



Research Article

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Increasing the Character of Responsibility and Discipline in the Manba'ul Huda Play Group Through the *Cublak-Cublak Suweng* Game

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Abstract

This study is a class action research that aims to determine the improvement of character, responsibility and discipline in the Manba'ul Huda Playgroup through the game Cublak-cublak suweng. Children are the heirs of the future of the nation, therefore children need to be equipped with education in which character education is contained, especially responsibility and discipline that will fortify children to avoid negative things in this digital era. This paper aims to form a character of responsibility and discipline that can be instilled in children through the Traditional Cublak-cublak suweng game, which is proven by increasing the ability of children's character from 40% to 90%. In addition, in this game there are also values taught that are in accordance with the child's world, which is the world of play.

Keywords: *character responsibility and discipline; traditional game cublak-cublak suweng; playgroup*

INTRODUCTION

Every child wants to play because play is fun for them. Practically all games are fun for children. By playing children do activities that are beneficial for their development. They can observe, measure, compare, explore and do various other activities that are good for their development. Without realising it, the situation has trained them to develop new abilities and support child development (Iswinarti, 2010). If children's play needs are fulfilled, their development and mentality will increase and they will be more

independent. This confirms that play is an important need for child development and has a big role. Play activities can stimulate children's growth and development well.

According to Susanto (2018), play has a positive impact in shaping children's personality and mental attitude. This is proven by several things, such as awareness of order and rules, the ability to solve problems, exercise patience, learn to compete, and face the risk of defeat. Through play, children can build commitment, motivation and hope for the future.

"Character education is a type of education that involves the introduction of knowledge, love, and good behaviour as part of an early childhood education pattern. Important values such as discipline, tolerance, peace-loving, self-confidence, independence, helpfulness, cooperation, gotong royong, respect, responsibility, hard work, leadership, justice, creativity, humility, environmental care, love of nation, and homeland are introduced to children through character education (Ditbin PAUD, 2011b).

At KB Manba'ul Huda Jepuro-Juwana Pati, this situation occurs especially in our 3-4 year old students, out of 20 children in the apple group only 8 children already understand responsibility and discipline. Character education must be done from an early age so that good behaviour is more embedded in them. The role of parents and teachers at school is very important because children spend more time with them. We try to improve the learning model in our institution through the role of cublak-cublak suweng game in increasing the character of responsibility and discipline in children aged 3-4 years at KB Manba'ul Huda. In addition, these efforts were made to introduce Indonesian traditional games to children (Hidayati, 2020). Traditional games include special cultural values and have a function in training children's skills or life skills, such as thinking skills, courage, honesty, and sportsmanship (Tesalonika and Munawar, 2016).

The formulation of the problems in this study are: 1).How is the ability of responsibility and discipline of children aged 3-4 years at KB Manba'ul Huda? 2). How is the application of the Cublak-Cublak Suweng game in improving the character of responsibility and discipline in children aged 3 - 4 years at KB Manba'ul Huda? 3). How is the effectiveness of the Cublak-Cublak Suweng game in increasing the character of responsibility and discipline of children aged 3-4 years at KB Manba'ul Huda?

The problem identification in this study is that children do not really understand the meaning of responsibility and discipline, children are more familiar with modern games than traditional games, what teachers have taught at school about good behaviour about responsibility and discipline has not been followed up at home.

The objectives of this research are: To find out the current condition of KB Manba'ul Huda; to find out the application of cublak-cublak suweng game in increasing the character of responsibility and discipline of children aged 3 - 4 years at KB Manba'ul Huda;

and to find out the effectiveness of cublak-cublak suweng game in increasing the character of responsibility and discipline of children.

