Teaching Primary School Students through Local Cultural Games for Improving Positive Characters

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Indonesia is a rich country. One of its wealth includes local wisdoms, spread out in the region. Traditional games are parts of local wisdoms in Indonesia. The purpose of this study was to see the relationship and comparison of responses and students' characters with the implementation of the traditional game callsed "Congklak" in classroom teaching. The research used the mix-method, which aimed to corelate and compare research variables. This study used a sample of 50 students with the total sampling technique. The data collection instruments used were questionnaires and interviews. Data analysis used descriptive statistics and inferential statistics. The result of the research is that there is a positive significant correlation between research variables, and there is different students' responses and students' characters, with a value of sig <0.05 and in each dominant variable in the good category.

INTRODUCTION

Indonesia is a country which is rich in cultural values of local wisdoms. A local wisdom is the hallmark of an area that is rich with cultures and characteristics of everyday people's lives that have potentials to be developed for primary academic learning and teaching (Hemafitria, 2019; Rosala & Budiman, 2020; Toharudin et al., 2020). Among of the local wisdoms are traditional games. The traditional games can promote good learning in primary schools, because they inspire a powerful joy and may contribute to children's cognitive and physical development as learning media (Gee, 2013; Grey,

2016; Wakefield & Lin, 2014). These traditional games are also recommended to put into learning as they can provoke students' interests in learning (Arga et al., 2020; Nabie, 2015; Rohayati et al., 2018). In Indonesia, traditional games are characterized by the environment as a source of play that have important benefits for students. When playing games because students learn about themselves, others, and the environment and become more sensitive (Perdani, 2013; Lloyd & Gray, 2014; Junaedah & Ahmad, 2003). 2020). In short, the traditional games can provide meaningful learning for primary school students.

Meaningful learning will result in a good response from students as it includes cultural arts that should be preserved (Lestariningrum, 2018; Rahim et al., 2018; Susila, 2018 ; Reeve, 2019). The social reactions that are generated are in the form of cognitive, affective and conative that are carried out by students in responding to the learning provided by the teacher (Amir, 2015; Maharani & Widhiasih, 2016; Aisyah, et al, 2016). In learning what is needed is input in the form of a stimulus and output in the form of a response, and stimuli from the environment (Khairani, 2013; Arini & Lovisia, 2019). Traditional games can generate and enhance students' adaptive responses to learning (Schell, 2008; Aljaloud, et al, 2015; Emblen-Perry, 2018). Adaptive responses to students can help them solve problems in learning. One of them is eliminating the tendency to learn monotonously (Sukintaka, 2001; Burke & Wild, 2014; Westera, 2015). Traditional games can be an alternative for teachers in training and improving students' working memory capacity and skills (Parji & Andriani, 2016; Iswinarti & Suminar, 2019 ; Iasha & Auliaty, 2021) . One of the Indonesian traditional games is Congklak. The game is recommended to be used as a learning media to preserve Indonesian culture. Congklak is played in every province in Indonesia with fixed procedure. It has fixed rules which is played by two children. The rule cannot be changed as it is played in the same way in every corner of Indonesia. Congklak game consists of everyday basic mathematical practice (division, addition and substraction) related to primary school curriculum. The teacher must guide and observe students while playing so that they in accordance with the rule and the game will be more actrative if the winner (who score higher) is rewarded (Lestari & Prima, 2018; Nurdiana & Widodo, 2019; Handayani & Iswantiningtyas, 2020).

Learning activities will run smoothly when students listen to the directions/instructions given by the teacher in learning activities. Educational instruction is a method used to improve teaching and learning activities (Reichenberg, 2016; Davie, et al, 2017; Burušić et al, 2019). Teaching materials are a form of simple instruction in learning activities (Knight, Wise & Sieke, 2016; Sotáková, 2020; Jing, Chen & Wu, 2021). Teacher instruction in learning activities will improve students' conceptual understanding (Vicrey, et.al, 2015; McDonnell & Mullally, 2016; Knight & Brame, 2018). Instructions given to students can have a positive impact on students' thinking, or improve students' reasoning abilities and focus (Roshandel, et.al, 2017; Krajenbrink, 2018; Kok, et, al., 2021). Learning and instruction consider students' needs and goals (Papamitsiou & Economides, 2014; Spector, 2015; Shemshack, Spector, 2020). Traditional game-based learning (Congklak) helps students fulfil their needs and achieve their goals.

The values that need to be instilled into students' characters can be learned from the implementation of traditional games in classroom teaching. Character education for students involves aspects of knowledge, feelings and actions with the teacher as a role model (Kamaruddin, 2012; Sanderse, 2013; Zulaihah & Fitriani, 2017) . A good teacher can be a good role model for students, because the teacher's personality has a significant role in the formation of student character (Mas, 2012; Makewa et al., 2013; Muhammad & Jaafar, 2015) . The better the teacher figure, the easier it is to form students' character during traditional game-based learning (Aprilianto & Mariana, 2018; Muzdalipah & Yulianto, 2015; Pérez et al., 2018). Traditional games such as Congklak includes in local wisdom that needs to be preserved. Local wisdom functions as an adhesive for the identity of Indonesia as the nation's character has begun to fade (Brata, 2016; Wanabuliandari et al, 2018; Ardianti, et al, 2019). The characters that can be formed through playing Conglak include the characters of love for the homeland, caring for the environment and tolerance.

