Integrating Play while learning Traditional Games: 
Increase interest, Analytical Thinking, Student Character 

Every country keeps the wealth that is in it. Indonesia is a rich country and one of its wealth is local wisdom that is spread throughout the region. Traditional games are an example of local wisdom in Indonesia. The purpose of this study was to examine the application of traditional game-based learning congklak for assessment of attitudes, character (love of the homeland and social care), level of analytical thinking and student interest. The research method used is the Mix Method, which aims to compare a variable. This study used a sample of 40 fifth grade students in each of the following schools, namely students of SDN 115/VIII Bangko, SDN 05/VI Kungkai, MIN 1 Merangin, and MIS Baiturrahman, with random sampling technique. The research design uses The embedded design. The data collection instruments used were questionnaires and interviews. Data analysis used descriptive statistics and inferential statistics. The results of the T-test for each variable of attitude, character (love of the country and social care), level of analytical thinking and student interest in each school have a significant comparison, with a value of sig <0.05 and in each dominant variable in the good category.

Introduction

A conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential is called education. Education today is a process of shaping the ability to think logically in the future (Clark, 2012; Xu, 2012; Pusitaningtyas, 2016). The existing education system makes learning more focused. Learning is an interesting and fun design that serves to equip students towards changing behavior and knowledge (Bonk, 2016; Pane & Dasopang, 2017; Kazu & Is, 2018). These changes also cannot be separated from the role of the environment around students, for example the school environment. The school environment affects student learning outcomes, because it relates to student comfort in the learning process. Local wisdom is one of the things that exist in the school environment, namely traditional games. Student learning outcomes can be assessed through traditional games (Castellar et al, 2014; Abdulmajed, Park, & Tekian, 2015; Serrano-Laguna et al, 2018).

Traditional game-based learning can help learning not only focus on the teacher. Learning carried out by teachers in Indonesia is generally still teacher-centered (Sani, 2013; Wilsa, Susilowati, & Rahayu, 2017; Imaduddin, Zuhaida, & Hidayah, 2019). Various ways should be done to achieve learning objectives, starting from the curriculum to implementation in the classroom. The curriculum will determine the subject matter as a tool to achieve learning based on the targets to be achieved (Annetta et al, 2013; Gruppen et al, 2016;
The achievement of learning targets is a sign that the curriculum designed is good. However, this cannot be separated from the implementation of direct learning. Learning that was initially only delivered orally so it required new skills to be used in the learning process (Subandiyah, 2017; Hughey, 2020; Pedaste, Mitt, & Jürivete, 2020). A good learning can be seen from the cognitive, affective and psychomotor changes in students.

Assessment of Learning and Games and the Essence of Games on Student Psychology

A good learning process is not just so that learning objectives can be achieved but creating fun learning is important for teachers to pay attention to (Fiet, 2001; Keller, 2016; Latief, 2017). Through the learning process the teacher can assess students. Teachers need to have the ability and skills to make an evaluation tool to record the abilities displayed by each student (Hulsman, Harmsen, & Fabriek, 2009; Yeh & Santagata, 2015; Ashari, Lestari, & Hidayah, 2016). Through the learning process, various benefits can be obtained by students which include the development of abilities and potential, as well as character building (National Research Council, 2012; Braghirolli et al, 2016; Aidah & Indonesia, 2021). There are three domains of students' abilities assessed, namely cognitive, affective and psychomotor. Student assessment can not only be seen from the learning process. Through games the teacher can also conduct an assessment of students (Marino et al, 2013; Hwang, Hung, & Chen, 2014; Rahmatin, 2016). This is because the characteristics of students who like to play make it easier for teachers to directly observe student activities.

