

Implementation of the character value of honesty through the traditional game Congklak on Tumpah Culture Day (HTB)

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Abstract

Honesty is a very important moral value in human life. Without honesty, relationships between individuals, families and communities can be damaged. Therefore, it is important to teach the value of honesty to children from an early age so that they grow into honest and responsible individuals through traditional games. This study aims to describe the implementation of character education through the traditional congklak game on the Hari Tumpah Budaya (HTB) at TK Kusuma Bangsa Keben Turi Lamongan. The method used in this research is a qualitative research method, with a descriptive research type. As for the determination of research subjects using purposive techniques, with data collection techniques using observation, interviews and documentation. While the data analysis uses descriptive analysis with the Miles and Hubberman models, namely data condensation, presentation and conclusions. To test the validity of the data using source and technique triangulation. The results of this study are that there is an application of honest character, namely honesty in relationships between children and honesty in self-acceptance. In addition, the research also identified the impacts, problems and solutions that arise in the implementation of honest character values through the traditional congklak game on the Hari Tumpah Budaya (HTB) at TK Kusuma Bangsa Keben Turi Lamongan.

Keywords: implementation, honesty, congklak

Introduction

Education is a conscious and planned effort to create a learning environment and learning process that enables students to actively develop their potential in acquiring spiritual strength, self-control, personality, intelligence, noble morals, and skills needed for their lives in society, nation, and country. This is in accordance with the definition in Law Number 20 of 2003 concerning the National Education System Article 1 Chapter I.

Honesty is explained as a quality or trait that instructs someone not to lie or deceive in all situations and conditions. This means that an honest person will always speak the truth, whether in small or large matters, and will not manipulate or deceive others for personal gain. Apart from that,

honesty also means being responsible for the actions taken. In this context, an honest person not only tells the truth, but also takes responsibility for the actions taken. This means that an honest person will consider the consequences of his actions and is ready to bear the responsibilities that arise from those actions. In an educational context, the value of honesty is very important to teach to children from an early age. Children must understand that honesty is an important moral value and must be practiced in everyday life. Apart from that, children must also understand that honesty will help them build healthy social relationships and mutual trust. By teaching the value of honesty appropriately and effectively, it is hoped that children can grow into honest and responsible individuals in social life.

The process of building character cannot be produced instantly, but must be done gradually and start from an early age in children. The anti-corruption character, especially the character of honesty, needs to be instilled in children from an early age through education at school. According to Schweinhart (Badu 2012), (in Badu 2012), character education must start at kindergarten or RA age and be carried out in stages. To build the character of honesty, young children need to be introduced to the concept and understanding of honesty first. The results of character education will be visible when the children are adults.

Early childhood children generally have short concentration and memory. Therefore, if the learning process presented is less interesting or boring, then children may not be interested in learning it, therefore choosing a traditional game to instill character values in children is the right choice. Education methods for early childhood must be adapted to their developmental stages which use games more as a medium for transferring knowledge. One of the right ways to build an understanding of the character of honesty in children is through play. Play is a need that is present from birth and is formed naturally. Traditional children's games that have existed in Indonesia for many years can be used as a tool to help teach the nation's cultural values and build honest character in children.

Honesty is a very important moral value in human life. Without honesty, relationships between individuals, families and communities can be damaged. Therefore, it is important to teach the value of honesty to children from an early age so that they grow into honest and responsible individuals through traditional games. This study aims to describe the implementation of character education through the traditional congklak game on the Hari Tumpah Budaya (HTB) at TK Kusuma Bangsa Keben Turi Lamongan. The method used in this research is a qualitative research method, with a descriptive research type. As for the determination of research subjects using purposive techniques, with data collection techniques using observation, interviews and documentation. While the data analysis uses descriptive analysis with the Miles and Hubberman models, namely data condensation, presentation and conclusions. To test the validity of the data using source and technique triangulation. The results of this study are that there is an application of honest character, namely honesty in relationships between children and honesty in self-acceptance. In addition, the research also identified the impacts, problems and solutions that arise in the implementation of honest character values through the traditional congklak game on the Hari Tumpah Budaya (HTB) at TK Kusuma Bangsa Keben Turi Lamongan.

Method

The research used is qualitative research. The type of identification of qualitative research used is descriptive identification. The research sample used was at the Kuisuima Bangsa Keibein Turi Lamongan Kindergarten with the characteristics of children in group A and group B. Data research techniques were by observation, interviews and documentation. The data collection instruments used are personal research instruments, interview guidelines and observation sheets. The validity test of this scientific intuitive data is based on four criteria, namely the degree of trustworthiness, transferability test, dependability and confirmability. The data analysis process is carried out with the aim of using the interactive analysis model Mileis & Huibeirman (1994: 12), which include: (1) Data Collection, (2) Data Display, (3) Data Analysis (Data Reiduiction). , and (4) Conclusion Drawing (Mileis & Huibbeirman. 2001).

