

1 Integrating Play while learning Traditional Games: 2 Increase interest, Analytical Thinking, Student 3 Character 4

5 *Every country keeps the wealth that is in it. Indonesia is a rich country and*
6 *one of its wealth is local wisdom that is spread throughout the region.*
7 *Traditional games are an example of local wisdom in Indonesia. The*
8 *purpose of this study was to examine the application of traditional game-*
9 *based learning congklak for assessment of attitudes, character (love of the*
10 *homeland and social care), level of analytical thinking and student interest.*
11 *The research method used is the Mix Method, which aims to compare a*
12 *variable. This study used a sample of 40 fifth grade students in each of the*
13 *following schools, namely students of SDN 115/VIII Bangko, SDN 05/VI*
14 *Kungkai, MIN 1 Merangin, and MIS Baiturrahman, with random sampling*
15 *technique. The research design uses The embedded design. The data*
16 *collection instruments used were questionnaires and interviews. Data*
17 *analysis used descriptive statistics and inferential statistics. The results of*
18 *the T-test for each variable of attitude, character (love of the country and*
19 *social care), level of analytical thinking and student interest in each school*
20 *have a significant comparison, with a value of sig <0.05 and in each*
21 *dominant variable in the good category.*
22
23

24 Introduction 25

26 A conscious and planned effort to create a learning atmosphere and
27 learning process so that students actively develop their potential is called
28 education. Education today is a process of shaping the ability to think logically
29 in the future (Clark, 2012; Xu, 2012; Pusitaningtyas, 2016). The existing
30 education system makes learning more focused. Learning is an interesting and
31 fun design that serves to equip students towards changing behavior and
32 knowledge (Bonk, 2016; Pane & Dasopang, 2017; Kazu & Is, 2018). These
33 changes also cannot be separated from the role of the environment around
34 students, for example the school environment. The school environment affects
35 student learning outcomes, because it relates to student comfort in the learning
36 process. Local wisdom is one of the things that exist in the school environment,
37 namely traditional games. Student learning outcomes can be assessed through
38 traditional games (Castellar et al, 2014; Abdulmajed, Park, & Tekian,
39 2015; Serrano-Laguna et al, 2018).

40 Traditional game-based learning can help learning not only focus on the
41 teacher. Learning carried out by teachers in Indonesia is generally still teacher-
42 centered (Sani, 2013; Wilsa, Susilowati, & Rahayu, 2017; Imaduddin, Zuhaida,
43 & Hidayah, 2019). Various ways should be done to achieve learning
44 objectives, starting from the curriculum to implementation in the classroom.
45 The curriculum will determine the subject matter as a tool to achieve learning
46 based on the targets to be achieved (Annetta et al, 2013; Gruppen et al, 2016;

1 Haenilah, 2017). The achievement of learning targets is a sign that the
2 curriculum designed is good. However, this cannot be separated from the
3 implementation of direct learning. Learning that was initially only delivered
4 orally so it required new skills to be used in the learning process (Subandiyah,
5 2017; Hughey, 2020; Pedaste, Mitt, & Jürivete, 2020). A good learning can be
6 seen from the cognitive, affective and psychomotor changes in students.

9 **Assessment of Learning and Games and the Essence of Games on Student** 10 **Psychology**

11
12 A good learning process is not just so that learning objectives can be
13 achieved but creating fun learning is important for teachers to pay attention to
14 (Fiet, 2001; Keller, 2016; Latief, 2017). Through the learning process the
15 teacher can assess students. Teachers need to have the ability and skills to
16 make an evaluation tool to record the abilities displayed by each student
17 (Hulsman, Harmsen, & Fabriek, 2009; Yeh & Santagata, 2015; Ashari, Lestari,
18 & Hidayah, 2016). Through the learning process, various benefits can be
19 obtained by students which include the development of abilities and potential,
20 as well as character building (National Research Council, 2012; Braghirolli et
21 al, 2016; Aidah & Indonesia, 2021). There are three domains of students'
22 abilities assessed, namely cognitive, affective and psychomotor. Student
23 assessment can not only be seen from the learning process. Through games the
24 teacher can also conduct an assessment of students (Marino et al, 2013;
25 Hwang, Hung, & Chen, 2014; Rahmatin, 2016). This is because the
26 characteristics of students who like to play make it easier for teachers to
27 directly observe student activities.