Traditional games are considered important for the growth of students, both physically and psychologically. Psychologists consider that traditional games are able to shape students' character (Missiuna & Pollock, 1991; Radu & MacIntyre, 2012; Hasana, 2016). Traditional games have high social and psychological values (Marzoan & Hamidi, 2017; Junaedah & Ahmad, 2020; Suud, Chaer, & Setiawan, 2020). The values that exist in traditional games can help shape the character of students. But for now, traditional games have almost disappeared among children (Apio, 2007; Downman, 2012; Nur, 2013; Gomme, 2020). The current of globalization makes traditional games begin to be forgotten (Maguire & Tuck, 1998; Zabortseva, 2012; Giese & Ruin, 2018). It is the teacher's job to reintroduce traditional games in order to help shape the character of students, especially the traditional game of congklak. One strategy to build student character is through the play environment (Zagzebski, 2017; Fua, et al, 2018; Kenan & Esen, 2019).
The Concept of Learning in Elementary Schools (Play and Learning) and the Influence of Child Psychology Values on Learning

Learning at elementary school age cannot be done only by continuous learning. Elementary school age is very important to apply games in learning (Yien et al, 2011; Huang, Kuo, & Chen, 2020; Sunaryo et al, 2020). Characteristics of students who like to play make learning more fun if it is game-based (Kuo, 2007; Troussas, Krouska, & Sgouropoulou, 2020). Playing and learning is a concept that is recommended to be applied in elementary school. Learning with games will be easily understood by students and does not feel boring making students more enthusiastic in participating in learning in class. The values that can be taken from playing and learning activities can shape the personality of students who are full of enthusiasm and social spirit because they are used to groups (Langer & Applebee, 1987; Lindholm & Astin, 2006; Hadisi, 2015). Another benefit that can be felt is that students have high reasoning power because playing can open their minds.

The psychological development of students has an influence on internal, external and even character development (Sandler & Lakey, 1982; Damon, Menon, & Cotton Bronk, 2003; Maesaroh, 2013). This can affect the attitudes, ways of socializing and thinking patterns of students. Training students to grow and develop can be done by playing (Gordon, 2010; Werth & Werth, 2011; Agusmiati, 2019). Although the topic of learning engagement in games is rather new, it can refer to student psychology (Landers & Callan, 2011; Boyle et al, 2012; Chi & Wylie, 2014). Playing and learning is seen as an effective way to help students find their identity. When playing, students tend to be themselves and follow the lesson well because they feel involved in the activity. Students are less involved in the process of observing, grouping, discovering, interpreting data about a phenomenon, and direct learning (Andarini et al. 2012; Keeley, 2015; Husni, 2020). Therefore, games are one way for students to be actively involved in the learning process so that they can form characters and analytical thinking in students.

Gap

In the previous decade several studies have been carried out on play and learning. In the research of Solehuddin, et al (1997) stated that although it is not oriented towards obtaining a specific goal, teachers believe that playing has a positive contribution to physical growth and motor behavior as well as social development, children's activities. In another study conducted by Justine Howard (2010), one of the psychology leaders at Open University/Mc Graw Hill in her journal on “Game Techniques in improving the understanding, planning and practicing self-confidence” it means; Game techniques in improving understanding, planning and training self-confidence, said that self-confidence in students can be increased through games, because through games will be able to form an effective group dynamics. In addition there are also
studies conducted by Jennet et al (2008) and Ravaja et al (2008) showing that the game is an emotional and physical experience and involvement in the game can be reflected in the emotions and thoughts of players. From previous research, no one has examined the assessment of learning through games to see attitudes, character of love for the homeland, social care, and analytical thinking and student interests. Judging from previous research, the position of this research is to complement previous research that discusses traditional games in learning. The novelty of this research is to examine the application of games in learning to help assess attitudes, character (love for the homeland and social care),

Research Method

Participants

The population of this study were students of SDN 115/VIII Bangko, SDN 05/VI Kungkai, MIN 1 Merangin, and MIS Baiturrahim. The sample used in this study was 40 students who were randomly selected from class V in each of the selected schools, namely SDN 115/VIII Bangko, SDN 05/VI Kungkai, MIN 1 Merangin, and MIS Baiturrahim. In taking or selecting samples, researchers used a random sampling technique, which is a technique for determining samples selected randomly from members of the population used as samples which aims to facilitate researchers in systematically taking data samples and obtaining information related to the research object (Flynn et al, 1990).; Endacott & Botti, 2007; Taherdoost, 2016).

