

TRADITIONAL GAMES FOR ESTABLISHING RESPECT ATTITUDE

**Dhani Agusni Zakaria¹, Silvy Juditya², Sumbara Hambali³,
Sutiswo⁴, Ruslan Rusmana⁵**

STKIP Pasundan^{1,2,3,4,5}

daniewoxxx82@gmail.com¹, sjuditya@gmail.com², sumbarahambali8@gmail.com³,
sutiswo2@gmail.com⁴, Ruslan.rusmana24@gmail.com⁵

Abstract

The purpose of this study was to determine the formation of student respect through traditional games. The research method used is an experimental research design using a one group pretest-posttest design. The instrument used to collect research data is to use a questionnaire. The population in the study were all students of class V-A SDN Cipagalo 01, with the sampling technique using total sampling, the sample in this study was the entire population with a total of 25 students. After doing the treatment and collecting data, the results of the study showed that the average value of students' respect attitude between the initial test and the final test there was a significant difference after learning through traditional games. From the results of the t-test analysis, it was also found that the t-count significance value of 12.53 was greater than the t-table 1.71 ($12.53 > 1.71$), which means that it can be said that through traditional games the attitude of respect for students can be more formed. The conclusion is that traditional games have a significant influence on the formation of respect for students in grades V-A at SDN Cipagalo 01. Now is the time when we must be able to preserve traditional games, it is appropriate as educators to introduce children to traditional games even though in the current age of globalization, especially from an early age, child development is very much needed for the sake of children's physical and mental development. the role of parents to accompany their children is very important for the future of a child.

Keywords: *Respect Attitude; Traditional Games; Students*

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Correspondence Author: Sumbara Hambali, STKIP Pasundan, Indonesia. E-Mail: sumbarahambali8@gmail.com

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INTRODUCTION

The educational process in schools which have been more dominant in intellectuality has only produced output, education that is intellectually intelligent, but weak emotionally and even spiritually, so that the development of affective aspects such as morals, morals, ethics, and character is marginalized. Whereas what is expected from the educational process is to produce human learners who

are graceful from a moral point of view and superior from an intellectual side. Education must try to help students to develop into human beings who have intellectual potential through the transfer of knowledge and emotionally through the transfer of values (H. Widodo, 2018). The results of the educational process are not only rationally intelligent, but also emotionally, socially, and spiritually intelligent. Therefore, one of the important agendas in the education process in schools is the development of an attitude of respect through the cultivation of values and mutual respect, care for others, and respect for differences (Eliasa, 2011).

Respect is also said to be respect or respect, which means showing the value of someone or something to respect yourself, others and also the environment (Lickona, 2016). This attitude of respect is also one of the fifty aspects that can shape a person's character/personality (Nancy, 2016). Respect means acknowledging, appreciating, and accepting what is, being open in accepting opinions, communicating and providing psychological security to others (Patterson, 2015). All students must have this respectful attitude in order for the growth of all areas to be balanced in accordance with the law's requirements.

However, several cases in the field showed a lack of respect and respect among students, such as looking away, not greeting the teacher, often throwing trash under the table, ostracizing friends of different races and religions, so that many students mocked each other. This can indicate the low attitude of respect for students shown at school. Therefore, it is necessary to develop humanistic learning, namely learning that realizes that learning is not an automatic consequence but requires mental involvement and tries to change the learning atmosphere to be more fun and meaningful by combining the physical and psychological potential of students.

One way to develop an attitude of respect at school can be through the application of traditional games in the learning process. Traditional games contain positive values for the formation of children's attitudes, such as: the value of sportsmanship, respect, tolerance, tenacity, patience, motor skills, creativity, and

the ability to cooperate with others and socialize. Traditional games are a symbol of knowledge that has been passed down from generation to generation and have many kinds of functions and messages, because they are cultural products that can form fantasy, be creative, have recreation, exercise, which at the same time become a means of practicing social life, skills, decency and dexterity (Andriani, 2012). This traditional game has great cultural value and can develop children's character (Yudiwinata & Handoyo, 2014). In traditional games, children are directly or indirectly facilitated in managing aspects of taste, intention, and work and not only that, this traditional game is suitable for elementary school-aged children because the stimulation given to children must of course be in accordance with their development.

