



Gobak sodor Games in Building Student Character Through Physical Education Lessons Sports Health

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Abstract

Character education is necessary for understanding values as a way of thinking and behaving well toward oneself, family, and the environment, particularly for middle school students. This study aims to investigate the impact of gobak sodor on the character development of junior high school students in the Weru Cirebon District. This research methodology is qualitative. This study used school principals, PE teachers, and junior high school students from Weru District, Cirebon Province, as data sources. Among the methods of data collection are observation, interviews, and documentation. The data validation technique is source and technique triangulation. The obtained data was qualitatively analyzed using the following steps: (1) data collection; (2) data reduction; (3) data presentation; and (4) conclusion drawing. This study's findings are the gobak sodor game with religious value indicators. Among the 86 respondents, 45 percent (39 students) said they always pray before starting to study. The democratic value indicator is 67.4% of all respondents who always hold democratic discussions in the playgroup selection process. The value indicator for students appreciating the performance on aspects where they do not mock the losing team is 38.4% with a Yes answer. Conclude that playing the traditional gobak sodor game may contribute to the character development of junior high school students in the Weru District of the Cirebon Regency.

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INTRODUCTION

Character education is a systematic approach to teaching values as a way of thinking and behaving toward oneself, one's family, and the environment (Kosim, 2011; Omeri, 2015; Ramadhani, 2014). The values in question are human values in the form of human experience and appreciation of life's valuable things, which will shape attitudes and personality in the direction of a better life (Annisa, 2019). So that Character Education can form human values with human experience and appreciation that form the basis of ways of thinking and behaving, forming attitudes or personalities of oneself, family, and the environment in daily life.

The phenomenon of an annual decline in moral and ethical awareness has never changed. The behavior of a growing number of older children cannot be tolerated, particularly that of school-aged children whose delinquency exceeds the norm for their age, such as engaging in fights, smoking while underage, engaging in unrestricted sexual activity, and even being able to kill playmates. It is evident from the numerous cases that have occurred and become news on various media websites, such as on March 29, 2022, when junior high school students burned the feet of an 8-year-old child in East Jakarta, as reported by detik.com. August of last year witnessed a similar incident in Lampung; according to news from Kompas.com, a junior high school student reportedly died after being beaten to death by six of his friends.

To improve the quality of human life, character development is required to overcome it. Character formation can occur in various places and circumstances, but the family, the school, and the surrounding community all play a significant role. (Saputra & Ekawati, 2017). Teachers are required to incorporate character education into every subject they teach. As stated in law number 20 of 2003, education has a role in developing skills and forming character in the nation so that educated people become people who are faithful, pious, knowledgeable, and moral; therefore, education must be a top priority in building a powerful nation.

Physical Education is a component of the overall educational program that contributes to the movement, growth, and development of each child, thereby making physical education a learning program that focuses on psychomotor, cognitive, and affective development (Ariestika, Widiyanto, & Nanda, 2021). PE has a variety of materials related to physical activity activities, one of which is traditional games, which are games passed down from one generation to the next in a traditional way to acquire various values, abilities, and knowledge that are very important for their survival due to their benefits for cognitive development, emotional development, and social development of children as preparation through learning tools for life as an adult. Play as a form of education has significant developmental benefits for children (Dwijawiyata, 2013).

Traditional games can provide an alternative by creating a relaxed and enjoyable environment where students can learn effectively and earnestly. There are three groups of traditional games: games to play, games to compete in, and educational (Wibowo Kurniawan A, 2019). The involvement of students in traditional games will hone, sharpen, develop the brain, give birth to empathy, build social awareness, develop creativity and so on (Rut, Gaol, Abi, & Silaban, 2020). Traditional games can stimulate various aspects of child development which can include motor aspects, cognitive aspects, emotional aspects, language aspects, social aspects, spiritual aspects, ecological aspects, and values/moral aspects (Andriani, 2012; Nur, 2013). Through this traditional game, character values can be fostered such as religious, national, independent, mutual cooperation, integrity (Arifin & Haris, 2018).

According to data collected by the Center for History and Culture Research, the Ministry of Education and Culture in each region has various types of traditional games that are still frequently played; 20 to 30 games, including *gobak sodor* and *bebentengan*, have been successfully recorded. *Gobak sodor* and *bebentengan* are both types of games played in groups, so these games can be used to teach students cultural values that appear simple but are profound. These character values consist of attitudes and behaviors based on

prevalent social norms and values. Based on the issues above, the authors were motivated to investigate traditional games' role in shaping students' character in Physical Education, Sports, and Health classes at Middle School in the Weru District of Cirebon.

METHODS

This qualitative research used a natural background to interpret a natural phenomenon by employing various qualitative research methods.

