

## The Internalization of Child Games in Strengthening the Character Education at Taman Muda Jetis Elementary School in Yogyakarta

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**Abstract:** The objectives of this study are: 1) to find out the internalizing process child games in strengthening the character education students in Taman Muda Jetis Elementary School. 2) To find out the supporting and inhibiting factors in the internalizing process of child games in strengthening the students character in Taman Muda Jetis Elementary School. 3) To find out the implications of the child games internalization to enhancing the student character in Taman Muda Jetis Elementary School. The research method used was qualitative research methods. Data sampling was taken purposively, data collection techniques used triangulation (merging) and data analysis was inductive/qualitative and qualitative results more emphasizing the meaning rather than generalization. This research was conducted at Taman Muda Jetis Elementary School. Therefore, the results of this study include. 1) The internalizing process of the child games at Taman Muda Jetis Elementary School is carried out through the dancing study. The internalizing process was derived from the school vision and mission, curriculum, dancing lesson plan. Then, those applied in the learning process, 2) Supporting factors for internalizing the child games at Taman Muda Jetis Elementary School includes: a) There are difficulties in classroom management because student are still difficult to focus and follow the teacher's instructions, b) The children are still playing uncontrolled and it is inappropriate with the teacher's plan. Supporting factors: a) The vision and mission of the study program already include the material related to cultural arts and manners, b) the curriculum is developed conically toward culture, 3) the implications of internalizing the child games at Taman Muda Jetis Elementary School, namely the internalizing of the child games at Taman Muda

Jetis Elementary School is able to teach the student about some character values.

**Keywords:** Internalization of child games, Character education, Elementary School

### 1. Introduction

The child ages are identical with the imagination and games. Most of the children's activities are dominated by game. They will stimulate to carry out various activities to achieve their satisfaction. There is a lot of benefits derived from playing. Namely, they will recognize the environment and themselves, more respect for friends, with all their differentiation. Through the game, children get various pleasant experiences and get a strong foundation for achieving the various skills that are very necessary for solving their future life problems [1].

Amid the globalization era, parents and teachers should be more vigilant in educating their children. In this global era, various foreign cultures will quickly enter the children's lives. The globalization clearly can affect the existence of child games that ideally can be a mandatory game for children. Undoubtedly, at this time when the children arrive at home, they prefer playing games on mobile phones, playing PlayStation, watching YouTube, or

comfort with their gadgets. Children are more familiar with the serial Tayo, Upin Ipin, Tobot, Roboco Poli, rather than stories from their own country. Parents taking a role as an educator at home must be stricter in filtering their children film. Do not let your children more understand to the foreign culture than their own culture, worst children will fall into inappropriate internet site that is not following their age.

Today, it is rarely even found the children playing cublak-cublak suweng, dakon, engklek, snakes and ladders, and others. Those game seemed to be lost because of the effects of development throughout the country. In big cities or housing complexes, we may found a playground, but, regrettably, the place does not introduce children to their own culture in their country, such as various child games that can sharpen their motoric skills while building children's character. As a result, the child games moved into electronic games that have explicitly served inside the building, such as in malls or tourist objects. In fact, from child games, children will learn about character.

Child games are part of a traditional game that is intended for children. The existence that in the conventional psychomotor game, child games most of the song's lyrics are inlined with the game's motion. It means that the song is indeed sung when the child is playing or in other words the song as accompanist [2] while the character of a stable personal attitude results is derived from the consolidation of progressive process and dynamic, integration and actions [3]. In same way, Surupa's opinion is expressed in a psychological dictionary which states that character is a personality in terms of ethical or moral starting points, such as someone's honesty; usually has linked with relatively fixed traits (Dali gulo in Hidayatullah) [4]. From the expert opinion above, it implies that character is a good personal attitude that attached to someone personality.

Schools, as one of the educational tri-centres, have an important role. For

example, if in the community and family are no longer able to support their role in teaching the child games. Schools should not only provide knowledge and skills to children but also form a noble attitude or good character. One offered problem-solving that can be done is to tuck the child games in the curriculum.

