

# Comparison of Response, Hard Work Character and Character of Love for the Motherland of Students: Integration of Traditional Games *Patok Lele*

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## Abstract

This study aimed to see the effect of integrating the traditional Game of Patok Lele on learning. This type of research is a mixed method. This study involved several variables as research categories, namely response, cooperative character, and peace-loving character, with a sample of 50 students. Data analysis used descriptive and inferential statistics. The integration was carried out at the State Elementary School 45/I Sridadi and Madrasah Ibtidaiyah 1 Batang Hari seen in the response, the character of cooperation and the character of love for the homeland. The result is that each variable of the response, social care character, and patriotism character has a significant comparison, with a value of sig <0.05 and each dominant variable in the good category.

## Abstrak

Tujuan penelitian ini adalah melihat pengaruh pengintegrasian permainan tradisional Patok Lele pada pembelajaran. Jenis penelitian ini adalah mix method. Penelitian ini melibatkan beberapa variabel sebagai kategori penelitian yaitu respon, karakter kerja keras dan karakter cinta damai dengan jumlah sampel 50 siswa. Analisis data menggunakan statistik deskriptif dan inferensial. Pengintegrasian dilakukan di Sekolah Dasar Negeri 45/I Sridadi dan Madrasah Ibtidaiyah 1 Batang Hari dilihat pada respon, karakter kerja keras dan karakter cinta tanah air. Hasilnya setiap variabel dari respon, karakter peduli sosial dan karakter cinta tanah air memiliki perbandingan yang signifikan, dengan nilai sig <0,05 dan pada setiap variabel dominan dalam kategori baik.

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## INTRODUCTION

Indonesia is a country rich in traditional culture. Traditional culture is the identity and identity of the Indonesian nation that can be further studied to foster a love for the culture of ancestors' heritage such as art, food, clothing, music, to traditional games (Wedhitami, 2014; Febriyanti et al., 2018; Permana, 2019). Traditional games are one of the cultural treasures that have the characteristic of the nation's culture to bring joy, not only games but also contain solid cultural elements, which must be maintained without any element of coercion (Andriani, 2012; Widodo & Lumintuarso, 2017; Yudiwinata & Handoyo, 2014). In Indonesia, there are characteristics of traditional games in each region. Traditional games usually contain noble values sourced from regional culture and take the natural environment as the game's source (Anggita, 2019; Ardiyanto, 2019; Rahayu et al., 2018). In Indonesia, many traditional games have characteristics that need to be preserved for the nation's children.

Traditional games in Indonesia are very diverse, ranging from the mention and type of games in each region. One of them is the traditional Game of Patok Lele. The traditional Game Patok Lele is a community game that contains many educational values. This game is found in various regions in Indonesia with different terms (Fitria 2013; Hariastuti 2016; Sutrisno 2018). Although there are differences in name, the way of playing generally remains the same and straightforward with equipment that is easy to get, namely using wood measuring 30 cm and 10 cm (Susilo, Hariadi, Salliyanti 2018; Wahyuni 2018; Widaty et al. 2021). Traditional Patok Lele games can develop children's thinking activities and contain educational values and character values that children need to become inherent characters later until they grow up (Fitria 2013; Kuswati 2018; Dhofir et al. 2019). Traditional Patok Lele games can be integrated with many character values such as homeland love, hard work, peace-loving, environmental care, curiosity, and responsibility.

Traditional game Patok Lele can be integrated into hard-working characters. Hard work is a serious behavior and vigorous work in dealing with various learning obstacles and tasks and is used from a young age to apply it in daily activities (National 2010; Ikhwanuddin 2012; Eko Suryanto, Wiyono 2017). Children who are diligent in learning in the learning process are usually very disciplined in completing tasks, and when encountering obstacles in solving problems, the child will not give up easily but will try their best to find a solution (Lasmita 2020; Sulastri, Hariyadi and Simarmata 2020; Jambi et al. 2021). The solution can be high motivation and hard work with all heart to try to get the best possible results (Mirhan 2016; Wuryanti and Kartowagiran 2016; Risman 2020). Therefore, it is necessary to apply the character value of hard work early on so that the child is used to adulthood.