Research instruments and procedures

The instruments in this study used instruments in the form of giving questionnaires, and interviews, where researchers used these instruments to see how learning assessment in integrating traditional games was on students’ attitudes, character (love of the homeland and social care), analytical thinking and student interests. In this study, the questionnaire given was used to see the results of the application of the traditional game of Congklak on attitudes, character (love of the homeland and social care), and analytical thinking and student interests. Where the questionnaire given is a questionnaire about students’ attitudes towards the traditional game of Congklak as many as 20 statements, a character questionnaire for patriotism as many as 25 statements, a questionnaire on social care characters as many as 25 statements, analytical thinking as many as 20 statements, and student interests as many as 20 statement items. The research instrument was tested and also analyzed its reliability. Interviews were conducted in a structured manner regarding the attitudes and interests of students towards the game of congklak, the character of social care and love for the homeland and the level of students' analytical thinking. Interviews were used as a support for the results of the questionnaire
instrument assessment so as to obtain additional evidence and verify the results obtained.

This research procedure begins with the researcher's activities to determine the research sample using random sampling technique. After taking the sample, the researcher integrated the game of congklak related to students' attitudes, interests, character and level of analytical thinking which aims to assess the character development and level of analytical thinking possessed by students in learning activities. After the implementation of the integration of the traditional game of Congklak, the researcher gave a questionnaire sheet about attitudes, interests, characters, namely the character of love for the homeland and social care as well as the level of analytical thinking of students.

**Research analysis**

The data that has been obtained through the distribution of questionnaires and interviews will then be analyzed. The results of descriptive statistics and hypothesis testing will be analyzed with the results in the form of mean, maximum and minimum values. Analysis of the mean value is an analysis to determine the average value obtained for each variable to be studied. After analyzing the mean, the researcher then conducted an analysis of the maximum value to determine the students' highest score in each variable and the minimum score analysis was used to determine the students' lowest score in each variable in every school. Furthermore, the t-test was carried out where according to Sedgwick (2010),

After analyzing the quantitative data, then an analysis of the qualitative data is carried out in the form of interviews where the results of the interviews are used to support the results of the quantitative analysis so as to further strengthen the results of the quantitative analysis. This is in accordance with research by Bryman & Cramer, (2016) namely quantitative data as major data and qualitative data as minor data. The interviews conducted were structured interviews.

**Results and Discussion**

**Results**

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 from the comparison of the research variables conducted at four schools by connecting the research variables. Where in this study using the independent variable (X) and also the dependent variable (Y). Where the independent variable consists of Students' Attitudes (X1), Love for the Homeland Character (X2), Social Care Characters (X3), Analytical Thinking Characters (X4) and Student Interests (X5). The following are the results of
The following is a table of the results of the attitudes of Elementary School and Madrasah Ibtidaiyah students from a questionnaire on the implementation of the traditional game of Congklak as follows:

<table>
<thead>
<tr>
<th>Interval</th>
<th>Attitude</th>
<th>Gender</th>
<th>Total</th>
<th>Mean</th>
<th>Min</th>
<th>Max</th>
<th>Std.dev</th>
<th>%</th>
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<td></td>
<td></td>
</tr>
<tr>
<td>59 - 63</td>
<td>Very Not Good</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>64 - 69</td>
<td>Not good</td>
<td>9</td>
<td>6</td>
<td>15</td>
<td>76.75</td>
<td>59</td>
<td>84</td>
<td>6,633</td>
</tr>
<tr>
<td>70 - 74</td>
<td>Enough</td>
<td>7</td>
<td>7</td>
<td>14</td>
<td></td>
<td></td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>75 - 79</td>
<td>Well</td>
<td>28</td>
<td>41</td>
<td>69</td>
<td></td>
<td></td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>80 – 84</td>
<td>Very good</td>
<td>26</td>
<td>30</td>
<td>56</td>
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<td>44</td>
<td></td>
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<tr>
<td>TOTAL</td>
<td></td>
<td>35</td>
<td>15</td>
<td>160</td>
<td>100</td>
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</tbody>
</table>