28 Traditional games are considered important for the growth of students,
29 both physically and psychologically. Psychologists consider that traditional
30 games are able to shape students' character (Missiuna & Pollock, 1991; Radu &
31 MacIntyre, 2012; Hasanah, 2016). Traditional games have high social and
32 psychological values (Marzoan & Hamidi, 2017; Junaedah & Ahmad, 2020;
33 Suud, Chaer, & Setiawan, 2020). The values that exist in traditional games can
34 help shape the character of students. But for now, traditional games have
35 almost disappeared among children (Apio, 2007; Downman, 2012; Nur, 2013;
36 Gomme, 2020). The current of globalization makes traditional games begin to
37 be forgotten (Maguire & Tuck, 1998; Zabortseva, 2012; Giese & Ruin, 2018).
38 It is the teacher's job to reintroduce traditional games in order to help shape the
39 character of students, especially the traditional game of congklak. One strategy
40 to build student character is through the play environment (Zagzebski, 2017;
41 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

1 studies conducted by Jennet et al (2008) and Ravaja et al (2008) showing that
2 the game is an emotional and physical experience and involvement in the game
3 can be reflected in the emotions and thoughts of players. From previous
4 research, no one has examined the assessment of learning through games to see
5 attitudes, character of love for the homeland, social care, and analytical
6 thinking and student interests. Judging from previous research, the position of
7 this research is to complement previous research that discusses traditional
8 games in learning. The novelty of this research is to examine the application of
9 games in learning to help assess attitudes, character (love for the homeland and
10 social care),

11

12 **Research Method**

13

14 **Participants**

15

16 The population of this study were students of SDN 115/VIII Bangko, SDN
17 05/VI Kungkai, MIN 1 Merangin, and MIS Baiturrahim. The sample used in
18 this study was 40 students who were randomly selected from class V in each of
19 the selected schools, namely SDN 115/VIII Bangko, SDN 05/VI Kungkai,
20 MIN 1 Merangin, and MIS Baiturrahim. In taking or selecting samples,
21 researchers used a random sampling technique, which is a technique for
22 determining samples selected randomly from members of the population used
23 as samples which aims to facilitate researchers in systematically taking data
24 samples and obtaining information related to the research object (Flynn et al,
25 1990). ; Endacott & Botti, 2007; Taherdoost, 2016).

26

27 **Research instruments and procedures**

28

29 The instruments in this study used instruments in the form of giving
30 questionnaires, and interviews, where researchers used these instruments to see
31 how learning assessment in integrating traditional games was on students'
32 attitudes, character (love of the homeland and social care), analytical thinking
33 and student interests. In this study, the questionnaire given was used to see the
34 results of the application of the traditional game of Congklak on attitudes,
35 character (love of the homeland and social care), and analytical thinking and
36 student interests. Where the questionnaire given is a questionnaire about
37 students' attitudes towards the traditional game of Congklak as many as 20
38 statements, a character questionnaire for patriotism as many as 25 statements, a
39 questionnaire on social care characters as many as 25 statements, analytical
40 thinking as many as 20 statements, and student interests as many as 20
41 statement items. The research instrument was tested and also analyzed its
42 reliability. Interviews were conducted in a structured manner regarding the
43 attitudes and interests of students towards the game of congklak, the character
44 of social care and love for the homeland and the level of students' analytical
45 thinking. Interviews were used as a support for the results of the questionnaire

1 instrument assessment so as to obtain additional evidence and verify the results
2 obtained.

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

12 13 **Research analysis**

14
15 The data that has been obtained through the distribution of questionnaires
16 and interviews will then be analyzed. The results of descriptive statistics and
17 hypothesis testing will be analyzed with the results in the form of mean,
18 maximum and minimum values. Analysis of the mean value is an analysis to
19 determine the average value obtained for each variable to be studied. After
20 analyzing the mean, the researcher then conducted an analysis of the maximum
21 value to determine the students' highest score in each variable and the
22 minimum score analysis was used to determine the students' lowest score in
23 each variable. in every school. Furthermore, the t-test was carried out where
24 According to Sedgwick (2010),

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

32 33 34 **Results and Discussion**

35 36 **Results**

37
38 The results of the research on the implementation of the traditional game
39 Congklak in learning activities in elementary schools. Where the results of the
40 research can be seen from the comparison of the research variables conducted
41 at four schools by connecting the research variables. Where in this study using
42 the independent variable (X) and also the dependent variable (Y). Where the
43 independent variable consists of Students' Attitudes (X1), Love for the
44 Homeland Character (X2), Social Care Characters (X3), Analytical Thinking
45 Characters (X4) and Student Interests (X5). The following are the results of

1 descriptive statistical analysis on variables from questionnaire data using the
2 SPSS 20 system.