Patok Lele can also be integrated into the character of the love of the motherland. The values of love of the homeland need to be instilled early to be the nation's successor to realize attitudes and behaviors that benefit the interests of the community (Budimansyah 2010; Atika, Wakhuyudin, and Fajriyah 2019; Hadi 2020). The love of the homeland is a sense of pride, a sense of belonging, a sense of respect, a sense of respect, loyalty that every individual has in the country in which he lives and puts the interests of the nation and the country above the interests of himself and his group (Ismawati 2015; Suffah and Setyowati 2015; Priyambodo 2017). Character education of love of the homeland needs to be given especially to the younger generation who are in every institution and educational unit, through character education because it is the younger generation that will bring the Indonesian nation in the coveted direction (F 1967; S. Atika 2014; Ardianti, Wanabuliandari, and Kanzunnudin 2019). Therefore, it is necessary to apply the values of complex work character and love of the homeland to the learners through traditional games.

Applying the character of hard work and love of the homeland to students becomes a new thing in teachers. The role of teachers is vital in instilling good character for students. Teachers must do a character education movement that starts from themselves to be an example for students (Ismawati 2015; First, Depok, and Palunga 2017; Telaumbanua 2018). Not only starting from every teacher,

but character education can also come from the environment, both the school environment and the social environment of students (Hidayati, 2013; Utami, 2019; Wulandari & Kristiawan, 2017). Character education is needed to make students realize the importance of understanding the cultural values and character of the nation in order to have skills by their field and insightful (Susanti 2013; From and Maulidina 2019; Sutisna, Indraswati, and Sobri 2019). Efforts made by teachers in applying character to students can be made in various ways, such as instruments and learning devices.

The efforts of teachers to provide learning that can apply character is learning that suits the mindset of elementary school students who are dominant in playing. Playing is a fun activity to channel ideas and satisfy children (Hidayat 2013; Card and Early 2015; Rahmatunnisa and Halimah 2018). Patok Lele is a traditional game that can be integrated into students; basically, the game requires two wooden blades divided into bat wood and thrown wood played in groups or with a total of two teams (Achal and Mistar 2018; Setiawan et al. 2018; Karina and Supardi 2021). Traditional games applied to students improve the character of Hard work and love of the homeland because Good hard work makes it easy for students to achieve goals (F 1967; Akbar et al. 2014; N. T. Atika, Wakhuyudin, and Fajriyah 2019). Integrating traditional games makes it easy for teachers to preserve local culture and provide meaningful learning.

The novelty of this study lies in the variables studied. Variables studied are response, hard character work, and character love homeland on the integration of traditional game Patok Lele in learning. This research is to integrate traditional games in public elementary schools and madrasah ibtidaiyah state. At the same time, many previous studies have only examined the influence on the integration of traditional games.

## METHOD

This study uses a quantitative and qualitative approach (Mixed Method). The researchers have questions that need to be tested regarding the type of research and process and concern the combination of quantitative and qualitative methods in one study (Da Silva et al. 2013; Sugiono, 2019; Role et al. 2021). Using explanatory sequential design research implies quantitative collection and analysis as the first stage and then qualitative as the second stage (Yasmi and Thabrany 2015; Mi, Rahma, and Sumarti 2016; Hardhienata, Maulana, and Suhardi 2019).