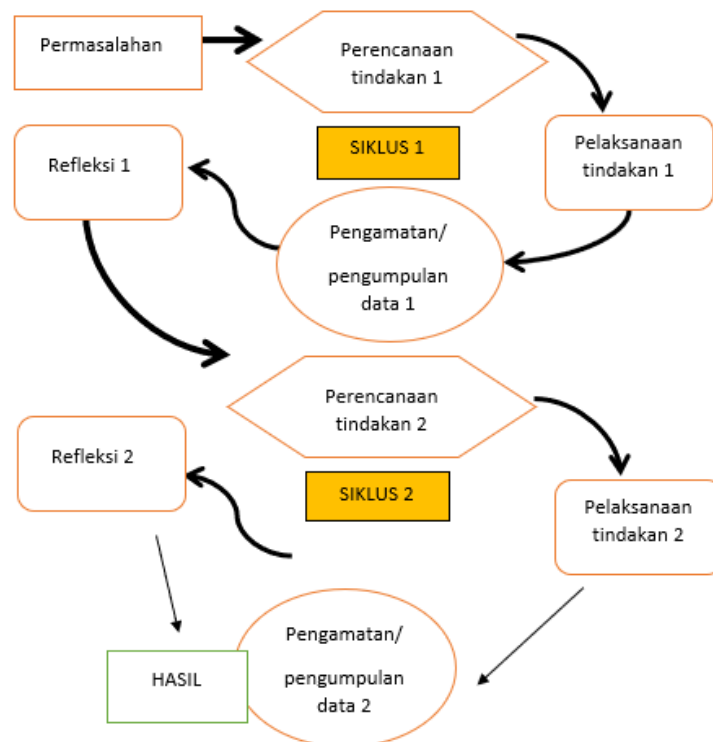
The theoretical benefits of this research can be used as a scientific reference in the field of early childhood education, especially for improving the character of responsibility and discipline in children by using the traditional game Cublak Cublak Suweng. While the practical benefits for the institution where the research can provide motivation in increasing the formation of the character of responsibility and discipline in children, so that the community will have more confidence and support the school programme because of the excellent quality of education. For educators, this research can create learning activities in a more fun way, enriching techniques and strategies in the formation of children's character. It can also increase children's problem-solving ability, stimulate the development of language and speaking skills, improve children's social skills, and become a place to express emotions and foster character values. For further researchers, it can be used as a reference in further education and can be an inspiration and motivation for the development of early childhood education (PAUD).

METHODE

The method used is class action research. The research location was at Manba'ul IHuda KB. The research was conducted in October and November 2023. The implementation of the action began with the first action that was carried out before the reflection was held to determine what problems were being faced. For this action, it took two cycles, where each cycle was carried out in two weeks, with three times of action. The first cycle is between 23 October and 4 November 2020 and the second cycle is between 6 October and 18 November 2020.

This research was conducted in two cycles, each of which consisted of six meetings. In cycle II, the theme used was the theme of animals and plants, and in cycle III, the theme used was the theme of plants and plants.

Improvement is planned using cyclic action as developed by IArikunto (2010: I17) using the following steps: Planning, Implementation, Observation, and Reflection. Improvement is carried out in two cycles, namely:

Figure I. Cycle of action

The steps that will be taken in this class action research are as follows:

- In the planning stage, the researcher creates the activities that will be used in the implementation of the Icublak-cublak Isuweng game and creates an observation instrument that allows the researcher to see the facts that occur during the class action research, That is, determining the topic, preparing the daily activity plan (RPH), the assessment sheet and providing the equipment used to carry out the Icublak-cublak Isuweng.
- Stage 1: Implementation of the action, namely making a design plan, which includes: Teacher prepares the tools that will be used in the implementation of the game of Icublak-cublak Isuweng. The teacher explains the rules of the game by playing Icublak-cublak Isuweng. Children listen and watch together with the teacher while playing Icublak-cublak Isuweng.
- The observation stage is the action that is performed during the observation according to the instructions of the assessment, proven by the documents that corroborate the results obtained.
- The reflection stage is the repetition of what has been done. During the activity, the researcher re-evaluated the results of the activity using the assessment of the improvement of responsibility and discipline. Based on the results of the analysis, if there is no improvement, it will be continued to cycle III.