Traditional games like Congklak can improve the students' characters, and among the existing characters, the character of love for the homeland is one of the very important character to be improved; where the character of students' love for the homeland has previously been measured using the traditional Engklek game implemented by Febriyanti, Prasetya & Irawan (2018). The study showed that there was an improvement on the character of students' love for the homeland after Engklek research. A similar study has also been done by Pratiwi, Kaltsum & SS (2018) where they conducted a demonstration on learning activities using the traditional game Gobak Sorong to measure the character of students' love for the homeland. The current study implemented the traditional game of Congklak in learning activities to measure the value of students' love for the homeland character. In instilling the spirit of nationalism, love for homeland character, tolerance, and awareness can be done also by studying the history on culture (Abdi, 2018; Atika, Wakhuyudin, & Fajriyah, 2019; Sopacua, Fadli, & Rochmat, 2020). Values that can be integrated into learning materials in Indonesia include homeland, curiosity, religion, and tolerance (Pamuk, I., ztürk, C., & Akengin, 2019; Sukmayadi, 2016; Suryanto, et al, 2021). Love for the homeland character education will be effective in increasing students' academic success (Kim, Harris, & Pham, 2018; Zidniyati, 2019). The implementation of traditional games like Congklak beside entertaining students, can help teachers in improving the students' characters such as love for homeland.

Characters that greatly influence students on the environment can be built both at school and outside school. A student is said to have the character of caring for the environment when he has enough understanding, knowledge, values, ethics, and skills in protecting and improving the quality of the environment for now and the future (Alkaher, & Goldman, 2018; Djuwita, & Ben Yamin, 2019; Shamuganathan , & Karpudewan, 2015); and the education for environmental care character is an effective way to change one's behavior (Deswari, & Supardan, 2016; Sawitri, 2016; Yu, & Yu, 2017). Every student is expected to develop understanding, skills, and awareness of the environment (McBeth, & Volk, 2009; Pradini, Sudjanto, & Nurjannah, 2019; Saribas, 2015). The education for environmental care character is important for every individual

student because it does not only affect these individuals but also many people for its benefits. The environmental care character of students has previously been measured by the implementation of traditional games conducted by Asmawati 2015; Sadiah, 2020. In addition, the research conducted by Dewi & Yaniasti, 2016 implemented traditional games in learning activities to measure the character of caring for the environment. The current research used the traditional game of Congklak to see the improvement of the environmental care character possessed by students.

The character of tolerance also must be developed by every student because it is a civilized attitude that must be possessed by the people of Indonesia in life. In fact, the character of tolerance is the character which is prioritized among other characters (Firdaus, Yasin, & Anggreta, 2018; Sahin , 2011; Sandoval, Isac & Miranda, 2018). The character of tolerance is an attitude that shows respect for others (Alzyoud, Khaddam, & Al, 2016; Ju et al., 2020; Suciartini, 2017) . The character of tolerance is one of the efforts to prevent worrying social problems (Rahman, Maaruf, & Abdul Rahman, 2018; Aslan & Aybek, 2020; Firdaus, Yasin, & Anggreta, 2018). To develop the character of tolerance in students is the responsibility of families and schools. The character of student tolerance has previously been measured using traditional games where this can be seen from research conducted by Afrianur, 2015; Ardiyanto, 201. Furthermore, there have been several efforts in previous research that aimded to measure the increase of character of tolerance as conducted by A'la, 2019; Karsana & Lagatama, 2020. Based on what they discussed, how they already managed to increase the character of tolerance through their studies, in this study the researcher also aimed to implement the traditional game Congaklak to increase the character of tolerance.

Traditional games like Congklak can be implemented in learning activities that can help teachers improve the positive character of students. The implementation of this traditional game (Congklak) gave a good influence for students. Researchers wanted to know the level of success of implementing Congklak games on the character of love for the homeland, care for the environment and tolerance and how the form of implementing the traditional game of congklak in learning in state elementary schools is.

Theoritical Review

Student Responses to Traditional Game-Based Learning

Learning can be done by anyone and applies in formal or informal forms. The development of the times from time to time gives a different impression, especially in learning activities. With the development of technology makes it easier in the process of teaching and learning activities. Learning activities can be carried out individually or in groups to achieve certain goals (Popova-Nowak & Cseh, 2015; Costello and McNaughton 2018; Alharthi, Spichkova & Hamilton, 2019). The implementation of learning is adjusted to the abilities of students (Reisman, 2014; Garcia, De-Marcos & Lopez, 2015; Liu, et.al, 2017). Student responses in the application of learning delivered by teachers provide learning motivation for students (Mikalef, 2018; Garavan, et al. 2019; Zhang, et. al, 2019; Dignen & Burmeister, 2020; Menolli, et al, 2020, Giannokos, Mikalef & Pappas, 2021). Student responses in learning activities greatly influence

student learning outcomes and the process of learning activities. Traditional game-based learning can provide learning motivation for students.