Research instruments using questionnaires and interviews. The questionnaire is a data collection technique that gives respondents a set of questions or written questions to be answered (Purnomo and Palupi 2016; Anggraeni, s., & sari 2017; Helmi, Munjin). The questionnaires used are Patok Lele game response questionnaires, hard-working character questionnaires, and the country's love character questionnaires. With the number of valid questions every 20 points of the question. As for reliability is calculated using the formula *Cronbach alpha*. After the instrument was tested and analyzed, reliability obtained the coefficient of reliability of traditional game response questionnaires of 0.694. Hard work character questionnaires of 0.675 and the poll of love characters of the homeland of 0.679 can be concluded that the instrument is reliable. The questionnaire using the scale category Likert with the type of scale strongly agreed (SS), agreed (S), not sure (N), disagreed (TS), and strongly disagreed (STS). On each positive question in the instrument that has a value: SS = 5, S = 4, N = 3, TS = 2, and STS = 1. The score is reversed for the value on the negative question item. Questionnaires given to respondents are used to measure quantitative data. Here is a grid of research polls.

**Tabel 1. Student Response Questionnaire Grid**

No.	Assessment Aspects	Statement	Number of Items
1	Game Form	The game Does not Give the Impression of Boredom	4
2	Providing New Knowledge	Impressions after Playing	3
3	Making Lots of Friends	The social situation of students towards the surrounding	4
4	regulation	Respecting the Team	3
		Teaching Hard Work	6
sum			20

The table above measures the response of learners to the integration of traditional Patok Lele games in learning. Below is a table of questionnaire grids for hard-working characters with the integration of traditional Patok Lele games. The complex work character questionnaire grid is used as a guideline for preparing questions in the research questionnaire.

**Tabel 2. Hard-working Character Poll Grid**

No.	Assessment Aspects	statement	Number of Items
1	Juxtaposition	Not stingy materials and science in school	1
		Able to maintain good contact with people	2
		Able to appreciate the differences that exist in others	4
2	Confrontation or conflict	Respect the opinions of others	4
		Able to maintain the feelings of other	2
		Able to work hard	3
3	Interdependence	Able to mingle in one group or community	1
		Have a helpful attitude	2
		Solve problems Together	1
sum			20

In addition to the hard work character, another character seen in this study is the love of the homeland in the learners. With a grid of polls as follows.

**Tabel 3. Lattice Angket Character Love Homeland**

No.	Assessment Aspects	Statement	Number of Items
1	Proud to Be An Indonesian Citizen	Not ashamed to admit Indonesian citizens	6
2	Using good and correct language	Greet and discuss using Indonesian	4
3	Provide information	Provide information from multiple sources	2
4	Proud to use local products	Always use local products	4
		Not easily influenced by foreign cultures	4
sum			20

Interviews are a way of collecting data obtained directly from respondents without intimidation or coercion (Judge 2013; Rw and Dawe 2016; Siregar 2018). The interview used was a short question, with several questions. The interview grid is as follows:

**Table 4. Teacher Interview Grid**

No.	Assessment aspects	Statement	Number of questions
1	Learning with Games	Integrating games into classroom learning	6
2	Traditional games	Introducing traditional games to students	8
3	Game Patok Lele	Introducing Patok Lele game to students	6
sum			20

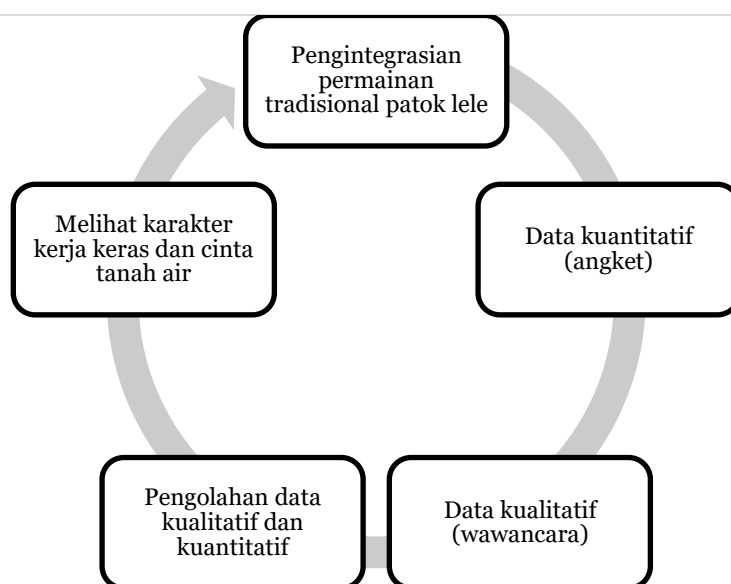
The interview is a technique for collecting information from a source by asking questions and statements (Arismunandar, 2013; Rosaliza, 2015; Siregar, 2016). The interview used was a short question, with 20 questions each. The interview grid is as follows:

**Tabel 5. Teacher Interview Grid**

No.	Assessment aspects	Statement	Number of questions
1	Learning with Games	Integrating games into classroom learning	6
2	Traditional games	Introducing traditional games to students	8
3	Game Patok Lele	Introducing Patok Lele game to students	6
sum			20

The population in this study was the number of all grade IV students at SD Negeri 45/I Sridadi and MIN 1 Batanghari. The samples used were all grade IV students of 50 students. In determining samples, sampling techniques used total sampling techniques when all population members are used as samples (Kumajas, Warouw & Bawotong, 2014; Hearty et al., 2014; Triwibowo, Yuliawati & Husna, 2018; Sugiono, 2019). Where the criteria applied by researchers consider the state of the school and students, the schools examined by researchers are still many who have not integrated traditional games into learning.

Data collection techniques used are quantitative data collection as the primary data and strengthened with qualitative data. Quantitative data involves numbers or numbers (Rofiah, Aminah & Ekawati, 2013; Diamonds, 2018; Zein et al., 2019). Quantitative data is a type of data that can be measured or calculated directly. The existing quantitative data is reinforced by qualitative data resulting from interview results. Qualitative data is from verbal word explanations that can not be analyzed in numbers or numbers (Gunawan, 2013; Hasanah, 2017; Rijali, 2019). In the study, qualitative data is in the form of an overview of the object of research. Qualitative data provides and shows the quality of research objects conducted. Data collection techniques in this study using flowchart diagrams are written as follows:



**Figure. 1. Data collection flow.**

The data analysis in this study uses descriptive statistics and inferential statistics. Descriptive statistical information is used to analyze data by describing or describing the data collected without drawing general applicable conclusions or generalizations (Junaidi, 2014; Sari & Wardani, 2015; Sugiono, 2019). This study using descriptive statistics using maximum, minimum, mean, and standard deviation values.

While in differential statistics, a statistical calculation is used to analyze data from the sample. The results will be generalized or inferred for the sample population was taken (Widiana, 2016; Sutopo & Slamet, 2017; Kadir, 2018). It was using the assumption test, a test of normality and linearity, by taking the results of the sig value decision on the processed data, using a hypothesis test that is a T-test provided that if the sig value < probability of 0.005, then there is an influence of a free variable (X) on a bound variable (Y) or an accepted hypothesis. If the sig value > probability of 0.005, then there is an influence of a free variable (X) on a bound variable (Y) or a rejected.

## FINDINGS AND DISCUSSION

This study is used to describe the comparison of students' response to the integration of the traditional Game Patok Lele with the character of hard work and the character of the love of the student's homeland.

### **Traditional Game Integration Response Results**

The indicators used in this regard are the response of the integration of traditional games, complex work characters, and the loving character of the homeland of learners. The questionnaire produced the response of students to the traditional Game of Patok Lele that have been disseminated and processed at SD Negeri 45/I Sridadi can be seen in the table below:

**Tabel 6. Student Response to Traditional Game of Patok Lele Elementary School**

category		Gender		Total	Mean	Min	Max	median	Std.dev	%
Interval	attitude	Female	Male							
66 – 69	Very Not Good	1	1	2						7,14
70 – 73	bad	2	1	3						10,72
74 – 77	enough	3	3	6	75,786	66	85	79,5	2,109	21,42
78 – 81	good	6	4	10						35,72
82 – 85	Excellent	5	2	7						25
Total				28						100