DESCRIPTION OF THE PLAN FOR EACH CYCLE

1. Implementation Plan

The action plan in cycle 1, the activities that will be carried out are as follows:

a. Planning

At this stage, the researcher planned and prepared several requirements that were needed and used in the implementation of the Iculak-cublak Isuweng game activity. The things that were prepared were as follows:

- 1) Make a daily lesson plan (lesson plan) for six meetings with the theme of animals and plants.
- 2) Prepare the class room so that each child can see in one direction while the teacher explains the game of Iculak-cublak Isuweng.
- 3) Prepare the research instrument in the form of an observation-control form which contains the indicators of children's name, ability, character, responsibility and discipline, as well as the score.
- 4) Prepare a mobile phone or camera to document the activity of Iculak-cublak Isuweng.

b. Actions

- 1) Explaining the learning objectives of Idengan Idengan Itema IBinatang.
- 2) Explaining the activities of the day.
- 3) Practising the opening activity, namely playing Iculak I-cublak Isuweng I.
- 4) Inviting children to play Iculak-cublak Isuweng I.
- 5) Inviting children to tell stories about the good behaviour of their teachers.
- 6) Recording some facts that will be taken.
- 7) The teacher conducts follow-up action.

c. Observation

- 1) The teacher as a researcher conducted a careful observation of the game process and assessed the character ability of responsibility and discipline of the children.
- 2) Fill in the prepared observation table.

d. Reflection

- 1) The teacher determines the level of success of the use of the game Iculak I-cublak Isuweng I with the theme "Animals", whether it meets the target or

not. The teacher records the data and the ability of the character to be responsible and disciplined in the children.

- 2) The teacher provides necessary improvements for the implementation of the second cycle.

Cycle 2, the activities that I carried out were:

a. Planning

- 1) Designing learning through the game I cublak I-cublak Isuweng with the theme of animals.
- 2) Making instrument I observation I ability I character I tanggung I responsibility and I disiplin I anak I dengan I tema I Binatang
- 3) Preparing the data format as a result of the observation of the ability of children's character to be responsible and disciplined with the theme of animals.

b. Action

- 1) Explaining the purpose of learning with the theme of animals.
- 2) Explaining the activities of the day.
- 3) Practising the opening activity, namely playing I cublak I-cublak Isuweng.
- 4) Invites children to play cublak-cublak suweng.
- 5) Invite the children to tell stories about the props or pictures about the good behaviour brought by the teacher.
- 6) Record some facts that will be taken. The teacher will conduct follow-up action.

c. Observation

- 1) The teacher as the researcher conducted the observation carefully during the learning process and assessed the children's ability to be responsible and disciplined,
- 2) Fill in the observation table that has been prepared.

d. Reflection

- 1) The teacher determines the level of success of the game Cublak- cublak Suweng with the theme of animals, whether it meets the target or not. The teacher records the data and the ability of the character of responsibility and discipline of the children,
- 2) The teacher provides necessary improvements to the implementation of learning.

- 3) The improvement plan in cycle II was carried out for a total of 6 meetings, namely 23 October I - 6 November 2023 with the steps of improving the 1st lesson plan - the 6th lesson plan.

2. PTK Implementation Procedure

In the implementation of the improvement activities in cycle II, the writer was assessed by the supervisor using the assessment sheet, to assess the ability to plan the learning activities. Supervisor I2 observed the implementation of the learning process through direct observation and gave feedback on the weaknesses and shortcomings in planning and implementing learning activities, with the aim that it can be used as a reference for planning the improvement of the next cycle.

3. Observation and Data Collection

Data collection techniques in this research include three things, namely interviews, observations and documentation. According to Inazir (2006), it is the researcher's activity that aims to obtain information by asking questions directly to respondents or teachers. The researcher used the data collection technique by interviewing class teachers who already understood the characteristics of their students. The researcher surveyed the Manba'ul Huda Game Group to improve responsibility and discipline through the game of cublak- cublak suweng in 2023.

Sujono (2021) stated that observation is an activity of direct observation of the problems that exist in the field and is carried out by taking notes. This observation technique was carried out directly with the aim of finding out how the character, responsibility and discipline of children in the class. The observation activity began with the application of the characteristics of children's responsibility and discipline and the game of Icublak-cublak Isuweng during the opening task.

The researcher used this observation activity to record the results of the research starting from cycle II and cycle III in the form of the results of the activities between teachers and students that were carried out during the teaching and learning activities. This observation activity used a rating scale or checklist.

According to Izhar (2009), documentation is a method used by researchers to prove that their research has been conducted. Documentation of this research is in the form of photos or videos of children playing cublak-cublak isuweng, lists of activities before and after cycles, results of activities in the form of photos or videos of children playing cublak-cublak isuweng.