3 4 **Student Attitude Results**

5
6 The following is a table of the results of the attitudes of Elementary School
7 and Madrasah Ibtidaiyah students from a questionnaire on the implementation
8 of the traditional game of Congklak as follows:

9
10 *Table 1.* Students' Attitudes towards the Gasing Traditional Game in
11 Elementary Schools and Madrasah Ibtidaiyah

interval	Category Attitude	Gender		Total	mean	Min	Max	Std.dev	%
		F	m						
59 - 63	Very Not Good	4	5	9					2
64 - 69	Not good	9	6	15	76.75	59	84	6,633	8
70 - 74	Enough	7	7	14					22
75 - 79	Well	28	41	69					24
80 – 84	Very good	26	30	56					44
TOTAL		35	15	160			100		

12
13 Based on the description of the table above that students' attitudes towards
14 the implementation of the traditional game of Congklak which are the results of
15 the data on the number of students who have filled out the questionnaire
16 designed by the researcher, that is, there are 2% (9 out of 50 students) who fall
17 into the very bad category, 8% (15 of 160 students) which are included in the
18 bad category, 22% (14 of 160 students) are included in the sufficient category,
19 and in the good category 24% (69 of 160 students), and 44% (56 of 50
20 students) are included in the very good category. Where based on the
21 description it can be seen that the attitudes of elementary school and Islamic
22 elementary school students are included in the very good category in
23 implementing traditional games.

24 25 26 **Results of the Questionnaire Characters of Love for the Homeland, Social 27 Care, Thinking Analysis, and Student Interests**

28
29 The following is a table of results from the questionnaire of Elementary
30 School and Madrasah Ibtidaiyah students to determine the relationship and
31 comparison of the traditional game Congklak to the character of love for the
32 homeland, social care character, and analytical thinking character, student
33 interest in learning activities. The following is a table of the results of the
34 questionnaire for the love of the homeland character on the implementation of
35 the traditional game of Congklak:

1 *Table 2. Results of Students' Love of the Motherland Character Questionnaire*
 2 *on the Implementation of the Congklak Traditional Game*

interval	Category		Total	mean	Min	Max	Std.dev	%	
	Attitude	Gender							
		F							M
59 - 63	Very Not	6	7	13				4	
64 - 69	Good							14	
70 - 74	Not good	18	9	27	86.00	59	84	6.78	20
75 - 79	Enough	15	9	24					28
80 - 84	Well	26	13	39					54
	Very good	35	12	47					
TOTAL		36	14	160			100		

3
 4 From the table above is the result of the traditional game questionnaire
 5 instrument on the character of students' love for the homeland of students
 6 which can be described, namely where in the Elementary School and Madrasah
 7 Ibtidaiyah table there are 4% (13 out of 160 students) which are included in the
 8 very bad category, 14% (27 out of 160 students) are in the bad category, 20%
 9 (24 out of 50 students) are in the moderate category, 28% (39 out of 160
 10 students) are in the good category and 54% (47 out of 160 students) are in the
 11 good category. into the very good category. Where based on the description it
 12 can be seen that the attitudes of elementary school and Islamic elementary
 13 school students are included in the very good category in implementing
 14 traditional games for students towards the character of love for the homeland.

15 The following is a table of results from the questionnaire of Elementary
 16 School and Madrasah Ibtidaiyah students to find out the relationship and
 17 comparison of the traditional Congklak game to social care characters:
 18

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

interval	Category		Total	mean	Min	Max	Std.dev	%	
	Attitude	Gender							
		F							M
59 - 63	Very Not	2	2	4				0	
	Good								
64 - 69	Not good	18	15	33	76.75	59	84	7,633	14
70 - 74	Enough	23	13	36					20
75 - 79	Well	46	20	66					30
80 - 84	Very good	15	6	18					36
TOTAL		35	15	160			100		

21
 22 Based on the description of the table above, it is clear that there is a
 23 relationship between social care characters and the implementation of the
 24 traditional game of Congklak which is the result of the data on the number of
 25 students who have filled out the questionnaire that has been designed by the
 26 researcher, that is, there are no students who fall into the very bad category,
 27 14% (4 out of 160 students) are included in the bad category, 20% (33 out of