The research used an ethnographic design whose research strategy enables researchers to explore and examine culture and society that is part of the human experience, as ethnography

aims to describe the life experienced by a person in a particular place and time.

This research has yielded data that corresponds with the focus of the investigation. This study distinguishes between two types of data: (1) primary data and (2) secondary data. Sources of primary data are those that provide data directly for data collection. Weru Cirebon District junior high school students and PE teachers, especially grade VII teachers, participated in this study. Secondary data sources, such as other individuals or documentation, do not provide data directly to collectors. This study collected secondary sources from three Middle school principals in the Weru Cirebon District and grade VII learning documentation.

Table 1. Research Data Source

School Name	Total		
	Student	Teacher	Principal
SMPN 1 Weru	339	51	1
SMPN 2 Weru	296	47	1
SMP Abu Manshur	130	27	1
SMP Darul Musyawirin	261	32	1
SMP Isam Attaqwiyah Weru	36	24	1
SMP Islamiyah Weru	173	27	1
MTsN 4 Cirebon	306	56	1
MTS Arifin Billah	140	24	1
Total	1681	288	8

The purposive sample is a sampling method in which the researcher takes samples from data sources believed to be aware of what is expected, thereby making it easier to collect actual data. The desired sample size for this study was 95 students, comprised of four classes from three different schools, so each school was represented by one class. If necessary, the researcher collected samples from three principals, one vice student, and four students. Sports teacher and counseling teacher.

There are several techniques that will be used to collect data in this study, namely: (a) participant observation; (b) interviews; (c) documentation study. The data analysis technique used in this study uses the following steps: a) Data Collection b) Data Reduction c) Data display d) Conclusion Drawing and Verification (Miles, M. B., humberman, A.M., & Sldana, 2014).

RESULT AND DISCUSSION

Religious

The role of the *gobak sodor* game in character development among students. The indicators for shaping the religious character of students must be implemented in the school environment. The reading of a prayer prior to beginning learning activities is a method of instilling religious character. In the game of Sodor, certain waves necessitate running speed and carry a high risk of falling. Praying prior to playing a game with a high risk of falling is a form of entreaty to God for safety while playing a game with a high risk of falling.

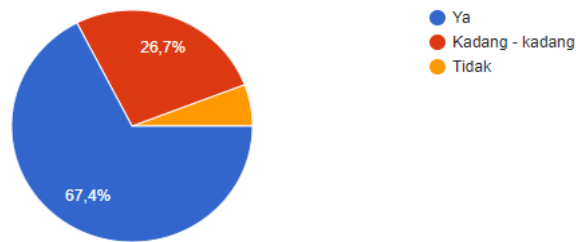
According to the findings of the interviews with the school's principal, PJOK teachers, and students, religious character education for students

must continue. Because at this time, many, especially junior high students, have forgotten the religious character. Reading a prayer before beginning learning and playing activities is one-way teachers instill religious values in their

students. Based on the analysis of questionnaire data about the traditional game of *gobak sodor*, namely PE teachers and students with religious indicators, the present study:

27. Sebelum permainan dimulai anda memilih ketua kelompok melalui kegiatan berdiskusi ?

86 jawaban



9. Apakah anda melakukan kegiatan berdoa sebelum melakukan permainan ?

86 jawaban

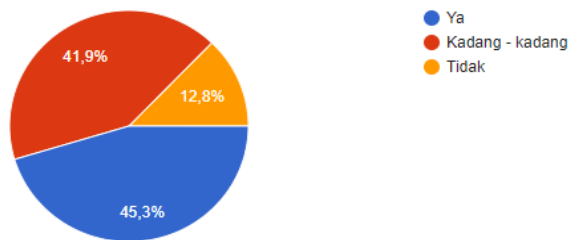


Figure 1. Religious Value

Of a total of 86 respondents, 45% (39 students) of the total respondents admitted that they always pray before starting learning, while 41.1% (36 students) occasionally, and 12.8% (11 students) do not participate in prayer.

Democratic

The role of the *gobak sodor* game in character development among students. In accordance with the democratic indicator for determining groups, the teacher always elects together to balance the abilities of the playing groups. We must instill democratic values in our students. It is also applicable to the game of *gobak sodor*. Junior high school students can develop a democratic disposition if they are always involved in problem-solving during learning and play.