Data analysis is the compilation or processing of information collected in the research activities accurately. This research uses qualitative analysis which is used for the results of observations, interviews and quantitative analysis to describe student

performance and learning outcomes. This assessment is carried out by using a simple formula to calculate children's scores, so you can use the following formula:

Description:

P = Percent

F = Number of children obtained

N = Maximum number

The percentage is used to measure the ability of students, namely:

- If the percentage on the criteria is growing well, showing a level of 70% to 100%, or the student gets a score of 8-12, then the application of the game I-cublak I-cublak Isuweng in improving the character of responsibility and discipline of children is declared successful.
- If the results show a score of less than 70% to 40%, or the students get a score of 4-8, then the application of the game cublak-cublak suweng in improving the character of responsible and disciplined children is declared unsuccessful.
- If the result shows a score of less than 40% to 0%, or the student gets a score of 0% to 4%, then the application of the game of cublak-cublak suweng in improving the character of children's responsibility and discipline is declared unsuccessful.

Taraf Penguasaan Kemampuan (%)	Nilai Angka	Keterangan
70 %-100 %	8-12	Berhasil
40 %-70 %	4-8	Kurang berhasil
0 %-40 %	0-4	Tidak berhasil

Calculating the average of the scores obtained by students can be done using the following formula

Description:

M = Average score

$\sum x$ = Total number of scores obtained by students

N = Number of students

The average score obtained by students can be clarified in the form of a scale.

4. Performance Indicators

The researcher used the descriptive analysis technique which aims to describe in detail the researcher's activities in the classroom during the research. This allowed the researcher to describe the class activities, facts, and responses in accordance with the researcher's goal, which was to improve the character of responsibility and discipline in the apple group at Manba'ul Huda Juwana KB.

Evaluation of learning outcomes takes place after the end of learning and education activities. The activity that is assessed is the result of the improvement of children's responsibility and discipline at the end of the cycle. This evaluation uses simple statistics.

The assessment of children's ability to be responsible and disciplined was carried out by using three aspects, namely, they can recount the pictures of good behaviour shown by the teacher, they can answer questions from the teacher, and they can practice the examples of good behaviour shown by the teacher. These aspects can be explained by four levels of assessment criteria of daily lesson plan (RPH).

Table 1. Criteria for Assessment of the Application of Cublak-Cublak Suweng Game to Improve the Character of Responsibility and Discipline in the Apple Group.