This method has been done at Taman Muda Jetis Elementary School. This school is one of the schools under the Tamansiswa foundation which located on Jl. AM Sangaji, Cokrokusuman, JT II / 878, Jetis, Yogyakarta.

Taman Muda Jetis Elementary School has a policy that all students are required to take the child games subject. The school has a principle that noble character should be instilled early on. One way that can be done is to insert the child games into the school curriculum. In other words, students who attend the Taman Muda Jetis Elementary School, they will also get material about child games. This is what distinguishes Taman Muda Jetis Elementary School from other elementary schools. Therefore, the aims of this study are: 1) to know the process of internalizing the child games in strengthening the character of students in Taman Muda Jetis Elementary School, 2) to find out the supporting factors and inhibitors of the process of internalizing child games in strengthening the character of students in Taman Muda Jetis Elementary School, 3 ) to find out the implications of the internalization of child games in strengthening the character of students in Taman Muda Jetis Elementary School.

## 2. Material & Methodology

The research design used was a qualitative research design, which was to examine the natural conditions of objects, where the researcher was a key instrument, data collection was done purposively, then the data collection techniques used triangulation (merging), data analysis was inductive/qualitative and then the qualitative results emphasized more about

the meaning rather than generalization [5]. This research was conducted at Taman Muda Jetis Elementary School, Jalan A.M. Sangaji, Cokrokusuman, JT II / 878, Jetis, Yogyakarta. Data collection techniques used were interviews, observation, and documentation.

### 3. Results and Discussion

#### 3.1. The Internalizing process the child games in strengthening the Characteristics of Taman Muda Jetis Elementary Students.

The process of internalizing child games in strengthening the character of students in Taman Muda Jetis Elementary School is briefly seen in the chart below.

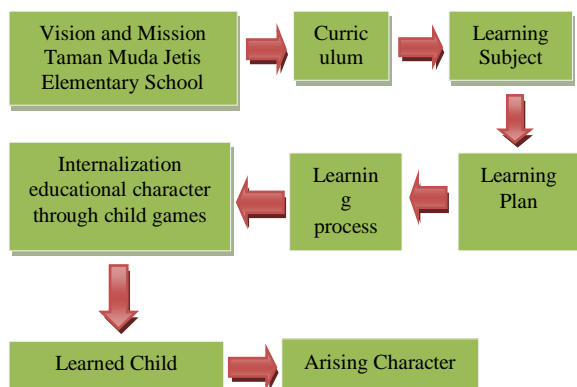


Figure 1. The internalizing process chart of the child games at Taman Muda Jetis Elementary School

The process of internalizing child games in strengthening character can be examined from the curriculum and the teacher. That is because each learning process is based on a school curriculum that has been designed and the teacher as a teacher who implements and designs the learning process in the classroom for students. Taman Muda Jetis Elementary School is one of the schools established under the Tamansiswa foundation. This school has vision namely "Becoming a School of Religious, Global Insight, Culture-Based Art, and Noble Ethics", while its mission included: a) Instilling faith and devotion; b) Implement character education and noble character; c) Organizing education with an active,

creative, effective, and fun system in accordance with the development of science and technology and globalization; d) Establish cooperation with the community and be slow to realize the warmth family life. Vision and mission have an important role in an institution. The vision and mission are the foundation and objectives to be achieved by Taman Muda Jetis Elementary School. Starting the vision, mission, Taman Muda Jetis Elementary School as a whole refers to, and it is guided by Tamansiswa teachings.

Child games are one of the legacies of the thought of Ki Hadjar Dewantara. Child games are also one of Indonesia's cultural assets that must be preserved. Based on the results of the observations and internalization child games, starting from the Vision and Mission of Taman Muda Jetis Elementary School, which is focused on art and culture and noble character, so that they can become a religious, global-minded, culture-based, and noble character school. Vision and mission are one of the cornerstones or final objectives of all activities in the school. The vision is contained, that Taman Muda Jetis Elementary School must be based on cultural arts and noble character.