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 4. Results of the Character Questionnaire of Analytical Thinking, Student Interests in the Implementation of the Congklak Traditional Game

interval	Attitude	Category		Total	mean	Min	Max	Std.dev	%
		Gender							
		F	M						
59 – 63	Very Not Good	6	4	10					0
64 - 69	Not good	17	12	35	76.75	59	84	7,633	14
70 - 74	Enough	20	10	30					20
75 - 79	Well	40	27	67					30
80 – 84	Very good	21	6	27					36
TOTAL		35	15	160			100		

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. good, 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) 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 tableThe 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

1 Elementary School and Madrasah Ibtidaiyah and vice versa, the data is said to
 2 be have no differences and comparisons. The following are the results of the t-
 3 test on the students' peace-loving attitudes and characters. The following are
 4 the results of the t-test on the attitude and character of patriotism in students:
 5

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

Variable	T Uji test		Sig. (2-tailed)		Mean Difference	
	SDN 155/VIII Bangko	SDN 05 Kungkai	SD N 155/VII Bangko	SD N 05 Kungkai	SD N 155/VII Bangko	SD N 05 Kungkai
Student Attitude	9,633	9,633	,000	,000	22,175	22,175
Homeland Love Character	-5.052	-5.052	,000	,000	-10,450	-10,450
Social Care Character	,963	,963	,038	,038	1.275	1.275
Character Thinking Analysis	,000	,000	.002	.002	000	000
Student Interest	-,148	-,148	0.013	,883	-,275	-,275

8
 9 *Table 6.* T-test of Students' Attitudes and Characters of Students towards the
 10 Integration of the Congklak Traditional Game in Madrasah Ibtidaiyah

Variable	T Uji test		Sig. (2-tailed)		Mean Difference	
	MIN 1 Fight	MIS Baiturahim	MIN 1 Fight	MIS Baiturahim	MIN 1 Fight	MIS Baiturahim
Student attitude	- 2,510	-2,510	0.014	0.014	-5,000	-5,000
Homeland Love Character	1,208	1,208	,231	,231	2.550	2.550
Social Care Character	- 1,823	-1,823	,072	,072	-2,225	-2,225
Character Thinking Analysis	,189	,189	,851	,851	,750	,750
Student Interest	-,448	-,448	,655	,655	-,875	-,875

11
 12 Based on the description of the table above, it can be seen that after the t-
 13 test is carried out, it can be seen that there is a comparison attitudes, character
 14 of students in the implementation of the traditional game Congklakdi at SD N
 15 155/VIII Bangko, SDN 05 Kungkai, MIN 1 Merangin, and MIS Baiturahim. In
 16 the table above it can be seen that the sig value is less than 0.05.

17 Qualitative research is used in this study to strengthen the results of
 18 quantitative research. Where the qualitative research in this study comes from
 19 the results of interviews conducted with teachers and students in a

1 predetermined sample regarding the integration of the traditional game of
2 congklak on the character of love for the homeland, social care and analytical
3 thinking, student interests. Where based on the results obtained in the
4 interviews are mostly positive with various information and reasons given by
5 the interviewees, the following are the results of the recap of interviews
6 conducted by researchers with teachers and students on the integration of the
7 traditional game of Congklak on the character of love for the homeland, social
8 care and analytical thinking , student interest:

9
10 **Results of interviews with teachers**

11
12 **a. Congklak traditional game**

13 **Sample 1**

14 **Q** :In your opinion, are traditional games important for children?

15 **G** :It is very important, in addition to helping children get to know socially,
16 children can also get to know their own country, namely traditional games.

17 **Sample 2**

18 **Q** :Do children often play traditional games of congklak?

19 **G** :As for the game of congklak, there are still many who play the game, both
20 at home and at school during recess.

21 **b. Student character**

22 **Sample 1**

23 **Q**: In your opinion, can traditional games develop students' character?

24 **M**:Yes, because traditional games contain good values to grow students'
25 character.

26 **c. Learn while playing**

27 **Sample 2**

28 **Q**: In your opinion, is learning while playing important for students?

29 **G** :This is very important, because the characteristics of children like to play,
30 so if you learn while playing it can make children more excited to make
31 children enjoy the learning process.

32
33 **Results of interviews with students**

34
35 **a. Congklak Traditional Game**

36 **Sample 1**

37 **Q**: What is your response as a student in integrating the traditional game of
38 congklak in learning activities?

39 **S** : I think based on the application of the traditional game of congklak, it is
40 very fun and increases my curiosity when playing the game.