Results and Discussion

Kemendiknas (2010) formulated 18 character values that are highly respected by Indonesia as a country that upholds character, namely religiosity, honesty, tolerance, discipline, work, creativity,

independence, democracy, curiosity, national spirit, love of the country, respect for achievement, friendship or communication. , loves peace, likes reading, cares about the environment, social care and responsibility.

According to Khan in Asmani (2011), character education teaches habits of thinking and behavior that help individuals intuitively live and work together as a family, community and nation. And helping others intuitively creates a sense of responsibility that can be accounted for. In other words, character education teaches students to think intelligently, activating the brain that develops naturally. 17 Character education is a way of educating children intuitively so that they can take lessons and apply them in everyday life, so they can make a positive contribution to the world environment. Based on the description above, it can be concluded that character education is education that teaches individual good values. Character education is a system designed and implemented systematically and intuitively to help students understand the values of human behavior.

The meaning of the word honest in the large Indonesian dictionary means being honest, not cheating. So it can be concluded that students who have an entrepreneurial character are students who are mentally intelligent or not cunning so they are intuitive in thinking (reasoning) and always look for ways to act intelligently which is naturally manifested in their attitudes and behavior. both towards yourself and the environment around you. The self-indulgence of students who have an entrepreneurial character will be intuitive and full of suspicion, and can even cause other people to act unfairly, or criticize or criticize their friends or environment for being unfair (Zuibaeidi, 2011).

(Ruikiyati & Puirwastuiti, 2016) in learning at school, the process of learning activities is not just the transfer of knowledge, but also through local wisdom, can intuitively provide good learning and also produce character values that are obtained with a purpose. application of local wisdom in the future. Character traits include discipline, responsibility, dedication, religiosity, national spirit, love of the country, interest in reading, sacrifice, creativity, honesty, independence and religious work.

Playing is an activity carried out voluntarily and without coercion from outside parties. This activity has no rules other than those determined by the game itself. Therefore, it can be understood that playing is an activity that is fun, there is no coercion, it comes from within, and prioritizes means over goals. In this educational unit, children actively participate in learning activities because the learning system implemented can stimulate children's thinking abilities to solve their own problems intuitively. Educators design learning activities that can stimulate intuitive students to think critically by preparing various media or tools that can stimulate intuitive students to think critically.

Applying character values by wanting to apply local wisdom which is reflected in regional culture. Traditional games which are part of local wisdom and local culture are still preserved. This local wisdom is a regional uniqueness that has not been eroded even though it is influenced by the balance of technology and western culture which influences changes in people's behavior. This is part of the learning process, especially intuition in early childhood. Organizing learning by considering regional weaknesses from an early age will increase the success of its implementation (Wardani & Widiyastuiti, 2015) (Alkaaf, 2017).

Tillman, D., & Hsui, D. (2018) in the book *Living Values Education Activity for Children Age 3-7* explains that there are several skills that every child is expected to have, including skills in establishing relationships between children, such as how to respect my feelings. as a friend, apologizing when you make a mistake, and balancing the relationship between mutual trust and justice. Skills in accepting oneself, such as accepting one's own strengths and weaknesses, and having positive self-confidence. Pada setiap hari kamis satuan pendidikan sejak tahun 2022 menerapkan Hari Tumpah Budaya (HTB) dimana setiap hari kamis anak-anak datang kesekolah menggunakan pakaian daerah dan sehari itu menggunakan bahasa daerah serta pengenalam permainan, music dan tarian daerah.

The following is one way to implement the Tuimpah Planting Day (HTB) program at the Kusuma Bangsa Keben Turi Lamongan Kindergarten:

Regional Cultivation Intuition

Determine the cultivation area that will be the focus of the HTB program. Each region has its own characteristics and culture, so Kuisuima Bangsa Kindergarten chooses regional languages, clothing, games and music for children as program participants.

Mateiri's fraud

Educators want to collect various materials related to the culture of the chosen region, such as books, music recordings, photos, videos and traditional games. This material will be used to intuitively introduce local cultivation to children in a fun and interesting way.

Planning the Program Schedule

Educators create an HTB program schedule, including activities carried out every Thursday by choosing various activities, such as learning regional languages, wearing traditional clothes, playing traditional games, and listening to regional music.

Provision of Facilities and Infrastructure

Prepare the facilities and infrastructure needed to implement the HTB program such as learning tools, traditional musical instruments, traditional game tools and traditional clothing.

Program Implementation

Implement the HTB program every Thursday by involving children in planned activities. Using materials that have been gathered intuitively will encourage cultivating the area in a fun and interactive way.

Program Evaluation

Conduct regular program evaluations to determine program effectiveness and improve programs that are still not successful. Obtain input from the child's parents and evaluate the activities carried out.