Traditional games are one of the cultural elements that can be used as a way to recognize, maintain, increase love for the nation's cultural heritage and the noble values contains therein (Hasibuan & Jannah, 2017; Syahrial, et. al, 2019; Arga, Nurfurqon & conscience, 2020). Traditional games are local wisdoms of an area that aim to entertain the local community. Traditional games are one of the mainstays of local wisdom in each region that can be used to build human civilization (Prahmana, et al, 2012; Tatli, 2018; Suherman, et al, 2019). Traditional games are folk games handed down by ancestors as entertainment, which need preservation so that they are not lost (Sofyan, Anggereini & Saadiah, 2019; Toharudin, Kurniawan & Fisher, 2020). In education, traditional games have been used to foster students' communication skills, mutual aspect, and cure emotional students in applying the rules in the game (Lavega, et.al, 2017; Tatli, 2018; Suherman, et. al, 2019). In addition, traditional games foster students to be be as creative as possible in solving problems and increasing imaginative power (Huang, et.al, 2017; Trajkovik, 2018; Aribowo & Hodayah, 2019). Traditional games contain elements of pleasure in their implementation and have national cultural values that can shape one's character (Mardayani, et al., 2016; Huang, et al, 2017; Noviza & Kassim, 2018). Student character can be measured by implementing traditional games used as a way to create fun learning activities (Kettler, 2014; Rahmat, et.al, 2018; Suherman, et.al., 2019).

Character building

Education is a systematic training program in which individual behavior, including knowledge, attitudes and skills can be improved. The purpose of education is to be able to realize that every individual has broad insight, cares, by doing something seriously and giving the best results (Turan & Ulutas, 2016; Daryanto & Karim, 2017; Kim, Harris & Pham, 2018). Character is the moral values that each individual has towards himself and others. Character education really needs to be introduced to primary school students.

Character education is one of the determining factors in primary school learning activities (Johanson, et al. 2011; Wuryandani, 2014; Murdiono, Miftahuddin, & Kuncorowati, 2017). Character education is an approach that is carried out in a systematic, comprehensive and well-planned manner (Amollo & Lilian, 2017; Peterson, 2019; Birhan, et. al, 2021). Education can change a person's behavior for the better (Asrial, 2019; Nafisah & Zafi, 2020; Astamal, Firman, 2021). With character education, students can develop cognitive, affective and psychomotor attitudes (Munawaroh, Alhadi & Saputra, 2017; Karneli, 2019 ; Absor, 2020).

Character education can be carried out in the home or school environment. Character education implemented in schools becomes the focus of learning activities in schools. In the school environment, teachers have a big role in building student character (Sukirman, 2016; Jack, 2018; Jonsson, et. al, 2021). Character education takes in proceeds as besides students are required to learn academic subjects, but also to

acquire positive characters, which in turn have their own accord to behave positively as good citizens (Sukirman, 2016; Badeni & Saparahayuningsih, 2019; Dewia & Nature, 2020). If the nation's successors can grow cognitively and morally well, then this nation will move forward. Where in this character education, those who have responsibilities are parents, schools and the surrounding community.

Characters Developed through Traditional Games

The development of science is very influential on the character of the nation, one of which erodes the sense of love for the homeland. Character education must be implemented from an early age, one of which is through educational institutions (Atika et al., 2019; Burhanuddin et al., 2019; Talapessy, 2020). The character of love for the homeland is an attitude and behavior that reflects a sense of pride, loyalty, care and high respect for language, culture, economy, politics and so on, so as not to be tempted by offers from other nations that can harm the nation itself (Widayani, 2015; Priyambodo, 2011). 2017; Amran et al., 2019). The character of love for the homeland is not only marked by a sense of pride but is also reflected in the behavior of being willing to sacrifice for the interests of the nation and state in order to protect the country (Rusyan, 2013; Erni, 2016; Fatmawati, Pratiwi, & Erviana, 2018). The character of love for the homeland needs to be given especially to the younger generation because it is the younger generation who will later lead the Indonesian nation in the desired direction (Budimansyah, 2010; Atika, 2014; Suffah & Setyowati, 2015). Through traditional game-based learning, children can simultaneously learn about love for the homeland in order to protect the country (Wardan & Widyastuti, 2015; Mishra, 2015; Saidek & Islami, 2016). The implementation of patriotism character education can be done before entering class, the learning process, after school, and extracurricular activities held at school (Atika, 2014; Sutarman, Hermawan, & Ahmad, 2017). With the character of love for the homeland, the younger generation can protect their country, one of which is by caring for the environment so it is not damaged.

Environmental damage is one of the causes of environmental quality decline (Zulfa et al. 2015; La Fua, Nurlila, & Wekke, 2018; Arent et al., 2020). The character of caring for the environment must be formed from an early age because it is one of the pillars recommended by UNESCO in sustainable learning (Pramana & Lasmawan, 2014; Lelatobur et al. 2018; Sumarmi et al. 2020). Education can prevent moral decline that results in environmental damage. Education is a process of empowering people who have the potential to contribute to the environment (Sagala, 2013; Tanyid, 2014; Prihartono et al., 2019). The character of caring for the environment must become a daily habit for students. The habituation is in the form of developing student character, coaching, learning, and extracurricular (Sutiyono, 2013; Ministry of Education and Culture, 2015; Komalasari & Saripudin, 2018; Sari, 2019). Habits can be seen from the behavior of students obtained through formal and non-formal learning

The character of caring for the environment is a character that must be owned by someone. Environmental character education is one of the eighteen character values (Desfandi, Maryani, & Disman, 2017; Pradini, Sudjanto, & Nurjannah, 2019). Where the character of environmental care can be implemented in learning activities in schools

(Erdoğan, Kostova, & Marcinkowski, 2009; Gultepe, 2016; Ozsoy, Ertepinar, & Saglam, 2012). Environmental care character in education can be implemented in learning programs in schools (Karatekin, 2012; Rose, 2013; Martin et al., 2016). In learning activities to improve the character of caring for the environment, teachers can vary learning activities, one of which is the implementation of national traditional game "Congklak" in the classroom learning. The strategy of building student character through learning can be by implementing the traditional game of Congklak (Faiziyah & Fachrurrazy, 2012; Marini, 2017; Fua et al, 2018). With a variety of learning activities students can form a sense of tolerance for students as they will find various kinds of ethnic cultural and religious differences among themselves.