Penilaian	Kriteria	Nilai
1	Kurang	☆
2	Cukup	☆☆
3	Baik	☆☆☆
4	Sangat Baik	☆☆☆☆

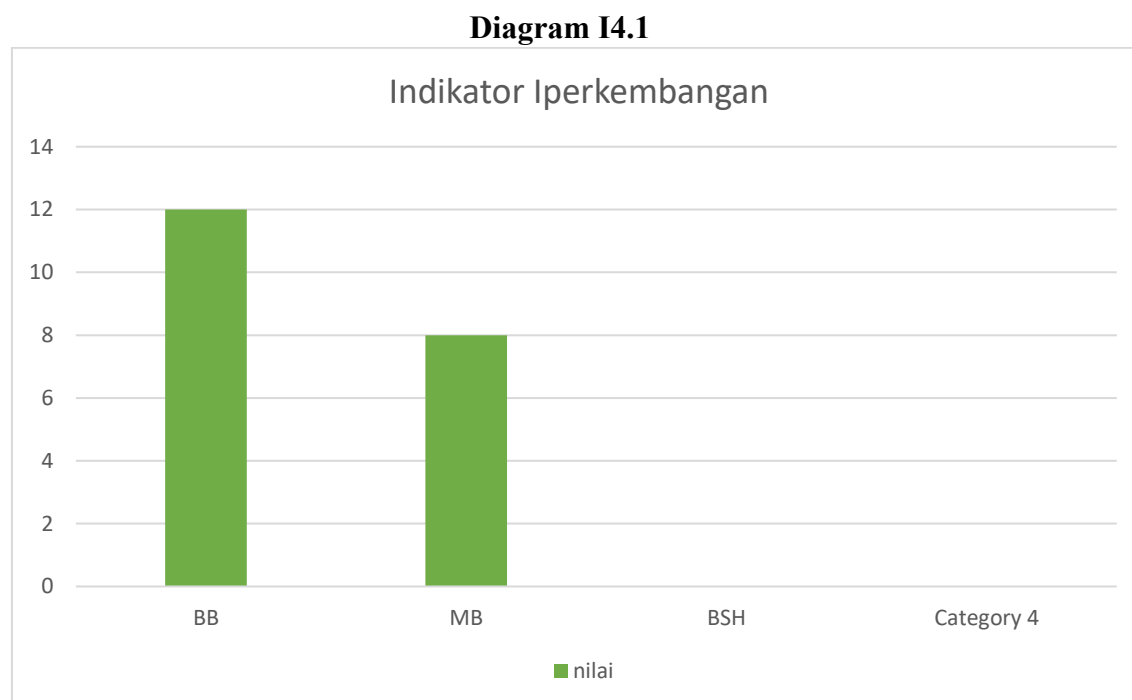
5. Reflection

Reflective activity is the activity of analysing the results of what I did during learning. The researcher then analyses the results of the action taken to see whether it is in line with the objectives or not, so that the researcher can repeat it in the next cycle.

RESULT AND DISCUSSION

1. Implementation of the Cycle

Based on Diagram 4.1, the results of the analysis of the research that I conducted on the initial condition of the ability to take responsibility and discipline of children in the group of children at IKB IManba'ul IHuda with a total of 20 children, 12 children BB / not yet developed (60%), 8 children MB / starting to develop (40%) The results can be seen from the diagram below:



2. Scenario of Improvement Cycle 1

In planning the first cycle, the researcher designs the activity or cycle and the activity plan which is then poured into five IRPPH and improvement scenarios.

Implementation of Improvement Simulation

The strengths and weaknesses in the implementation of cycle 1 can be described as follows:

3. Strengths

The learning went well, the learning methods were varied, the learning was active, the children were excited and asked many questions about the Iclublak I-Iclublak Isuweng game, and most of the children experienced an increase in the character of responsibility and discipline.

4. Weaknesses

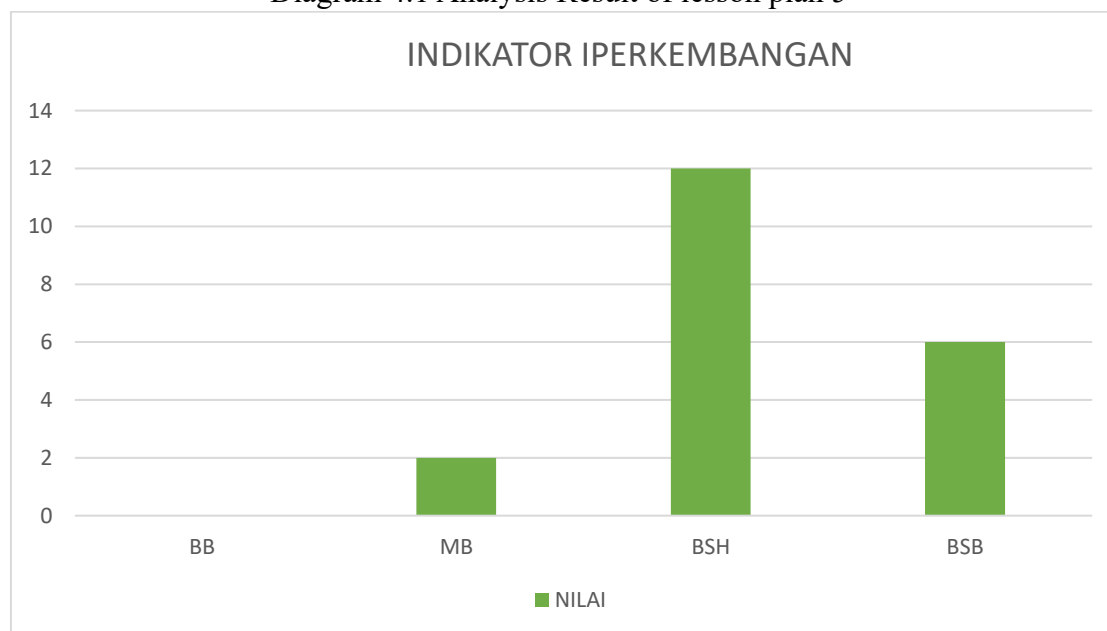
Children are less skilled and faster in playing the cublak-cublak suweng game, children are still too shy to answer questions about the good behaviour shown by the teacher, children are still too shy to participate in singing the song I cublak I-cublak suweng.