Based on the explanation of these various problems, here the author is interested in researching further about the effect of traditional games on students' respect attitudes at school, so that later the purpose of this research is to be able to provide an overview of the formation of students' respect attitudes through traditional games.

METHOD

In this study, the authors used an experimental research method using a one group pretest-posttest design. This design has a procedure where before being given treatment, the subject is given an initial test to find out the initial state before being given treatment, then the subject is given treatment, after that is given a final assessment or final test to find out the results of giving treatment using traditional games. For more details, the following research design can be described in Figure 1 below:

$$T_1 \longrightarrow X \longrightarrow T_2$$

Figure 1. One Group Pretest-Posttest Design

Information:

- T1 : Initial Test of Students' Respect Attitude
- X : Treatment with Traditional Games
- T2 : Final Test of Students' Respect Attitude

The population in the study were all 5th grade students of SDN Cipagalo 01, totaling 50 people consisting of classes 5-A and 5-B, while the sampling technique used cluster sampling, because here the author only wanted to examine one class. Based on this, the sample in this study was grade 5-A students, totaling 25 people. The instrument in this study the author uses a questionnaire about the attitude of respect, where this questionnaire consists of several statement items that describe the attitude of respect for students and are given several alternative answers according to the Likert scale, namely strongly agree (SS), agree (S), disagree (TS).) and strongly disagree (STS).

Data analysis used a statistical test approach using a t-test, which first looked for the average value and standard deviation, then tested for normality and homogeneity, and tested significance or hypothesis testing.

RESULT AND DISCUSSION

The results of the research that can be reported in this study are, first, that the types of traditional games provided are 4 kinds, which consist of the game Tokecang, Paciwit-ciwit Lutung, Dragon Form, and Cing go (Ucing Cingogo), where each type of game consists of several variations. Furthermore, each type of game is given to experts in the field of traditional gaming to ask for their suggestions and input, and the following are the results of the input: “The game variations that have been arranged are good and safe for children to play, especially in terms of instilling a respect for students, but in order to achieve more optimal goals, the level of difficulty in playing must be increased, for example, in terms of the number of players, the complexity of the game, the media used to play, and the number of repetitions when playing is increased“. After that, the author will describe the results of each achievement regarding the attitude of respect for students in each test period and the results of data analysis as follows:

Table 1. Calculation Results of Mean and Standard Deviation

Test Period	Average	Standard Deviation
Pretets	221.30	5.43
Posttest	310.20	6.66

Based on the table above, it can be stated that the average pretest result is 221.30 and the posttest average is 310.20. While the standard deviation of the pretest results is 5.43 and the standard deviation of the posttest is 6.66. From the calculation results, it can be seen that the average difference between the initial test and the final test from the results of using traditional games occurs significantly in the formation of respect for students at SDN Cipagalo 01.

Normality Test

After knowing the results of calculating the average value and standard deviation of each variable, the next step is to carry out normality testing using the Liliefors normality test approach, namely the non-parametric test. To accept or reject the null hypothesis, the method is to compare the calculated L value (L_o) with the critical L value taken from the Liliefors test table.

Table 2. The Calculataion of Normality Test

Test Period	Lo Count	L Table 0.05: 25	Result
Pretest	0.095	0.173	Normal
Posttest	0.088	0.173	Normal

Based on table 2 above, it can be stated that in the calculation process, the L_o count for the pretest is 0.095 and the L_o count for the posttest is 0.088. From the calculation, it is known that the L_o count for the pretest and the posttest is smaller than L table 0.173. So it can be concluded that the data of the initial test and the final test are normally distributed.

Homogeneity Test

After testing for normality, homogeneity testing is carried out using the F-test approach, where this test involves two scores or the value of the variance in each test period, namely the largest variance divided by the smallest variance.

Table 3. The Calculation of Homogeneity Test

F Count	F Table	Result
1.17	2.66	Homogen

The test criteria are: Accept H_o if $F(1-1/2) (n_1 - 1) < F < F) (n_1-1) : (n_2-1)$ for significance level 0.05 and dk numerator = $n_1 - 1$ and dk the denominator is

n2-1. The F table value of 0.05 (25:25) does not exist, so the author uses the F table value (24:24) which is 2.41 From the results of the calculated F calculation, it is stated that the calculated F value = 1.17 is smaller than the F table 0.05 (24:24) ($1.17 < 2.66$), then the hypothesis can be accepted, in other words, the writer can conclude that the distribution of the initial and final test data has a homogeneous variance.