Based on the description of the table above that students' attitudes towards the implementation of the traditional game of Congklak which are the results of the data on the number of students who have filled out the questionnaire designed by the researcher, that is, there are 2% (9 out of 50 students) who fall into the very bad category, 8% (15 of 160 students) which are included in the bad category, 22% (14 of 160 students) are included in the sufficient category, and in the good category 24% (69 of 160 students), and 44% (56 of 50 students) are included in the very good category. Where based on the description it can be seen that the attitudes of elementary school and Islamic elementary school students are included in the very good category in implementing traditional games.

Results of the Questionnaire Characters of Love for the Homeland, Social Care, Thinking Analysis, and Student Interests

The following is a table of results from the questionnaire of Elementary School and Madrasah Ibtidaiyah students to determine the relationship and comparison of the traditional game Congklak to the character of love for the homeland, social care character, and analytical thinking character, student interest in learning activities. The following is a table of the results of the questionnaire for the love of the homeland character on the implementation of the traditional game of Congklak:
Table 2. Results of Students' Love of the Motherland Character Questionnaire on the Implementation of the Congklak Traditional Game

<table>
<thead>
<tr>
<th>Category</th>
<th>Interval</th>
<th>Attitude</th>
<th>Gender</th>
<th>Total</th>
<th>Mean</th>
<th>Min</th>
<th>Max</th>
<th>Std.dev</th>
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<tr>
<td></td>
<td>59 - 63</td>
<td>Very Not Good</td>
<td>F</td>
<td>6</td>
<td>7</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>64 - 69</td>
<td>Good</td>
<td>M</td>
<td>18</td>
<td>9</td>
<td>27</td>
<td>86.00</td>
<td>59</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>70 - 74</td>
<td>Not good</td>
<td>F</td>
<td>15</td>
<td>9</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>75 - 79</td>
<td>Enough</td>
<td>M</td>
<td>26</td>
<td>13</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>80 – 84</td>
<td>Well</td>
<td>F</td>
<td>35</td>
<td>12</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>85 – 89</td>
<td>Very good</td>
<td>M</td>
<td>14</td>
<td>5</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>36</td>
<td>14</td>
<td>160</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

From the table above is the result of the traditional game questionnaire instrument on the character of students' love for the homeland of students which can be described, namely where in the Elementary School and Madrasah Ibtidaiyah table there are 4% (13 out of 160 students) which are included in the very bad category, 14% (27 out of 160 students) are in the bad category, 20% (24 out of 50 students) are in the moderate category, 28% (39 out of 160 students) are in the good category and 54% (47 out of 160 students) are in the very good category. Based on the description it can be seen that the attitudes of elementary school and Islamic elementary school students are 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 the questionnaire of Elementary School and Madrasah Ibtidaiyah students to find out the relationship and comparison of the traditional Congklak game to social care characters:

Table 3. Questionnaire Results of Students' Social Care Characters in the Implementation of the Congklak Traditional Game

<table>
<thead>
<tr>
<th>Category</th>
<th>Interval</th>
<th>Attitude</th>
<th>Gender</th>
<th>Total</th>
<th>Mean</th>
<th>Min</th>
<th>Max</th>
<th>Std.dev</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>F M</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>59 – 63</td>
<td>Very Not Good</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>64 - 69</td>
<td>Good</td>
<td>18</td>
<td>15</td>
<td>33</td>
<td>76.75</td>
<td>59</td>
<td>84</td>
<td>7,633</td>
</tr>
<tr>
<td></td>
<td>70 - 74</td>
<td>Not good</td>
<td>23</td>
<td>13</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>75 - 79</td>
<td>Enough</td>
<td>46</td>
<td>20</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>80 – 84</td>
<td>Well</td>
<td>15</td>
<td>6</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very good</td>
<td></td>
<td>35</td>
<td>15</td>
<td>160</td>
<td></td>
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</tr>
</tbody>
</table>