Based on the interviews conducted with the principal, PE teachers, and students, it can be concluded that the democratic grouping of students according to their abilities is very effective. Students feel that the grouping process is equitable. In the game Gombak Sodor, the abilities of the competing teams must be balanced. A division of groups based on democratic principles can instill democratic values in junior high school students, resulting in more balanced competition and a more competitive game. Based on the analysis of questionnaire data about the traditional *gobak sodor* game, namely PE teachers and students who participated in research with democratic indicators:

27. Sebelum permainan dimulai anda memilih ketua kelompok melalui kegiatan berdiskusi ?

86 jawaban

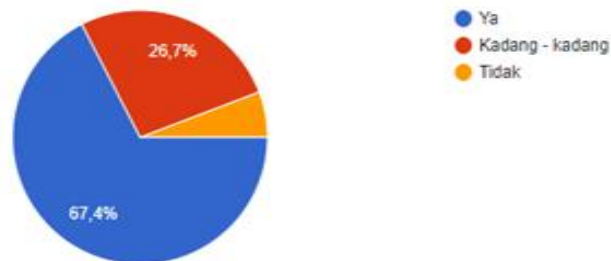


Figure 2. Democratic Value

Of a total of 86 respondents, 67.4% of the total respondents always held democratic discussions in selecting playgroups, while 26.71% occasionally, and 8% felt there was no need for discussions in selecting playgroups.

Appreciate Achievements

The role of the *gobak sodor* game in character development among students. There must be both victories and defeats on the indicator of appreciating achievement in a game. There are still several junior high student characters who cannot accept this. In *gobak sodor* game, the teacher must instill the values of recognizing the victory of the opposing team and accepting defeat.

This application is always utilized when playing the *gobak sodor* game. The *gobak sodor* game played by students is extremely competitive. It can even generate battles while the game is in progress.

Before every competition, the PJOK teacher instructs each group on how to accept defeat and acknowledge the victories of the other groups.

The result that can be drawn from the interviews conducted with the school's principal, PE teachers, and students is that junior high school is evidence of identity because students always feel right and superior. Instilling the value of victory into the *gobak sodor* game is required. Middle school students must understand that there must be winners and losers in every game.

There are still several junior high student characters who need help accepting this. In the game of *gobak sodor*, the instructor must instill the values of recognizing the victory of the opposing team and accepting defeat. Based on the analysis of questionnaire data regarding the traditional *gobak sodor* game, PE teachers and students in the study were provided with indicators of appreciating achievement:

30. Ketika dalam permainan ada kesalahan dan anda merasa tidak setuju, apakah anda terus memaksakan kehendak bahwa anda benar ?

86 jawaban

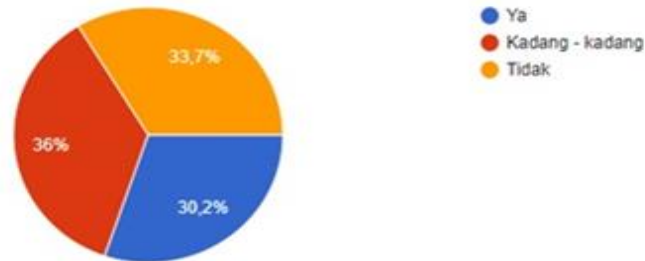


Figure 3. Appreciating Value

Based on the data that has been collected, students who admit that they often force their will are between 30.2% and those who confess sometimes and also do not have fairly balanced results.

DISCUSSION

Gobak sodor is a type of game that can serve as an alternative means of character development for students, as it involves physical activities that can improve their social skills (Widodo & Lumintuarso, 2017). Therefore, schools, as one of the institutions involved in the field of education, are required to continue implementing personality-enhancing programs for students.

Teachers are expected to be able to provide supporting learning media, such as the material contained in KD 3.1, where there is traditional game material, and they are encouraged to continue teaching it in schools to change the mindset of students, such as those who were previously unable to work with groups that did not exist. To maintain their motivation, his playmates must continue to tolerate and respect one another. In mid-adolescence, students' perspectives on friendship significantly impact their psychological development. Children permitted to join the group are at high risk for future difficulties.

Regarding character education values in the game fortifications, students' independent values can be observed when they complete teacher-assigned tasks, such as the evaluation results at the

end of the learning process, in which they independently complete the task. The value of discipline in the *gobak sodor* game is in the implementation of the initial activity, namely the initial process when they enter at the correct class time, then when they line up neatly before beginning playing practice, and in the absence process where students become accustomed to raising their right hand after their name is called to indicate that they are present, and finally in the execution of activities, namely through the habit of following all processes and rules on various provisions (Irwansyah & Fransori, 2021).

CONCLUSION

In conclusion, *Gobak sodor* game cultivates religious, democratic, and sociable characters while also valuing the academic achievements of junior high school students in the Weru Cirebon District. The traditional game of *gobak sodor* contributes to developing the students' character at SMP Negeri Weru District, Cirebon Regency. It is evidenced by the results of the student questionnaire, which demonstrate that the *Gobak sodor* game makes significant use of good self-character.

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