Tolerance between students also includes attitude of mutual respect and respect for each other's differences (Suharyanto, 2013; Amin, 2018; Maarif, 2019). In this view, the purpose of tolerance is expressed, namely to build peace in social life despite differences, so it can be concluded that tolerance is an important factor in life. Someone who has a tolerance character in him will be easier to accept differences. The character of tolerance is important because when it is embedded in a person, it makes him more appreciative (Muhsinin, 2013; Anderson, 2017; Cahyono, Pribadi, & Suriata, 2018). Examples of integrating students' tolerance character are mutual respect both between friends and with teachers, students do not mock each other and so on (Dewi, 2018; Apriliani & Yudiana, 2020).

METHOD

The research method in this study uses a mix method research method. Mixed method is a research method that is applied when researchers have questions of a combination of quantitative and qualitative methods in one study (Caruth, 2013; Halcomb & Hickman, 2015 ; Baran & Jones, 2016) . The research design used is *the embedded design,* which combines a mix of different data sets in one design level, where one type of data is attached to another type of data in a methodological framework where minor data is used for supporting data for the major (Terrell, 2012 ; Harrison , 2012) . & Reilly, 2015; Hollstein, 2018) . In this study quantitative data as major data and qualitative data as minor data. Quantitative data is a type of data in research that can be measured, calculated, and can be described using numbers to build hypotheses that have a connection with the natural phenomena to be studied (Driscoll, 2011; Kasim & Antwi, 2015; Bryman & Cramer, 2016). Qualitative data is information data in the form of verbal sentences, not symbols of numbers or numbers (Upadhyay, 2012 ; Rahmawati et al., 2017; Maulyda et al., 2020)

This research was conducted in grade V theme 8, sub theme 1, learning 1. In the field, traditional games have not been found that are integrated into learning. In this study, the population used were all grade V students (10-11 years old) at SDN 112 /I Perumnas, and all population were taken as samples or total sampling technique (Chao & Jost, 2012; Etikan et al., 2015; Hardjo & Novita) with 50 students and 10 students for interview. Sampling technique is a sampling technique used to determine the sample to be used in research (Fuller, 2009; Hammarberg et al., 2016; Taherdoost, 2020).

The research was conducted using quantitative and qualitative data obtained through interviews and questionnaires. With the number of valid questions, each questionnaire is 20 items. As for the reliability is calculated using the formula *Cronbach alpha* . After the instrument was tested and analyzed for reliability, the reliability coefficient of the environmental care character questionnaire was 0.630 by asrial et al, (2021), for the character of love for the homeland 0.670 by syahrial et al (2021) and for the tolerance character 0.650 by asrial et al (2021) and the response questionnaire was 0.710 syahrial et al (2021) so it can be concluded that the instrument used is reliable. The questionnaire in this study used a Likert 4 scale. The following is a questionnaire grid of each variable measured in this study.

Table 1
Questionnaire for response variables, love for the homeland, care for the environment and tolerance

Questionnaire	Assessment Aspect	Number of Questions
Response	1. Fun congklak game 2. Make an impression 3. Add friend 4. Game difficulty	20
Love for the Homeland	1. Loyalty to the country 2. Deep feelings towards the homeland 3. Awareness of a call to the country 4. Feeling as one nation 5. Loyalty to the country 6. Recognizing diversity 7. Agreement to live together 8. The same hope in the future 9. Feeling in the same boat	20
Environmental care	1. Work hard to protect nature 2. Appreciate health and hygiene 3. Wise in using natural resources 4. Environmental responsibility	20
Tolerance	1. Be open to learning other people's beliefs and views 2. Can accept something new. 3. Say politely. 4. Mutual respect and appreciation.	20

Table 2
Category for response variables, love for the homeland, care for the environment and tolerance

Interval	Category
	Response Variables, Love for the Homeland, Care for the Environment and Tolerance
20.0 – 32.0	Very Not Good
32.1 – 44.0	Not Good
44.1 – 56.0	Enough
56.1 – 68.0	Good
68.1 – 80.0	Very Good

Interview is a question and answer activity orally to obtain information (Goettems et al., 2013; Gubrium & Holstein, 2012 ; Eko et al., 2020). The following is a structured interview to see student and teacher responses.