Program Promotion

Socialize the HTB program to parents and the local community so that they are more interested in learning about local cultivation. That way, the HTB program will receive more funding and enthusiasm from the community.

Furthermore, educators want to utilize the traditional game Congklak in the HTB program to implement spiritual character values in children intuitively using the following method: 1) Prepare the traditional congklak game and enjoy playing. 2) Educate children and introduce them to the traditional game of congklak. 3) Discuss the value of the scientific nature and understand why the core value of the intuitive nature is learned and applied. 4) Explain how the congklak game can help intuitive children learn the value of honesty. 5) Start a game of congklak and ask intuitive children to play intelligently and honestly, not manipulating or taking advantage of the opponent's position. 6) During the game, educators can monitor and provide direction or correction if necessary. 7) During the seileis game, the teacher can discuss the child's opinion about Meireika's experience of playing congklak and whether Meireika found it difficult to remain cheerful throughout the game. 8) Educators can give praise and encouragement to children who play cheerfully and intelligently. 9) Prepare reflection and evaluation activities such as intuitive games to help children better understand the value of knowledge and how to apply it in everyday life. 10) Create a program that emphasizes the importance of learning the value of knowledge and is committed to applying intuitively existing values in everyday life.

From the results of observations, interviews and documentation in this research, it was found that the impact of the traditional Congklak game in applying spiritual values to Kuisuima Bangsa Keibein Turi Lamongan Kindergarten children included:

- 1) Improve children's ability to play fair play (be careful when playing) so that children can appreciate hope and defeat with an open mind.
- 2) Increase honesty in relationships between children because playing congklak games encourages children to learn the rules of the game intuitively and respect their opponents.
- 3) Balancing the child's self-confidence because Meireika feels more skilled and can master the congklak game which in the end can help Meireika be more confident in establishing social relationships with her friends.
- 4) Encourage intuitive children to accept themselves honestly because the congklak game teaches intuitive children to appreciate the results of their own efforts and admit their mistakes.
- 5) Increase children's ability to understand the concept of justice and apply the value of justice in everyday life.

From the results of observations, interviews and documentation in this research, there are several problems that arise from the traditional congklak game in implementing the knowledge values of Kuisuima Bangsa Keibein Turi Lamongan Kindergarten children, including:

- 1) Time limitations: The activity of playing congklak takes up time so it is difficult to fit into a busy study schedule.
- 2) Limited facilities: The number of congklak playing equipment is still limited so children have to queue to play in turns.
- 3) Coordination problems. In the congklak game, good coordination between children is needed so that they can play fairly and ethically. However, intuitively it is difficult to guarantee that all children will follow the routine correctly.
- 4) Lack of understanding of the value of knowledge: Some children may not fully understand the concept of knowledge and how to apply it in everyday life, so playing congklak is less effective in teaching this value.

Some of the solutions provided by intuitive knowledge to problems arising from the traditional game of congklak in implementing the knowledge values of Kuisuima Bangsa Keibein Turi Lamongan Kindergarten children include:

- 1) Considering the limited time, the congklak game can be included in the Tuimpah Planting Day (HTB) activity schedule or scheduled at a flexible time.
- 2) Due to limited facilities, educational units can utilize objects around them such as grains, pebbles, twigs, cardboard to make artificial congklak game tools that children can use to play.
- 3) Coordination problems can be overcome by providing clear directions and ensuring the rules of the game are understood by all children. Educators can give direct instructions when starting the game and make sure all children understand them. If a child breaks the rules, the educator can give a warning and give appropriate sanctions so as to disrupt awareness of the rules.
- 4) Lack of understanding of cultural values can be overcome by holding discussions about cultural values and how these values can be applied in everyday life. Educators can teach practical examples of how literacy can help children in their lives, so that they can understand these values better. Apart from that, the congklak game can be combined with activities or folklore related to intuitive knowledge and create an understanding of these values in children.

Conclusion

Based on the results of research on the application of cultural characteristics through the traditional game congklak on Tuimpah Buidaya (HTB) Day at the Kuisuima Bangsa Keibein Turi Lamongan Kindergarten, it can be concluded that this activity has a positive impact on children. The congklak game is able to increase the values of honesty in children, such as honesty in establishing relationships between children and honesty in accepting oneself.

However, there are several problems that arise in implementing this activity, such as limited time, limited facilities, coordination problems, and a lack of understanding of the value of justice. Therefore, researchers provide intuitive solution options that overcome existing problems so that these activities can run more effectively.

The positive impact that can be taken from implementing cultural characteristics through the traditional game congklak on Tuimpah Buidaya (HTB) Day at the Kuisuima Bangsa Keibein Turi Lamongan Kindergarten is that it can increase cultural values in children in a fun and interactive way. This can help children balance important cultural characteristics for imagining future Korean life.

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