Hypothesis Test

In calculating the hypothesis test, the two-average difference test approach is used to find out how much influence traditional games have on the formation of respect for students at SDN Cipagalo 01. The results of the calculation can be seen in the table below:

Table 4. The Calculation of Hypothesis Test

Tes Period	t	t Table	Result
	Count (B)	0.95 (24)	
Pretest	12.53	1.71	Significant
Posttest			

From the calculation results, it can be seen that the average difference between the initial test and the final test of the results of traditional games occurs significantly towards the formation of respect for students at SDN Cipagalo 01. The results of the t-counting comparison of the differences between the two test results 12.53 is greater than t table 1.71. Thus, we can reject the hypothesis which states that there is no difference in learning outcomes between the initial test and the final test for the formation of respect after being treated with traditional games for students at SDN Cipagalo 01. And accept the alternative hypothesis that there is a significant difference in results between the initial test. with the final test of forming an attitude of respect after being treated with traditional games on the formation of an attitude of respect for students at SDN Cipagalo 01.

Respect is really needed for everyone, this is what makes the basis for everyone to respect and appreciate each other, especially in this day and age where there are a lot of discussions about issues of tolerance. Character values such as tolerance are important for every child of the nation, because it becomes

the capital to be able to appreciate and respect the differences that exist in the midst of ethnic, cultural and religious diversity (B. Widodo, 2017). Therefore, presumably, in instilling social attitudes in students such as respect, it is necessary to develop starting from the basic level through a learning process that contains the values of the nation's cultural character, one of which is traditional games.

In traditional games there is an element of play, this would be in accordance with the character of elementary school age children who have the characteristics of enjoying playing. In playing there are several values that students can get when playing, such as responsibility, self-confidence, sportsmanship and mutual respect for each other (Hambali, 2018). So it is clear, if it is packaged optimally, the learning process through traditional games will foster an attitude of respect for students. In traditional games, children achieve faster physical, intellectual, emotional and social development (Ahadi et al., 2021).

Traditional games are special games, because if examined more deeply there are values that are very interesting and good for the development of children's character. So a good game is not only able to develop physically, but psychological factors must also be developed (Yudiwinata & Handoyo, 2014). It was also explained that games are very supportive of children's growth and development in cognitive aspects, social and emotional development, language development, physical development and letter recognition development (Hartati, 2005), With traditional games, children will learn about togetherness, tolerance, honesty, creativity and sportsmanship, which are part of general educational values (Latifah & Sagala, 2015). Several studies also state that this traditional game can develop children's character values, can stimulate children to develop cooperation, help adapt, interact positively, control themselves, develop empathy, obey the rules, and respect others (Agustini, 2020; Nur, 2013), and this can reflect of respect attitude.

Based on this explanation, it is clear that there are many benefits that can be taken from traditional games, therefore this game must of course be preserved and its good name is maintained, because one of the reasons is that this traditional

game is one of the characteristics of the nation's culture (Bustomi et al., 2021). Don't let this traditional game be displaced by today's developments, it seems that children have forgotten this traditional game. We as educators must continue to strive to provide learning that is able to develop all aspects of life that exist in students, namely cognitive, affective and psychomotor aspects, so that the goals of education as a whole can be achieved optimally.

CONCLUSION

Based on the findings of the previously mentioned research, it can be inferred that traditional games would foster an attitude of respect for students, which, according to data analysis, will increase. Traditional games, it can be deduced, have a considerable impact on the establishment of students' respect attitudes. Now is the moment for us to be able to preserve traditional games; it is appropriate for educators to introduce children to traditional games, even though we live in a globalized world, especially since children's physical and cerebral growth begins at a young age. Traditional games are also seen to be more profitable than modern games like online games. The majority of parents are concerned about the impact of online games on their children's character development. As a result, the role of parents in accompanying their children is critical for a child's future.

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