Based on the table, the integration of traditional games, Patok Lele in public elementary school 45/ I Sridadi belongs to the good category. The following are the results of the student response questionnaire on the integration of the traditional game Patok Lele in madrasah ibtidaiyah:

**Tabel 7. Student Response to Traditional Game of Patok Lele in Madrasah Ibtidaiyah**

Interval	category attitude	Gender		Total	Mean	Min	Max	median	Std.dev	%
		Female	Male							
66 – 69	Very Not Good	0	0	0						0
70 – 73	bad	1	1	2						8,70
74 – 77	enough	1	2	3	75,786	66	85	79,5	2,109	13,05
78 – 81	good	4	8	12						52,17
82 – 85	Excellent	3	3	6						26,08
Total				23						100

It can be seen that the integration of the traditional game Patok Lele in madrasah ibtidaiyah negeri 1 Batang Hari belongs to the good category. This can be seen from the data of the number of students who have filled out a questionnaire containing some questions that have been processed by researchers and produced the data. The integration of the traditional game Patok Lele in learning in grade IV of Sridadi State Elementary School 45/I and Madrasah Ibtidaiyah 1 Batang Hari was given a questionnaire to see students' responses. With the results obtained in the good category, the results obtained 35.72% with 10 of the 28 students in The State Elementary School 45 / I Sridadi, and at Madrasah Ibtidaiyah 1 Batang Hari amounted to 52.17% with 12 of 23 students. Both responses in each school are in a good category. This is because students look happy and enthusiastic when integrating traditional Patok Lele. Traditional games have an educational effect on the learning process of individuals, especially children. It is said that traditional games can stimulate the development of children in various aspects such as motor, cognitive, emotional, language, social, spiritual, and moral values. Indirectly, this traditional game can shape the personality of an individual or individual character.

#### **Poll Results Character Hard work and Love Homeland**

Questionnaires of hard-working characters and love characters of the homeland are disseminated to students to see the character of learners on the integration of traditional Patok Lele games. Here are the results on the questionnaire character hard work and love homeland learners.

**Tabel 8. Character Questionnaire Results in Hard work Learners On Integrating Traditional Game Patok Patok Lele**

Interval	Category attitude	Gender		Total	Mean	Min	Max	median	Std.dev	%
		Female	Male							
58 – 63	Very Not Good	2	1	3						6
64 – 68	bad	3	3	6						12
69 – 74	enough	6	5	11	73,2	58	85	77,5	5,824	22
75 – 80	good	8	10	18						36
81 – 85	Excellent	4	7	12						24
Total				50						100

Therefore, the integration of traditional games Patok Patok Lele on hard-working characters included in the category of good can be seen. It can be seen from the data of the number of students who have filled out a questionnaire containing some questions that have been processed by researchers and produced the data. The resulting data shows the hard-working character of the learners has a good category on integrating the traditional Game of Patok Lele.

Traditional game Patok Lele is integrated into learning motor skills, cognitive, emotional, language, social, spiritual, and moral values. By integrating the traditional Game of Patok Lele can also be measured the character of learners, in this study measured the character of hard work students with questionnaires where the results obtained in the good category of 36% 18 out of 50 students from Public Elementary School 45 / I Sridadi and Madrasah Ibtidaiyah 1 Batang Hari. Character hard work is a behavior that prioritizes togetherness in achieving goals, mutual respect, and empathy towards others who are worked together to obtain benefits that can also be felt together (Fadilah, 2016; Yuliani et al., 2012). Therefore, the character of hard work is essential for students in learning and daily activities.