Based on the description of the table above, it is clear that there is a relationship between social care characters and the implementation of the traditional game of Congklak which is the result of the data on the number of students who have filled out the questionnaire that has been designed by the researcher, that is, there are no students who fall into the very bad category, 14% (4 out of 160 students) are included in the bad category, 20% (33 out of 160 students) are included in the very good category, and 54% (47 out of 160 students) are in the very good category.
160 students) are included in the moderate category 30% (36 out of 160 students), and in the good category 30% (66 out of 160 students), and 36% (18 out of 160 students) are included in the very good category. Where based on the description it can be seen that the attitudes of elementary school and Islamic elementary school students are included in the very good category in implementing traditional games.

The following is a table of results from the questionnaire of Elementary School and Madrasah Ibtidaiyah students to find out the relationship and comparison of the traditional game Congklak on the character of analytical thinking, student interests:

<table>
<thead>
<tr>
<th>Category</th>
<th>Interval</th>
<th>Gender</th>
<th>Total</th>
<th>Mean</th>
<th>Min</th>
<th>Max</th>
<th>Std.dev</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Not Good</td>
<td>59 – 63</td>
<td>6</td>
<td>4</td>
<td>10</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not good</td>
<td>64 - 69</td>
<td>17</td>
<td>12</td>
<td>35</td>
<td>76.75</td>
<td>59</td>
<td>7,633</td>
<td>14</td>
</tr>
<tr>
<td>Enough</td>
<td>70 - 74</td>
<td>20</td>
<td>10</td>
<td>30</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well</td>
<td>75 - 79</td>
<td>40</td>
<td>27</td>
<td>67</td>
<td>30</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Very good</td>
<td>80 – 84</td>
<td>21</td>
<td>6</td>
<td>27</td>
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<tr>
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<td>35</td>
<td>15</td>
<td>160</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above is the result of the questionnaire instrument of students' attitudes towards students' traditional games in increasing the character of analytical thinking, students' interests which can be described, namely where in the Elementary School and Madrasah Ibtidaiyah table there are 2% (10 of 50 students) which are included in the very poor category, 10% (35 out of 50 students) are in the bad category, 22% (30 out of 50 students) are in the moderate category, 24% (67 out of 50 students) are in the good category and 40% (27 out of 50 students) which is included in the very good category. Based on the description it can be seen that the attitudes of elementary school and Islamic elementary school students are included in the very good category in implementing traditional games on students towards the character of analytical thinking, student interest.

**T Uji test**

T test was 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 is said to be significant if p<0.05, if the value of Sig. (2-tailed) <0.05 then there are significant differences and comparisons between the attitudes of students, the character of love for the homeland, the character of social care and the character of analytical thinking, the interest of students in
Elementary School and Madrasah Ibtidaiyah and vice versa, the data is said to have no differences and comparisons. The following are the results of the t-test on the students' peace-loving attitudes and characters. The following are the results of the t-test on the attitude and character of patriotism in students:

*Table 5. T-test of Students' Attitudes and Characters of Students towards the Integration of Congklak Traditional Games in Elementary Schools*

<table>
<thead>
<tr>
<th>Variable</th>
<th>SDN 155/VIII Bangko</th>
<th>SDN 05 Kungkai</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Attitude</td>
<td>9.633</td>
<td>9.633</td>
<td>.000</td>
<td>22,175</td>
</tr>
<tr>
<td>Homeland Love Character</td>
<td>-5.052</td>
<td>-5.052</td>
<td>.000</td>
<td>-10,450</td>
</tr>
<tr>
<td>Social Care Character</td>
<td>.963</td>
<td>.963</td>
<td>.038</td>
<td>1.275</td>
</tr>
<tr>
<td>Character</td>
<td></td>
<td></td>
<td>.002</td>
<td>0.000</td>
</tr>
<tr>
<td>Thinking Analysis Student Interest</td>
<td>-.148</td>
<td>-.148</td>
<td>.013</td>
<td>-.275</td>
</tr>
</tbody>
</table>