From the implementation of cycle 1, it can be concluded that the improvement of children's ability to take responsibility and discipline from day 1 to day 5 has reached 70%. The research conducted by the researcher in improving the responsibility and discipline of children through the activity of cublak-cublak suweng game for children in the Apple group at KB Manba'ul Huda Jepuro.

5. Cycle 2 Discussion

After implementing the improvement of learning in the first cycle, the researcher analysed the results of the children's ability and it turned out that the number of children whose results were BSB increased to six children (30%) while for BSH / developing as expected 12 children (60%), MB / starting to develop 2 children (10%) and BB / not yet developed 0 children (0%) this is because the characteristics of children are increasingly improving and children can explore according to their abilities.

Diagram 4.1 Analysis Result of lesson plan 5



From the above diagram, it can be explained that out of 20 children, those who received BB score/not yet developed were 0 children (0%), those who received MB score/began to develop were 2 children (10%), those who received BSH score/developed as expected were 12 children (60%), and those who received BSB score/developed very well were 6 children (30%).

From the results of the implementation of the second cycle, it can be concluded that the improvement of children's responsibility and discipline was 90%, this can be seen from the first cycle, which was only 40% of children's ability to take responsibility and discipline. Based on the research, the ability to bear responsibility and discipline that each child has is different in level, such as the third year old child has not been able to apply responsibility and discipline easily, while the other children have been able to do it. The weaknesses that occur in the implementation in the field in this activity are still less than optimal, because they are too fast in delivering the lesson so that the children are less attentive and do not give examples, The results of children's development are not as expected, in delivering the material, the words and sentences are often broken up, and the use of time is not optimal.

The advantages of the activities that occur in the field are that they are able to create a learning atmosphere that attracts children, the learning model that is applied makes children happy, the advantages of the activities that are carried out are that they are in line with the development of children and the surrounding environment, and some children already understand the good behaviour that is shown through the picture media.

From the implementation of cycle 2, it can be concluded that the improvement of children's ability to take responsibility and discipline from day 1 to day 5 has increased by 90%. The research conducted by the researcher improved the responsibility and discipline of children through the game of cublak-cublak suweng in the Apple group at KB Manba'ul Huda Jepuro-Juwana.

CONCLUSIONS

1. Conclusion

- a. Based on the results of the research that has been conducted, it shows that there is an increase in the ability to take responsibility and discipline of children aged 3-4 years at KB Manba'ul Huda, especially in the Apple group.
- b. With the development of traditional games cublak-cublak suweng proved to be practical to be used to improve the character of responsibility and discipline of children.
- c. From the results of effectiveness, it shows that there is an increase in the ability of children's character before and after the treatment is carried out, before the treatment the ability of the character of responsibility and discipline of children is 40% and after the treatment the ability of children's character increases to 90%. Thus showing the Cublak- cublak suweng game is effectively used as a learning medium in improving the character of responsibility and discipline of children.

2. Suggestion

a. For Teachers

As an input for choosing the right learning media in improving the ability of children's responsible and disciplined character through the game of Cublak-cublak suweng, In this way, it is hoped that the researcher can provide an example for the students to carry out activities through the game of I-cublak I-cublak Isuweng because by applying the game of I-cublak-cublak Isuweng I can improve the character of responsibility and discipline of children compared to before applying this game.

b. For the school

It is hoped that the results of this research can be used as a reference to improve and develop learning methods in schools, especially in improving children's responsible and disciplined character through the I-cublak- I-cublak Isuweng game.

c. For other researchers

It is expected for further researchers to further focus their research on the indicators of character skills that have not been found in this research. Develop this research further by reaching out to other factors that can improve children's character skills.

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