**Tabel 9. The Results of The Character Questionnaire Love The Motherland Learners On The Integration of Traditional Game Patok Patok Lele**

Interval	Category	Gender		Total	Mean	Min	Max	median	Std.dev	%
		Female	Male							
67 – 70	Very Not Good	1	2	3						6
71 – 73	bad	2	2	4						8
74 – 77	enough	4	5	9	77,25	67	85	77,5	5,315	18
78 – 81	good	6	14	20						40
82 – 85	Excellent	9	5	14						28
Total				50						100

The table shows that on the integration of traditional games Patok Patok Lele on the character of the love of the motherland belongs to the category of good. The resulting data shows that the love of the homeland of learners has a good category on the integration of traditional Patok Lele games. The character of hard work, the character of the love of the motherland is also a need to be measured. It is known how much the character of the love of the motherland is ingrained in the student. The character of the love of the homeland is a sense of pride, a sense of belonging, a sense of respect, a sense of respect, loyalty possessed by each individual in the country in which he lives and puts the interests of the nation and the country above the interests of himself and his group (Ismawati 2015; Suffah and Setyowati 2015; Priyambodo 2017). This study shows that the students already have the character of the love of the homeland and want to preserve the culture, such as traditional games preserved by the ancestors' hereditary culture.

### Normality and Linearity Test

The data is analyzed by using SPSS 20. The result can be seen in the table below:

**Tabel 10. Test the Normality of Hard Work**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardize d Residual
N		50
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	2.03093970
Most Extreme Differences	Absolute	.116
	Positive	.116
	Negative	-.074
Kolmogorov-Smirnov Z		.821
Asymp. Sig. (2-tailed)		.510

a. Test distribution is Normal.

b. Calculated from data.

From the table above can be seen significant values resulting from the normality test. Based on Kolmogrof-Smirnof from two independent samples. From the table above, the sig value > 0.05. A



normality value of 0.510 at a sig normality value means that the existing data is standard, because of the  $\text{sig} > 0.05$  value. The following linearity tests are also conducted on the data as shown in the table below:

**Tabel 11. Character Linearity Test Hard Work with Response**

ANOVA Table			Sum of Squares	Df	Mean Square	F	Sig.
RESPONSE * HARD WORK	Between Groups	(Combined)	105.253	19	5.540	1.475	.166
		Linearity	14.945	1	14.945	3.979	.055
		Deviation from Linearity	90.309	18	5.017	1.336	.235
	Within Groups		112.667	30	3.756		
	Total		217.920	49			

From the table above can be seen the significant value resulting from the linearity test. From the data above, the sig value  $> 0.05$ , then the data is said to be linear. Linearity value of linearity sig value of 0.235 means that existing data is linear because the sig value  $> 0.05$ .

**Tabel 12. Character Linearity Test Love the Motherland with response**

ANOVA Table			Sum of Squares	Df	Mean Square	F	Sig.
RESPONSE * LOVE THE MOTHERLAND	Between Groups	(Combined)	58.420	18	3.246	.631	.847
		Linearity	2.484	1	2.484	.483	.492
		Deviation from Linearity	55.936	17	3.290	.640	.834
	Within Groups		159.500	31	5.145		
	Total		217.920	49			

From the table above can be seen the significant value resulting from the linearity test. From the data above, the sig value  $> 0.05$ , then the data is said to be linear. Linearity value of Linearity sig value of 0.834 means that existing data is linear because the sig value  $> 0.05$ .

The assumption test analysis data shows that the resulting data is normal and linear, judging by the significant value data. This study's normality and linearity tests used two independent samples (Sakti et al., 2012; Saregar, Latifah & Sari, 2016; Sukestiyarno & Agoestanto, 2017). With the following test criteria: If the value of  $\text{sig} > 0.05$ , then the variance is normal, whereas if the value of  $\text{sig} < 0.05$ , then the variance is not normal. From the table above, it can be known that the value of 0.235 so that the data obtained can be said to be normal, because the sig value  $> 0.05$ . While in the linearity test, the value of 0.834 so that the data obtained can be said linear because of the value of  $\text{sig} > 0.05$ . Normality test and linearity test become significant to be fulfilled because at the initial assumption of a linear regression equation, it is said to be good if the regression error is normal and linear (Haryono & Wardoyo, 2012; Sutopo & Slamet, 2017; Ningsih & Suniasih, 2020).