Based on a vision and mission that contains cultural arts, the curriculum developed must be contained with cultural arts. One of them is seen in the subject mapping. In group C it is written that Taman Muda Jetis Elementary School teaches child games that are included in dance subjects. Dance subjects also collaborate with Javanese instrument subjects to display child games accompanied by song and gamelan. The data were also strengthened by the results of interviews conducted with the elementary school principal. The following are the results of interviews with the principal regarding education character conducted by the school.

*Planting education character in Taman Muda Jetis Elementary School is included in the learning process. In addition to the*

*activities programmed in the curriculum. It could also be routine habituation, including religious activities, discipline, leadership, and social care. (Head Master)*

From the results of the interview, it can be concluded that Taman Muda Jetis Elementary School has included education character in each of its learning even written in the school curriculum. This indicates that Taman Muda Jetis Elementary School is seriously trying to teach the characters to their students. In daily activities, the students are also taught religious attitude, discipline, leadership, and social care. These attitudes are characters that must be built from an early age. The school is one of the institutions which is fully responsible for this.

One method that can be used to instil character education in learning is to introduce child games to students. Taman Muda Jetis Elementary School which has a vision of "Becoming a Religious, Global-minded, Culture-Based, and Noble Ethics-Based School". From this vision, it has been seen that Taman Muda Jetis Elementary School commits to preserve culture and strive to always instil character in students. Efforts to instil character and cultural preservation can be pursued, one of which is the inclusion of child games in learning.

The results of interviews related to child games are used as a means of planting character culture.

*Exactly, child games is used as a means of planting character culture because through child games, it is expected the various values can be entered, ma'am. For example, religious values are proven, when starting and ending, nationalism, for example, recognizing local culture, integrity, in the child games, various rules will hone children's integrity, independence, and mutual cooperation, for example, many who teach cooperation. (HM)*

The same statement stated by students.

*Exactly Ma'am, the child games teaches good attitude. For example, cooperation, responsibility, sportsmanship. And I do that.(LS)*

*Yes, ma'am, the child games taught me to work with a friend (JS).*

From the interview above, it is clear that the headmaster as the head of the school is trying to integrate the child games into learning. It is expected that this child games can be a reinforcement of character education for students. Students have also felt the results. Based on the results of the interviews, several students said that the child games were able to strengthen their character. The students said that the boy had taught good manners. They are taught to work together, respecting friends, sportsmanship, etc.

The results of the interview related to the application of a student's school at Taman Muda Jetis Elementary School

*At our school, child games is taught in first grade. Why in first-grade class, because first grade is the beginning of a student studying in elementary school. So that the character is embedded early on. Therefore, it is taught in first grade. Then for classes 2-6, we focus more on classical dance. (HM)*

The dance teacher said the same thing.

*The fundamental reason why child games (in the form of dance) is taught in first grade because at the age of 6-8 children are still in playing period if the children are immediately introduced to classical dance it is likely to be difficult to catch and follow. Therefore, the child games in the form of this dance as a basis for children to learn to be more flexible and stimulate to like dancing first while introducing some basic movements that are grounded in the Classical Style of Yogyakarta dance through dance moves that are in the child games dance. Remembering that children at 6-8 years old are still in their playing period, with this child games can also provide children's knowledge about traditional child games, because today there are so many children who don't know, can't play that, or don't want to know the child games. Children are now more likely to play games on gadgets, so they tend to have closed and difficult to socialize. (YN)*

Based on the interview result above, it has been shown that the child games in strengthening the character of students are not only found in the curriculum documents or vision and mission of the school but also

raised by the teacher in the dance learning process. This method makes the children directly more internalized in Taman Muda Jetis Elementary School.

### **3.2. Supporting and Inhibiting Factors of the Internalizing process of child games in Strengthening Character at Taman Muda Jetis Elementary School.**

Based on the results of interviews with the school principal and the teachers, it was found that there were various supporting and inhibiting of the child internalization of child games in strengthening the character of students at Taman Muda Jetis Elementary School. This method can be seen in the results of the following interview.