Table 3
Teacher and student interview grid

Interview	Assessment Aspect		Number of Items
Student	1.	Congklak traditional game	4
	2.	Learn while playing	
	3.	Environmental care character	
	4.	Tolerance character	
Teacher	1.	Congklak traditional game	4
	2.	Student character	
	3.	Learn while playing	

The data collection procedure used in this study is to use a flowchart diagram, which is a type of diagram that represents a workflow or process (Johansson et al., 2012; Toffaha & Dongyan, 2018 ; Tiwari, 2020) . The following is the procedure for collecting data in the form of a flow chart diagram:
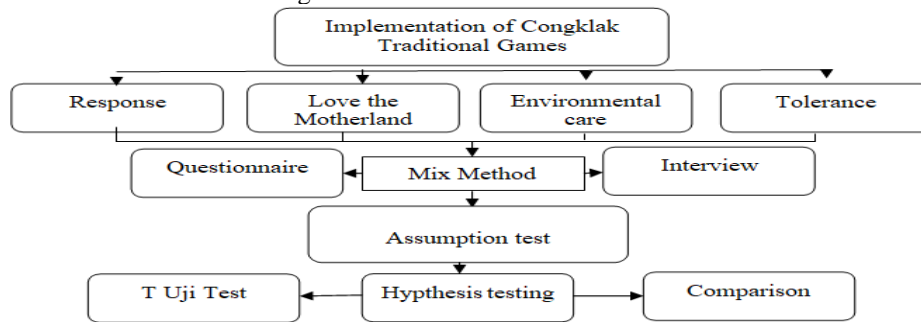

Figure 1
Flowchart chart

Data analysis in this study used descriptive and inferential statistics. Descriptive statistics is a statistical method organizes and analyzes data that have been collected regularly and concisely so that certain meanings or understandings can be found (Rosana & Setyawarno, 2016; Gunawan et al., 2018; Kaur et al., 2019); while inferential statistics is a tool used to draw conclusions that have general characteristics from a set of data that has been compiled and processed) . By using the assumption test, namely normality and linear tests by taking the results of the sig value decisions on the processed data. And using the hypothesis test, namely the T test and the correlation test with the conditions accepted if the value of sig <0.05. And for qualitative data using miles & huberman (1994) in reduction data, display data and conclusion.

FINDINGS AND DISCUSSION

The results of the research on the implementation of the traditional game Congklak in learning activities in elementary schools. Where the results of the research can be seen the relationship and comparison of the research variables carried out in two classes by connecting the research variables. Where in this study using the independent variable (X) and also the dependent variable (Y). Where the independent variables consist of the

character of love for homeland (X_1), the character of caring for the environment (X_2), and also the character of tolerance (X_3). The following are the results of descriptive statistical analysis on variables from questionnaire data using the SPSS 20 system.

Student Response Results

The following is a table of the results of the student responses of SD N 112 /I Perumnas from a questionnaire on the implementation of the traditional game of Congklak for the following:

Table 4
Student responses to the gasing traditional game at state elementary school 112 /i perumnas

Category Interval	Category	Gender		Total	mean	Min	Max	Std.dev	%
		F	m						
20.0 – 32.0	Very Not Good	0	1	1					2
32.1 – 44.0	Not good	2	2	4					8
44.1 – 56.0	Enough	8	3	11	76.75	59	84	6,633	22
56.1 – 68.0	Good	10	2	12					24
68.1 – 80.0	Very good	15	7	22					44
TOTAL		35	15	50	100				

Based the description the table above, student responses toward the use of Congklak, a traditional game. result of student numbers wherewith complete a questionnaire has been designed by the researchers , which contained 2% (1of 50 students) were included into the category is not very good, 8% (4 out of 50 students) are included in the bad category, 22% (11 out of 50 students) are included in the sufficient category, and in the good category 24% (12 out of 50 students), and 44% (22 out of 50 students) who included in the very good category. Where based on the description it can be seen that the responses from the students of SD N 112 / I Perumnas are included in the very good category in implementing traditional games.

Results of Questionnaire Characters Love for the Homeland, Care for the Environment and Tolerance

The following is a table of questionnaire results from students of SD N 112/I Perumnas to find out the descriptive results of the Congklak traditional game on the character of love for the homeland, the character of caring for the environment, and the character of tolerance in learning activities. The following table shows the results of the questionnaire for the love of the homeland character in the implementation of the traditional game of Congklak:

Table 5
Results of students' love for the homeland character questionnaire on the implementation of the congklak traditional game

| Category Interval | Category | Gender | | Total | mean | Min | Max | Std.dev | % |
		F	M						
20.0 – 32.0	Not Very Good	2	0	2					4
32.1 – 44.0	Not good	4	3	7					14
44.1 – 56.0	Enough	7	3	10	86.0 0	59	84	6.78	20
56.1 – 68.0	Good	10	4	14					28
68.1 – 80.0	Very good	13	4	27					54
TOTAL		36	14	50					100

From the table above, the results of the traditional game questionnaire instrument on the character of students' love for the homeland of students can be described, namely where in the table at SD N 112 /I Perumnas there are 4% (2 out of 50 students) which are included in the very bad category, 14% (7 out of 50 students) are in the bad category, 20 % (12 out of 50 students) are in the sufficient category, 28% (14 out of 50 students) are in the good category and 54% (54 out of 50 students) which is included in the very good category. Based on the description, it can be seen that the response from the students of SD N 112 / I Perumnas is included in the very good category in implementing traditional games for students towards the character of love for the homeland.