*Table 6. T-test of Students' Attitudes and Characters of Students towards the Integration of the Congklak Traditional Game in Madrasah Ibtidaiyah*

<table>
<thead>
<tr>
<th>Variable</th>
<th>MIN 1 Fight</th>
<th>MIS Baiturahim</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attitude</td>
<td>2.510</td>
<td>-2.510</td>
<td>0.014</td>
<td>-5,000</td>
</tr>
<tr>
<td>Homeland Love Character</td>
<td>1.208</td>
<td>1.208</td>
<td>0.231</td>
<td>2.550</td>
</tr>
<tr>
<td>Social Care Character</td>
<td>1.823</td>
<td>-1.823</td>
<td>0.072</td>
<td>-2.225</td>
</tr>
<tr>
<td>Character</td>
<td>.189</td>
<td>.189</td>
<td>.851</td>
<td>.750</td>
</tr>
<tr>
<td>Thinking Analysis Student Interest</td>
<td>-.448</td>
<td>-.448</td>
<td>.655</td>
<td>-.875</td>
</tr>
</tbody>
</table>

Based on the description of the table above, it can be seen that after the t-test is carried out, it can be seen that there is a comparison attitudes, character of students in the implementation of the traditional game Congklak at SD N 155/VIII Bangko, SDN 05 Kungkai, MIN 1 Merangin, and MIS Baiturahim. In the table above it can be seen that the sig value is less than 0.05.

Qualitative research is used in this study to strengthen the results of quantitative research. Where the qualitative research in this study comes from the results of interviews conducted with teachers and students in a
predetermined sample regarding the integration of the traditional game of
congklak on the character of love for the homeland, social care and analytical
thinking, student interests. Where based on the results obtained in the
interviews are mostly positive with various information and reasons given by
the interviewees, the following are the results of the recap of interviews
conducted by researchers with teachers and students on the integration of the
traditional game of Congklak on the character of love for the homeland, social
care and analytical thinking, student interest:

**Results of interviews with teachers**

**a. Congklak traditional game**

**Sample 1**

Q : In your opinion, are traditional games important for children?
G : It is very important, in addition to helping children get to know socially,
children can also get to know their own country, namely traditional games.

**Sample 2**

Q : Do children often play traditional games of congklak?
G : As for the game of congklak, there are still many who play the game, both
at home and at school during recess.

**b. Student character**

**Sample 1**

Q : In your opinion, can traditional games develop students’ character?
M : Yes, because traditional games contain good values to grow students’
character.

**c. Learn while playing**

**Sample 2**

Q : In your opinion, is learning while playing important for students?
G : This is very important, because the characteristics of children like to play,
so if you learn while playing it can make children more excited to make
children enjoy the learning process.

**Results of interviews with students**

**a. Congklak Traditional Game**

**Sample 1**

Q : What is your response as a student in integrating the traditional game of
congklak in learning activities?
S : I think based on the application of the traditional game of congklak, it is
very fun and increases my curiosity when playing the game.

**b. Learn while playing**

**Sample 2**

Q : Will the application of learning while playing make you as a student
feel able to understand the learning given by the teacher?
S: In my opinion, the application of playing while learning really helps us in understanding learning, because learning activities are not always monotonous and not boring.

c. Homeland love character
Sample 3

Q: Do you think that as a student, integrating this traditional game can increase students' sense of patriotism?

S: Yes, in my opinion, the application of traditional games in learning activities can increase students' love for the homeland because we can know the diversity and culture that exists in Indonesia, and unintentionally we can preserve the existing culture through gaming activities.

d. Social Care Character
Sample 4:

Q: What do you think about the integration of this traditional game of congklak on the character of socially caring students?

