the next step is the validity test for the concept of early childhood character building model, by the experts in psychological field and PAUD through Focus Group discussion (FGD).

Based on the analysis, we can see that the character value started to appear in most of the students after giving traditional game treatment. It expected by giving consistent treatment continuously could build their character. The

reason of this program is traditional games have culture value that could learned by students as follow: happiness value, freedom, friendship, democracy, leadership, responsibility, togetherness and help each other, compliance value, train the competencies in mathematics, thinking skills training, honest value, and sportsmanship (Dharmamulya, 1992).

The socialize process started on early childhood through games. Learning through playing makes students know cultural values and social norm that needed as guidance in social life and play a role according to their social level they will face later. Childhood life is identical with playing, so the games unconsciously be use to determine their life path as well as forming his personality (Purwaningsih, 2006).

The research integrated into learning the process. The indicator of the research based on the assessment of character development "good character" aspect. The assessment through games integrated on teaching learning observation in the area, teacher and students observation on separated place and time, and a special note of the whole things that happened during teaching learning, both inside and outside of the class.

CONCLUSION

Based on the aim and findings of the research, could be concluded as follows; that the Javanese traditional games that integrated through teaching learning will be able to be learning method alternative innovation to develop "good character" in the early childhood students. The parents and community role are expected to involved in socialize the character building program through traditional games. Moreover, the manager and PAUD organizer could improve learning quality by utilizing the environmental resources either in the form of material and non-material, in this situation is local culture embodied in Javanese traditional games.

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