The following is a table of results from student questionnaires of SD N 112 /I Perumnas to find out the descriptive results of the Congklak traditional game to the character of caring for the environment:

Table 6
Questionnaire Results of Students' Environmental Care Characters in the Implementation of the Congklak Traditional Game

| Category Interval | Attitude | Gender | | Total | mean | Min | Max | Std.dev | % |
		F	M						
20.0 – 32.0	Very Not Good	0	0	0					0
32.1 – 44.0	Not good	4	3	7					14
44.1 – 56.0	Enough	7	3	10	76.75	59	84	7,633	20
56.1 – 68.0	Good	9	6	15					30
68.1 – 80.0	Very good	15	3	18					36
TOTAL		35	15	50					100

Based on the description the table above that the relationship of character care about the environment to the implementation of the traditional game congklak which is the result of data on the number of students who filled out a questionnaire has been designed by the researchers, that no students were included into am category is not very good, 14 % (7 out of 50 students) are included in the bad category , 20% (10 out of 50 students) are included in the sufficient category, and in the good category 30 % (15 out of 50 students), and 36% (18 out of 50 students) which falls into the very good category.

Where based on the description it can be seen that the responses from the students of SD N 112 / I Perumnas are included in the very good category in implementing traditional games.

The following is a table of results from student questionnaires of SD N 112 /I Perumnas to find out the descriptive results of the Congklak traditional game on the character of tolerance:

Table 7
Results of student tolerance character questionnaire on the implementation of the congklak traditional game

Category Interval	Attitude	Gender		Total	mean	Min	Max	Std.dev	%
		F	M						
20.0 – 32.0	Very Not Good	0	1	1					2
32.1 – 44.0	Not good	2	3	5					10
44.1 – 56.0	Enough	6	5	11	79.80	59	84	6.451	22
56.1 – 68.0	Good	6	6	12					24
68.1 – 80.0	Very good	15	5	20					40
TOTAL		29	21	50					100

From the table above, the results of the questionnaire instrument for student responses to traditional student games in enhancing the character of student tolerance can be described, namely where in the table at SD N 112 /I Perumnas there are 2% (1 out of 50 students) which are included in the very bad category, 10 % (5 out of 50 students) are in the bad category, 22% (11 out of 50 students) are in the moderate category, 24% (12 out of 50 students) are in the good category and 40% (20 out of 50 students) which is included in the very good category. Based on the description, it can be seen that the response from the students of SD N 112 / I Perumnas is included in the very good category in implementing traditional games for students on the character of tolerance.

Normality and Linearity Test

The following are the results of the normality and linearity assumptions test results from the response questionnaire data on the students' environmental care characters which were processed using SPSS version 20.0 which obtained the following results :

Table 8
Normality test of peace-loving characters, social care and responsibility with responses to the integration of traditional games gasing

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		50
Normal Parameters [a,b]	Mean	0E-7
	Std. Deviation	2.45668884
Most Extreme Differences	Absolute	.078
	Positive	.078
	negative	-.084
Kolmogorov-Smirnov Z		1.63
asymp. Sig. (2-tailed)		.753
a. Test distribution is Normal.		
b. Calculated from data.		

Based on the table above which is a normality test table used to see significant values. Where in Kolmogrof-Smirnof three independent samples. The normality value is 0.753 where the sig normality value means that the existing data is normal, because it has a sig value > 0.05. Here are the results of the linearity test :

Table 9
Linearity test of student responses on integrating traditional games with characters of love for the homeland, care for the environment and tolerance

	Sig.
Response to the Integration of Traditional Games * Love of the Homeland	.034
Traditional Game Integration Response * Care for the Environment	.046
Traditional Game Integration Response * Tolerance	.048

Based on the table above, the significant values resulting from the linearity test have been described. Where in the data if the value of sig < 0.05 then the data can be said to be linear. The linearity test was carried out on the response to the implementation of the traditional game for each character. The value of sig linearity is 0.034 in the students' response to the character of love for the homeland . The value of sig linearity is 0.046 in the students' response to the character of caring for the environment. The linearity sig value is 0.048 in the students' response to the character of tolerance. From the three results of the linearity test, the existing sig value means that the existing data is linear, because the sig value < 0.05.

T Test and Multiple Correlation Test

T test and correlation were conducted to test the hypothesis in this study. Where in this t test is done by comparing t count with t table. The t-test is done by comparing the t-count by looking at the significance column for each t-count. The independent t-test was significant if p < 0.05, if the value of Sig. (2-tailed) < 0.05 then there are significant differences and comparisons between student responses, patriotism character, environmental care character and student tolerance character at SD N 112/I Muara Bulian in class VA and VB and vice versa. So the data is said to have no differences and comparisons. The following are the results of the t-test on student responses and tolerance character. The following are the results of the t-test on the response and character of love for the homeland in students and the results of the t-test on the response and Environmental Care Character in students:

Table 10
T-test test of student responses and the character of love for the homeland of students in class VA and V B state elementary school 112 /i perumnas to the integration of the traditional game of congklak

Variable	T	Sig. (2-tailed)	Mean Difference
Response	14.546	.000	8.362
Love of the Homeland	11.926	.000	7.164
Environmental Care Character	10.306	.000	8.312
Tolerance character	12.916	.000	6.124

Based on the description of the table above, it can be seen that after the t-test was carried out, it was seen that there was a comparison of responses, the character of love for the homeland, caring for the environment and the character of students' tolerance in

the implementation of the traditional game Congklak in class VA and VB SD N 112/I Muara Bulian. In the table above, it can be seen that the sig value is less than 0.05.