S: In my opinion, the application of traditional game learning can improve the character of students in social care by means of interaction between fellow students in this game activity.

e. Character Analytical Thinking, and student interest
Sample 5

Q: What do you think as a student in improving the character of analytical thinking, student interest by integrating this traditional game of congklak?

S: I think the integration of this traditional game can improve the character of analytical thinking, student interest in students because in this game there is interaction between each other in playing so that with this it can improve the attitude of analytical thinking, student interest.

Discussion

In previous studies there were researchers who had researched about traditional games. In the previous decade also researched by Ke (2009) previously where the use of games as a bridge in learning activities in this study, the games used were android-based which functioned to increase student motivation. In addition, in the study of Mayer et al. (2014) sought to identify the design requirements for game-based learning, the contribution of games to learning, and if learning from simulation games can be applied to the real world. In previous research conducted by Iwandana, Sugiyanto, & Hidayatullah, (2018), it was stated that physical activity in the form of playing through traditional games always presents an atmosphere of joy, harmony, training skills and creativity, the introduction of cultural values, and has a positive role in the physical development of children. Furthermore, Parji & Andriani (2016) conducted research on the traditional game of Congklak as an effort to improve students' social skills.
The character of the love for the homeland of students has previously been carried out by several previous studies. Where is the research conducted by Bas (2005) which discusses how to learn to increase love for the motherland in Tibetans in China. Furthermore, in a previous study conducted by Kumar (2021) where he conducted a study on a self-sacrifice for the love of the homeland. Then in the research conducted by Wang (2019) where he discussed Asian Women's Leadership for the love of the homeland. Based on the description of the research that has been done previously, it can be seen that the character of love for the homeland is very important to be applied to students.

On the character of social care where previously there were previous studies. Research conducted by Gradus & Smulder (1993) where he examined the effects of environmental care on optimal technology utilization and long-term growth. Furthermore, in a study conducted by Eckelman & Sherman (2016) where researchers conducted research on the impact of the social care system on US public health. Then in further research by Gusmadi & Samsuri (2020) which discusses the Ecological Citizenship Movement as an effort to Formation of Social Care Characters. Judging from previous research that the character of social care is very important to be applied and improved on students.

Several previous studies on the character of analytical thinking, student interests were carried out by researchers. Research conducted by Saeed (1999) which discusses analytical thinking, religious student interest through Islamic education reform, is about the case of Indonesian state Islamic study institutions. In addition, another research was conducted by Wahyudi (2017) about the character of analytical thinking, religious students' interests. In another study conducted by Glanzer (2005), it was stated that the character of analytical thinking and student interest was used to improve discipline. From that character of analytical thinking, students' interests need to be applied in students' lives by learning.

Based on these previous studies, no one has conducted research on examining the application of traditional games to see the character of students, especially on the character of love for the homeland, social care and analytical thinking, student interests. Therefore, character studies in the application of traditional games are the renewal of this research which is then referred to as the application of the traditional game of congklak to see the character of love for the homeland, social care and analytical thinking, student interests. Based on the research described above, the novelty of this study is This research was conducted to complement previous research with the latest in research, namely the application of the traditional game of Congklak in learning activities to improve student character. In addition, the application of this traditional game does not focus on just one character, but on three characters at once, namely love for the homeland, social care and analytical thinking, student interests. So what if it is related back to the reciprocal relationship between cultures, interactions and processes in learning activities, the results of this study are not only beneficial for the culture itself but also have an influence on the world of education. Where in the educational activities carried out, it is hoped that this
research can have a positive impact and can be used in learning activities in
elementary schools as an alternative in improving the character of students by
relating it to daily activities related to local wisdom, social care and analytical
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elementary schools as an alternative in improving the character of students by
relating it to daily activities related to local wisdom.