41 **b. Learn while playing**

42 **Sample 2**

43 **Q** : Will the application of learning while playing make you as a student
44 feel able to understand the learning given by the teacher?

1 **S** : In my opinion, the application of playing while learning really helps us
2 in understanding learning, because learning activities are not always
3 monotonous and not boring

4 **c. Homeland love character**

5 **Sample 3**

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

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

12 **d. Social Care Character**

13 **Sample 4:**

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

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

19

20 **e. Character Analytical Thinking, and student interest**

21 **Sample 5**

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

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

28

29

30

31

Discussion

32

33 In previous studies there were researchers who had researched about
34 traditional games. In the previous decade also researched by Ke (2009)
35 previously where the use of games as a bridge in learning activities in this
36 study, the games used were android-based which functioned to increase student
37 motivation. In addition, in the study of Mayer et al. (2014) sought to identify
38 the design requirements for game-based learning, the contribution of games to
39 learning, and if learning from simulation games can be applied to the real
40 world. In previous research conducted by Iwandana, Sugiyanto, & Hidayatullah,
41 (2018), it was stated that physical activity in the form of playing through
42 traditional games always presents an atmosphere of joy, harmony, training
43 skills and creativity, the introduction of cultural values, and has a positive role
44 in the physical development of children. Furthermore, Parji & Andriani (2016)
45 conducted research on the traditional game of Congklak as an effort to improve
46 students' social skills.

1 The character of the love for the homeland of students has previously been
2 carried out by several previous studies. Where is the research conducted by Bas
3 (2005) which discusses how to learn to increase love for the motherland in
4 Tibetans in China. Furthermore, in a previous study conducted by Kumar
5 (2021) where he conducted a study on a self-sacrifice for the love of the
6 homeland. Then in the research conducted by Wang (2019) where he discussed
7 Asian Women's Leadership for the love of the homeland. Based on the
8 description of the research that has been done previously, it can be seen that the
9 character of love for the homeland is very important to be applied to students.

10 On the character of social care where previously there were previous
11 studies. Research conducted by Gradus & Smulder (1993) where he examined
12 the effects of environmental care on optimal technology utilization and long-
13 term growth. Furthermore, in a study conducted by Eckelman & Sherman
14 (2016) where researchers conducted research on the impact of the social care
15 system on US public health. Then in further research by Gusmadi & Samsuri
16 (2020) which discusses the Ecological Citizenship Movement as an effort to
17 Formation of Social Care Characters. Judging from previous research that the
18 character of social care is very important to be applied and improved on
19 students.

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

30 Based on these previous studies, no one has conducted research on
31 examining the application of traditional games to see the character of students,
32 especially on the character of love for the homeland, social care and analytical
33 thinking, student interests. Therefore, character studies in the application of
34 traditional games are the renewal of this research which is then referred to as
35 the application of the traditional game of congklak to see the character of love
36 for the homeland, social care and analytical thinking, student interests. Based
37 on the research described above, the novelty of this study is This research was
38 conducted to complement previous research with the latest in research, namely
39 the application of the traditional game of Congklak in learning activities to
40 improve student character. In addition, the application of this traditional game
41 does not focus on just one character, but on three characters at once, namely
42 love for the homeland, social care and analytical thinking, student interests. So
43 what if it is related back to the reciprocal relationship between cultures,
44 interactions and processes in learning activities, the results of this study are not
45 only beneficial for the culture itself but also have an influence on the world of
46 education. Where in the educational activities carried out, it is hoped that this

1 research can have a positive impact and can be used in learning activities in
2 elementary schools as an alternative in improving the character of students by
3 relating it to daily activities related to local wisdom. social care and analytical
4 thinking, student interest. So what if it is related back to the reciprocal
5 relationship between cultures, interactions and processes in learning activities,
6 the results of this study are not only beneficial for the culture itself but also
7 have an influence on the world of education. Where in the educational
8 activities carried out, it is hoped that this research can have a positive impact
9 and can be used in learning activities in elementary schools as an alternative in
10 improving the character of students by relating it to daily activities related to
11 local wisdom. social care and analytical thinking, student interest. So what if it
12 is related back to the reciprocal relationship between cultures, interactions and
13 processes in learning activities, the results of this study are not only beneficial
14 for the culture itself but also have an influence on the world of education.
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25 of education. Where in the educational activities carried out, it is hoped that
26 this research can have a positive impact and can be used in learning activities
27 in elementary schools as an alternative in improving the character of students
28 by relating it to daily activities related to local wisdom.