The correlation test is known if it meets the test guidelines itself, namely if the value of Sig. < 0.05 then there is a significant relationship and vice versa. The following are the results of testing the hypothesis that the correlation by using SPSS 20 of the data questionnaire responses, the character love for the homeland, character caring environment, and the character of tolerance towards the integration of traditional games congklak , which can be seen from tabel 11 below:

Table 11
Correlation test of students' responses and characters to the integration of congklak traditional games

		Students' Response	Love for the Homeland	Caring Environment	Tolerance
Students' Response	Pearson Correlation	1	0.622**	0.639	0.648
	Sig. (2-tailed)	-	0.000	0.000	0.000
	N	50	50	50	50
Love for the Homeland	Pearson Correlation	0.622**	1	0.653	0,645
	Sig. (2-tailed)	0.000	-	0.000	0.000
	N	50	50	50	50
Caring Environment	Pearson Correlation	0.639**	0.653	1	0.637
	Sig. (2-tailed)	0.000	0.000	-	0.000
	N	50	50	50	50
Tolerance	Pearson Correlation	0.648**	0.645	0.637	1
	Sig. (2-tailed)	0.000	0.000	0.000	-
	N	50	50	50	50

From the table above the value of Sig. 0.000 where sig <0.05, it can be seen that the variable character love for the homeland, the character concerned about the environment and character of tolerance learners have a significant relationship to the response of students in integrating traditional game Congklak simultaneously on Theme 8 "Objects around us", Subtheme 1, Learning 1. The value of R (pearson correlation) in the table is 0.622, 0.639, 0.648, meaning that the level of relationship between the character of love for the homeland, the character of caring for the environment, the character of tolerance and the response to the implementation of the traditional game of Gasing simultaneously has a strong relationship (see table 11). This is in accordance with the guidelines for the degree of relationship (correlation coefficient) where the value of person correlation in the interval 0.60 – 0.766 has a strong relationship level.

Based on the results of the questionnaire on the character of love for the homeland which is included in the very good category, this is reinforced by the results of student interviews, where students by implementing the traditional game Congklak provide learning to increase the attitude of nationalism, namely love for the homeland, while preserving traditional games, one of which is the traditional game of congklak, based on the results of interviews students can like and at the same time can preserve the existing culture in the form of a traditional game, from the implementation of this traditional game students are very enthusiastic in learning activities, thus increasing learning activities and also students' love for the homeland.

Playing is an entertaining activity for everyone. Playing that is done seriously will have an influence on the child's personality. From the results of interviews in table 6 shows student responses to the implementation of the traditional game of congklak, which is strengthened by the results of interviews conducted that students' responses to the implementation of the traditional game of congklak are included in the very good category, the results of the interviews are as follows:

"What do all the children think about this congklak game?"

"Very fun, boo, it takes concentration in playing it"

The results of the interviews conducted showed that the students towards the implementation of the Congklak game were in the very good category. That is, students assume that the implementation of the Congklak game is very fun in learning activities. Student responses that show very well are an example of learning activities while playing. Through students' interest in the implementation of traditional games, it can improve learning.

Then for the results of interviews where students have a positive attitude in implementing the traditional game of Congklak. Where by implementing the traditional game of Congkal, students can improve the character of caring for the environment, namely by respecting and preserving traditional games, one of which is the traditional game of Congklak, students can interact with others. Thus, students' interest in the traditional game of congklak can certainly increase students' environmental care.

"What can you learn after doing the lesson?"

"I appreciate the environment around me more, because by accident, we can learn from our surroundings too"

For the implementation of the traditional game of congklak, students in tolerance character are included in the very good category. This is reinforced by the results of student interviews, where students in the implementation of this traditional game of congklak interact between fellow players so that they can increase the character of students' tolerance. And with the interest of these students through the implementation of the traditional game of congklak, of course, it can increase the character of tolerance in students.

"Do you interact with each other in this lesson?"

"Yes, we interact with each other"

"Meaning, by using traditional games into learning can strengthen your interactions with others?"

"Yes, we have become more understanding of each other"

DISCUSSION

The implementation of the traditional game of congklak in classroom learning can have an impact on the response and character values of students. Integrating traditional game gasing in the classroom V at school h State Primary 112 / I Housing was given a

questionnaire response to see the response of students to the game tradsional congklak . With the results obtained in the calculation of descriptive statistics included in the very good category , with the results obtained 44% (22 of 50 students) . R espon in each class including the excellent category, this is due to the implementation of puz 's traditional students are more active in following the learning so that students are more excited and can menmgikuti learning well as in accordance with the age and character of students of elementary school age.

Traditional games that are implemented in learning besides being able to increase student enthusiasm can also instill various character values in students. One of the characters that can be seen in the implementation of traditional games is the character of love for the homeland. In this study, it can be seen that the descriptive results obtained are in the very good category , namely 54% (27 of 50 students) . The attitude of love for the homeland is shown by an attitude that prioritizes the interests of the nation and is willing to sacrifice for the glory of the nation and state (Amalia, S., Rofifah, U., & Zuhri, 2020; Ramadhani, MH, Musadad, AA, & Pelu, 2018) . Judging from that, the character of love for the homeland must exist in students both in learning and playing.

In addition to the character of love for the homeland, the character of caring for the environment also needs to be measured the magnitude of the character of students in learning. Caring for the environment is an attitude and action that always tries to prevent damage to the surrounding natural environment, and develops efforts to repair the natural damage that has already occurred (Afriyeni, 2018; Chase, SK, & Levine, 2018; Narut, YF, & Nardi, 2019) . From this study, the results obtained in a very good category , namely 36 % with 18 of 50 students. This shows that students have the character of caring for the environment when implementing the traditional game of arrogant . Students have the will to be able to care about the environment around them.