*The problem is some student sometimes lose concentration, thus making the material cannot be delivered as expected. (YN)*

The second respondent stated the same thing

*The inhibiting factors that arise during the child's learning are that student often lacks focus. They are absorbed in playing with other games. (AG)*

Likewise the third respondent revealed that.

*The inhibiting factors that arise when learning child games is the difficulty of classroom management. Students are still hard to focus on, pay attention to the teacher, and follow the teacher's direction. (KS)*

The supporting factors in the application of child games can be seen in the school's vision and mission documents. In the vision of the school, it is written that the vision of Taman Muda Jetis Elementary School is "Becoming a Religious, Global-Minded, Cultural Arts-Based, and Noble Ethical School". From this vision, it is clear that Taman Muda Jetis Elementary School strongly supports the preservation of arts and culture and the cultivation of noble mind and character to their students. Likewise, in the curriculum. The curriculum which developed at Taman Muda Jetis Elementary School also focused

on culture. The culture that was raised in the learning of Taman Muda Jetis Elementary School was dance (child games for first grade), Javanese musical instrument, and Javanese language.

From the results of the document study and interviews about the inhibiting and supporting factor at the time of learning the child games above can be concluded the inhibiting factors for the application of the child games. Inhibiting factor in applying child games in character strengthening namely: a) Difficult classroom management because the student is still challenging to focus and follow the teacher's instructions; b) The student is still playing uncontrolled, and it is inappropriate with the teacher's plan. The factors supporting the internalization of child games in strengthening student character education are a) The vision and mission of the study program already include matters related to cultural arts and noble manners; b) The curriculum was developed focused to the culture. Seeing the inhibiting factors and supporting the internalization of the child games in strengthening the character still needs improvement in terms of the internal school both the principal, teachers and developed curriculum.

### **3.3. Internalization Implications of child games in Strengthening Character Education of Taman Muda Elementary School Students Jetis**

The explanation above implies that the child games is one of the culture-learning subjects, which is included in the curriculum by Taman Muda Elementary School Jetis. The reason for that school teaches child games is because of the first-grade students must be taught about character education early on. Child games are one of their own cultures. In technological era, student must be introduced to child games, so that children do not only know the game that tends to technology advancement, further can shape them become individualistic creatures. Child games don't just teach student to play. However, some many values and benefits can be learned. For example

cooperation, social care, responsibility, etc. Besides, first-grade students are still admired by the playing phase. However, not only teaches movements in dance, the teacher must also convey the meaning or philosophy to their student. It is needed because every child games have a good meaning for the child's development. For example, the meaning of the child games cublak-cublak suweng is in finding treasure, but don't be controlled by the lust, so you have to return into a clear conscience, not influenced by the appetite, by the conscience we will find it easier, not getting lost.

The internalization of the child games at Taman Muda Jetis Elementary School is able to teach the student about some character values. From the results of observations when learning in class, several things were found including some students who have raised good character. For example, when there is a friend who fights, another student is expected breaks them up, then, when there is a student doing wrong to their classmate consciously he apologizes to the friend. The value of cooperation has also been seen. For example when performing dance moves, etc.

#### 4. Conclusion

Based on the discussion, it can be concluded that the process of internalizing child games in Taman Muda Jetis Elementary School was carried out through dance learning. It was derived from the vision and mission of the school, curriculum, Dance learning plan, and the learning process. Then, the inhibiting and supporting factors for internalizing the child games in Taman Muda Jetis Elementary School include: 1) Difficult in classroom management because the student is still challenging to focus on and follow the teacher's instructions, 2) student are still playing as uncontrolled and inappropriate

with the teacher's plan. The implications of the internalization of child games at Taman Muda Jetis Elementary School are character education.

That the internalization of child games at Taman Muda Jetis Elementary School is able to teach the student about some character values. The suggestion from this research is that schools, as one of the educational trilogy, should incorporate the student's service into the curriculum. Remembering, various benefits that can be obtained from the child games. It is expected that with the internalization of this child games, students will develop their character and students will know and be able to preserve their own country's culture.

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