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

41 Traditional games that are implemented in learning besides being able to
42 increase student enthusiasm can also instill various character values in
43 students. Visible characters in implementation One of the traditional games is
44 the character of love for the homeland. In this study, it can be seen that the
45 descriptive results obtained are in the very good category, namely 54% (27 of
46 50 students). The attitude of love for the homeland is shown by an attitude that

1 attaches importance to the interests of the nation and is willing to sacrifice for
2 the glory of the nation and country.(Amalia, S., Rofifah, U., & Zuhri, 2020;
3 Ramadhani, MH, Musadad, AA, & Pelu, 2018). Judging from that, the
4 character of love for the homeland must exist in students both in learning and
5 playing.

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

16 The values contained in traditional games can form good character for
17 students. In addition to social care characters, the character of tolerance is also
18 measured by the magnitude of these characters in the implementation of the
19 traditional game of Congklak. The character of analytical thinking, student
20 interests need to be instilled from an early age so that children can understand
21 and accept every difference from others(Hasanah, nd; Nuraeni, 2020;
22 Purnamasari, YM, & Wuryandani, 2019). From this research, the results
23 obtained in the very good category are 40% with 20 out of 50 students. This
24 shows that students already have the character of analytical thinking, students'
25 interest in the implementation of the traditional game of Congklak is seen with
26 a very high awareness of diversity and mutual respect.

27 Hypothesis testing is carried out to describe the existing hypotheses in
28 research activities seen from the results of existing research, namely by using
29 the T . test (Sari et al., 2017; Usmadi, 2020; Wahyudi & Supardi, 2013). Where
30 the T-test analysis was carried out on attitudes, love for the homeland
31 character, social care character and analytical thinking character, student
32 interest in students. Where the results of the study show a comparative picture
33 between students' attitudes towards the character of love for the homeland,
34 social care characters, and analytical thinking characters, students' interest in
35 implementing the traditional game of Congklak in learning activities at school.

36 In previous research conducted by (Amzalag, 2021; Irmansyah et al.,
37 2020; Nugraha et al., 2018; Prahmana, 2012)who conduct research by
38 integrating traditional games in various subjects. According to each research
39 conducted, it is revealed thatTraditional games have elements as learning, both
40 character building and thinking. In each study, they integrate character values
41 and ways of learning through traditional games in learning in elementary
42 schools. While in this study, traditional games were integrated in learning to
43 provide a comparative picture of attitudes, peace-loving characters, social care
44 characters and the character of students' responsibility in elementary schools.

45 In the research there is a novelty that is found in the hypothesis testing
46 conducted by the researcher, which has the aim of comparing four different

1 variables, namely the character of love for the homeland, the character of social
2 care and the character of analytical thinking, the interest of students in the
3 implementation of the traditional game of congklak in class V learning. on the
4 material Theme 8 "Objects around us", Subtheme 1, Learning 1, where in
5 observing objects around our social that can be used as teaching materials.

6 The implication of this research is the comparison of attitudes, character of
7 love for the homeland, character of social care and character of analytical
8 thinking, student interest which was carried out in two classes in Elementary
9 School and Madrasah Ibtidaiyah with different backgrounds. ", Subtheme 1,
10 Learning 1., to find out the diversity of local wisdom in the surrounding social.
11 So that with this the teaching materials used in students are social around them
12 so that learning can feel real and can learn with an independent system.

13 Recommendations from the researchers are in the learning activities
14 delivered by the teacher to be developed or varied in implementing traditional
15 games in learning activities to assist teachers in measuring the character of
16 students and knowing the character of students, where the character of students
17 has a very strong influence on students' self, one of which is on student
18 learning outcomes so that they are maximized. and also meaningful and also
19 helps foster better student attitudes. Where traditional games can be used as
20 teaching materials by teachers in implementing learning activities. The
21 limitation in this study is that the implementation of the traditional game of
22 congklak has limitations on the basic competencies of class V on Theme 8
23 "Objects around us", Subtheme 1, Learning 1.

24 25 26 **Conclusion**

27
28 Based on the results of research conducted in class V SDN 115/VIII
29 Bangko, SDN 05/VI Kungkai, MIN 1 Merangin, and MIS Baiturrahman, it was
30 found that the resulting comparison also showed a significant comparison
31 between variables. The traditional game of congklak is recommended to be
32 applied in learning because it can help assess students who can improve their
33 character (love for the homeland and social care), level of analytical thinking
34 and student interest.

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