The values contained in traditional games can form good character for students. In addition to the character who cares for the environment, the character of tolerance is also measured by the magnitude of the character in the implementation of the traditional game of Congklak . The character of tolerance needs to be instilled from an early age so that children can understand and accept every difference from others (Hasanah, nd; Nuraeni, 2020; Purnamasari, YM, & Wuryandani, 2019) . From this study, the results obtained in a very good category , namely 40% with 20 out of 50 students. This shows that students have the character of tolerance in the implementation of the traditional game of congklak seen with a very high awareness of diversity and mutual respect.

Data analysis from assumption test analysis which describes the resulting data in normal and linear categories (Amry, 2011; Kalalo, 2013; Usmadi, 2020) . Where has the test results criteria, namely: If the value of Sig> 0.05 then the variance is normal, whereas if the value of sig <0.05 then the variance is not normal. From the table above, it can be seen that the value is 0.753 so that the data obtained can be said to be normal. Meanwhile, in the linearity test, it can be seen that the value is 0.634 on the linear measurement of student responses and the character of love for the

homeland, 0.876 on the response and character of environmental care and 0.788 on the response and tolerance character and the data obtained can be said to be linear, because the value of sig > 0.05.

Hypothesis testing is carried out to describe the existing hypotheses in research activities seen from the results of existing research, namely by using the T test and multiple correlation (Sari et al., 2017; Usmadi, 2020; Wahyudi & Supardi, 2013) . Where the T test analysis was carried out on the response, the character of love for the homeland, the character of environmental care and the character of tolerance in students. Where the results of the study show a comparative picture between students' responses to the character of love for the homeland, the character of caring for the environment, and the character of student tolerance carried out in the implementation of the traditional game of congklak in learning activities at school. While the correlation test in this research activity proves that the response and character of students both from the character of love for the homeland, care for the environment, and tolerance which simultaneously have a strong correlation value according to the guidelines on the correlation coefficient.

In previous research conducted by (Amzalag, 2021; Irmansyah et al., 2020; Nugraha et al., 2018; Prahmana, 2012) who conducted research by integrating traditional games in various subjects. According to each research conducted, it is revealed that traditional games have elements as learning, both to build character and thoughts. In each study, they integrate character values and ways of learning through traditional games in learning in elementary schools. While in this study, traditional games were integrated in learning to provide a comparative and correlational picture of the response, peace-loving character, social care character and the responsibility character of students in elementary school.

In this study, there is a novelty that is found in hypothesis testing conducted by researchers, which has the aim of comparing and describing correlations on four different variables, namely the responses student's, character of love for the homeland, the character of caring for the environment and the character of student tolerance in the implementation of the traditional game of Congklak in Class V learning on Theme 8 material "Objects around us", Subtheme 1, Learning 1, where in observing objects around our environment that can be used as teaching materials.

The implication of this research is the research between the comparison and correlation of responses, the character of love for the homeland, the character of caring for the environment and the character of students' tolerance which was carried out in two classes at SD N 112/Perumnas with different backgrounds with the implementation being carried out on Theme 8 "Objects around us", Subtheme 1, Learning 1, to find out the diversity of local wisdom in the surrounding environment. So that with this the teaching materials used in students are the environment around them so that learning can feel real and can learn with an independent system.

Recommendations from the researchers are in the learning activities delivered by the teacher to be developed or varied in implementing traditional games in learning activities to assist teachers in measuring the character of students and knowing the

character of students, where the character of students has a very strong influence on students' self, one of which is on student learning outcomes so that they are maximized. and also meaningful and also helps foster better student attitudes. Where traditional games can be used as teaching materials by teachers in implementing learning activities. Limitations in research is that the implementation of this congklak traditional games have limitations on basic competence in class V in Scene 8 "The objects around us", Subtheme 1, Lesson 1. There is limited research on the character of love homeland , character caring environment and character of tolerance .

CONCLUSION

Based on the results of research conducted in class V SDN 112/I Perumnas, it was found that there was a significant relationship between variables, namely the implementation of the traditional game of Congklak in learning that received a very good response to form a very good character as well. The resulting comparison also shows a significant comparison between variables. The traditional game of congklak is recommended to be implemented in learning because it can make learning more active and enthusiastic and get a positive response so that it can improve the character of love for the homeland, care for the environment and tolerance for students. The result of the research is that there is a positive significant correlation between research variables, and there is different students' responses and students' characters, with a value of sig < 0.05 and in each dominant variable in the good category. In this study, there is a novelty that is found in hypothesis testing conducted by researchers, which has the aim of comparing and describing correlations on four different variables, namely the responses student's, character of love for the homeland, the character of caring for the environment and the character of student tolerance in the implementation of the traditional game of Congklak in Class V learning on Theme 8 material "Objects around us", Subtheme 1, Learning 1, where in observing objects around our environment that can be used as teaching materials. The implication of this research is the research between the comparison and correlation of responses, the character of love for the homeland, the character of caring for the environment and the character of students' tolerance which was carried out in two classes at SD N 112/Perumnas with different backgrounds with the implementation being carried out on Theme 8 "Objects around us", Subtheme 1, Learning 1, to find out the diversity of local wisdom in the surrounding environment. So that with this the teaching materials used in students are the environment around them so that learning can feel real and can learn with an independent system.

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