The implementation of the traditional game of congklak in classroom
learning can have an impact on the attitudes and character values of
students. The integration of the traditional top game in learning both in
elementary schools and at Marasah Ibtidaiyah was given an attitude
questionnaire to see students' attitudes towards the traditional game of
congklak. With the results obtained in the calculation of descriptive statistics
included in the very good category, with the results obtained 44% (56 of 160
students). The attitude in each class is included in the very good category, this
is because the implementation of traditional games makes students more active
in participating in learning so that students are more enthusiastic and can
follow learning well because it is in accordance with the age and character of
elementary school-aged students.

Traditional games that are implemented in learning besides being able to
increase student enthusiasm can also instill various character values in
students. Visible characters in implementationOne of the 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
attaches importance to the interests of the nation and is willing to sacrifice for the glory of the nation and country.(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.

Selain karakter cinta tanah air, karakter peduli sosial juga pelu untuk diukur besarnya karakter peserta didik dalam belajar. Peduli sosial merupakan sikap dan tindakan yang selalu berupaya mencegah kerusakan pada sosial alam di sekitarnya, dan mengembangkan upaya-upaya untuk memperbaiki kerusakan alam yang sudah terjadi(Afriyeni, 2018; Chase, SK, & Levine, 2018; Narut, YF, & Nardi, 2019). From this study, the results obtained with a very good category, namely 36% with 18 out of 50 students. This shows that students already have a socially caring character when implementing the traditional game of arrogant. Students have the will to be able to care about the social around them.

The values contained in traditional games can form good character for students. In addition to social care characters, the character of tolerance is also measured by the magnitude of these characters in the implementation of the traditional game of Congklak. The character of analytical thinking, student interests need 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 research, the results obtained in the very good category are 40% with 20 out of 50 students. This shows that students already have the character of analytical thinking, students' interest in the implementation of the traditional game of Congklak is seen with a very high awareness of diversity and mutual respect.

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 (Sari et al., 2017; Usmadi, 2020; Wahyudi & Supardi, 2013). Where the T-test analysis was carried out on attitudes, love for the homeland character, social care character and analytical thinking character, student interest in students. Where the results of the study show a comparative picture between students' attitudes towards the character of love for the homeland, social care characters, and analytical thinking characters, students' interest in implementing the traditional game of Congklak in learning activities at school.

In previous research conducted by (Amzalag, 2021; Irmansyah et al., 2020; Nugraha et al., 2018; Prahmana, 2012) who conduct research by integrating traditional games in various subjects. According to each research conducted, it is revealed that traditional games have elements as learning, both character building and thinking. 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 picture of attitudes, peace-loving characters, social care characters and the character of students' responsibility in elementary schools.

In the research there is a novelty that is found in the hypothesis testing conducted by the researcher, which has the aim of comparing four different
variables, namely the character of love for the homeland, the character of social care and the character of analytical thinking, the interest of students in the implementation of the traditional game of congklak in class V learning. on the material Theme 8 "Objects around us", Subtheme 1, Learning 1, where in observing objects around our social that can be used as teaching materials.

The implication of this research is the comparison of attitudes, character of love for the homeland, character of social care and character of analytical thinking, student interest which was carried out in two classes in Elementary School and Madrasah Ibtidaiyah with different backgrounds. ”, Subtheme 1, Learning 1., to find out the diversity of local wisdom in the surrounding social. So that with this the teaching materials used in students are social 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. The limitation in this study is that the implementation of the traditional game of congklak has limitations on the basic competencies of class V on Theme 8 "Objects around us", Subtheme 1, Learning 1.

Conclusion

Based on the results of research conducted in class V SDN 115/VIII Bangko, SDN 05/VI Kungkai, MIN 1 Merangin, and MIS Baiturrahman, it was found that the resulting comparison also showed a significant comparison between variables. The traditional game of congklak is recommended to be applied in learning because it can help assess students who can improve their character (love for the homeland and social care), level of analytical thinking and student interest.

Reference


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