### T-Test

The t-test test is used to test how each free variable affects its free variables on its bound variables (Potale, 2016; Hutapea & Saerang, 2017; Prasetyo, Ratnasari & Hakim, 2020). This test can be done by comparing t-count with t-table or by looking at the significance column on each t-count. Independent t-test is said to be significant if  $p < 0.05$  if the value is sig. (2-tailed)  $< 0.05$ . There is a significant difference and comparison between the character of social care and the character of love of the homeland of students at Public Elementary School 45/ I Sridadi and Madrasah Ibtidaiyah Negeri 1 Batang Hari once the data turned around then the data is said to have no differences and comparisons. Here are the results of the t-test test on the data on the character of

hard work and the character of the love of the homeland on the response of the integration of traditional game Patok Lele.

**Tabel 13. The Integration of Traditional Game Patok Lele**

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Response	Equal variances assumed	34.104	.000	21.639	98	.000	17.500	.809	15.895	19.105
	Equal variances not assumed			21.639	64.053	.000	17.500	.809	15.884	19.116

The table above, seen after the t-test test, compares students' responses to the integration of traditional game Patok Lele in Public Elementary School 45/ I Sridadi and Madrasah Ibtidaiyah 1 Batang Hari. With a sig<0.05 value of 0.00<0.05 with a t value of 21,639. This means that there is a comparison of the response in the State Elementary School and Madrasah Ibtidaiyah on the integration of the traditional game Patok Lele. In addition to the character of hard work and the character of love of the homeland is also compared between the State Elementary School and Madrasah Ibtidaiyah. Here are the results of the t-test test on the data on the character of hard work and the character of the love of the homeland on the response of the integration of traditional game Patok Lele.

**Table 14. The character of Hard work**

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
strive	Equal variances assumed	.010	.921	3.820	98	.000	4.260	1.115	2.047	6.473
	Equal variances not assumed			3.820	97.193	.000	4.260	1.115	2.047	6.473

From the table above seen after the t-test, the test is seen with a comparison of students' responses to the integration of traditional game Patok Lele in Public Elementary School 45/ I Sridadi and Madrasah Ibtidaiyah 1 Batang Hari. With a sig<0.05 value of 0.00<0.05 with a t value of 3,820. This means that there is a comparison of the response in the State Elementary School and Madrasah Ibtidaiyah on the integration of the traditional game Patok Lele. In addition to the character of hard work and the character of love of the homeland is also compared between the State Elementary School and Madrasah Ibtidaiyah. Here are the results of the t-test test on the data on the character of hard work and the character of the love of the homeland in response to the integration of the traditional game Patok Lele

**Tabel 15. The character of the love of the motherland**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Love of the Motherland	Equal variances assumed	34.104	.000	21.639	98	.000	17.500	.809	15.895	19.105
	Equal variances not assumed			21.639	64.053	.000	17.500	.809	15.884	19.116

From the table above seen after the t-test, the test compares students' response on the integration of traditional game Patok Lele in Public Elementary School 45/ I Sridadi and Madrasah Ibtidaiyah 1 Batang Hari. With a sig value  $<0.05$  i.e.  $0.00 < 0.05$ . t-rated 21,639. It means that there is a comparison of the response in the State Elementary School and Madrasah Ibtidaiyah on the integration of the traditional game Patok Lele. The character of hard work and the character of love of the homeland is also compared between the State Elementary School and Madrasah Ibtidaiyah. Here are the results of the t-test test on the data on the character of hard work and the character of the love of the homeland on the response of the integration of traditional game Patok Lele.

While the hypothesis test is seen from the t-test table is done to see the proposed hypothesis is acceptable or not. The test was conducted on the response, the character of hard work, and the loving character of the student's homeland. The t-test conducted resulted from the questionnaire spread for 45/I Sridadi State Elementary School and Madrasah Ibtidaiyah 1 Batang Hari. In the analysis of t-tests that have been done, the proposed hypothesis is well accepted can be seen in the existing table that the sig value is less than 0.05. In the test results, students' response with a sig value of 0.00 is smaller than 0.05 with a t value of 21,639. In addition to the t-test on the response is also measured on the character of the hard work of learners with a value of sig  $<0.05$  that is in the table above can be seen by 0.00, which is smaller than 0.05 with a value of t of 3,802. While in the test, t was conducted on the character of the love of the motherland with a value of 0.00 which is smaller than 0.05 with a value of t of 21,639. In the analysis of t-tests that have been done, the proposed hypothesis is well accepted can be seen in the existing table that the sig value is less than 0.05.

The interview results were conducted to students to find out the response, the character of hard work, and the character of the love of the homeland when integrating the traditional Game of Patok Lele. Questions on interviews to measure qualitative data on research. When integrating the traditional Game of Patok Lele on learning, students feel happy and excited because of learning while playing. Students are more active not in the cognitive realm but their affective and psychomotor realms. The results of interviews with students can be known that teachers still rarely provide learning by integrating traditional games such as Patok Lele.

Furthermore, the interview results were conducted to teachers as educators to know the knowledge and ability of teachers in integrating traditional Patok Lele games. Teachers still do not integrate games into learning. The game is introduced to students only in sports learning. The rest is only theory learning. Teachers rarely introduce traditional games to students in the classroom. According to him, integrating traditional games can be a new alternative for an educator in

introducing hereditary culture, especially in traditional games integrated because many good values can be applied to students.

In accordance with previous research conducted by Andriani, 2012; Agustini, 2020; Praheto & Sayekti, 2021, which conducts research by integrating traditional games into learning. According to each researcher, traditional games have a huge influence on children's mental, physical, and mental development. Traditional games can also develop the value of a child's character. In each study integrated character values through traditional games in elementary school learning. While in this study was carried out the integration of traditional games on learning judging by the response, social care character, and the character of the love of the homeland of students in the State Elementary School and Madrasah Ibtidaiyah Negeri. In integrating traditional games, students' responses to the study in the category are good when viewed from the results of existing questionnaires.

The implications of the comparative response research, the character of hard work, and the character of the love of the students in two schools are different from integrating the traditional Game of Patok Lele in the learning of grade IV theme 1 "The Beauty of Togetherness" sub-theme 2 "Togetherness & Diversity" learning 1 in finding out the diversity of hereditary culture in the local province precisely Jambi Province. In addition, it becomes a tool and media that suits the needs of students and can be used as a source of self-learning. Recommendations for teachers as educators in the field of education and schools to be able to integrate traditional games in learning to measure and know the character of hard work and the character of the love of the homeland of learners, because the character of hard work owned by students can help students have a strong character to make learning outcomes and themselves and attitudes of students more maximal and meaningful. In contrast, the character of the love of the homeland can help learners to have a nationalistic spirit in their country, especially if traditional games can be integrated into learning. The limitation of this research is that the integration of traditional game Patok Lele is limited to the basic competencies of grade IV theme 1 "The Beauty of Togetherness" sub-theme 2 "Togetherness & Diversity" learning 1 integrated into public elementary schools and madrasah ibtidaiyah state. This study is limited to caring characters and love characters of the homeland.

## CONCLUSION

Based on the results described, it was found that from the integration of traditional game Patok Lele, there is a comparison between the response, the character of hard work, and the character of love of the homeland in elementary school Madrasah Ibtidaiyah. In the study, the dominant results in the good category, from the data obtained on the integration of traditional game Patok Lele on learning. It becomes a teaching material that suits the needs of students and can be used as a source of self-learning. The potential of this research for other research is to be a benchmark for integrating traditional games into learning and can be a reference for further research.

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